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“Opera in Beu”

JANE AUSTEN AS NOVELIST.
(This essay was awarded the Geo., Birkhoff English Literature
Prize.)

The year 1777 witnessed many great events in history.
In America it saw bloodshed and strife, the long bitter struggle
for independence. In England it witnessed the birth of one
who was destined to reap fame and honor as one of the fore-
most of the world's great novelists. But the quiet little village
of Steventon, in Hampshire, was blissfully ignorant of the
strife that racked America with suffering, and life flowed along
peacefully in the sunny home where the coming of a little
daughter meant only another life to protect and love, for of
Jane Austen's future greatness no foreshadowing glory came.
Her parents were people of culture; her father, the kindly,
simple rector of the parish, was a man of intelligence and
ability, who had received an education broad enough to enable
him to fit his own sons for the university. The mother was
a gentlewoman, capable, serene and lovely, with a fund of
sparkling wit and clever conversation. She was the life of
the house, and from her the little Jane inherited the keen
insight into human nature, and the quiet irony that was
quick to expose its shams.

But of the life of Jane Austen we know little. It has been
aptly remarked that she is one of the very few authors who had
no history. She did not travel; she had no knowledge of the
outside world; she knew nothing whatever of current events;
the long struggle with America, the brilliant successes of
the young Napoleon, the spirit of unrest that stirred all west-
ern Europe, crumbling thrones and establishing new nations,—
all this was to her but a vague, dim unreality. Ripples they
were that hardly stirred the peaceful surface of her life. In the little village with its quaint, old-fashioned gardens, its thatched cottages, and leafy hedge-rows, she grew into quiet, serene maidenhood; and there in the sunny rectory surrounded by her family and the common folk of the parish, of whom she had given us many an inimitable sketch in her novels, she began her literary career. There was no one to guide and control her taste; she had no sympathetic friend to criticise and suggest as did Charlotte Bronte and George Eliot; she worked alone, patiently and humbly. Writing for pleasure simply, and not for fame or reputation, she kept her literary efforts a profound secret. Even the family did not appreciate the work she was accomplishing, so quietly and unpretentiously was it performed. Many clever pens have given us sketches of her as she sat before her little mahogany desk in the sitting room of the old manse, scribbling on small bits of paper that could be hastily hidden if a visitor chanced to enter; and we surmise that often while she wrote, a Miss Bates or a Mrs. Norris was chattering volubly in her presence, never dreaming that the quiet girl thought of anything else than ribbons and finery. But her keen eye and unerring instinct easily recognized their failings and virtues, and under her skillful fingers they have been portrayed with exquisitely grace and clearness.

She began writing at the age of seventeen, and three of her most popular novels,—"Northanger Abbey," "Pride and Prejudice," and "Sense and Sensibility," were finished before she was twenty-five. At this time she removed to Bath with her mother and sister. Here she wrote "The Watsons" and "Lady Susan." She was at this time a woman of singular grace and charm, tall and slender, with curling brown hair, clear hazel eyes, and a quiet carriage that had in it something of repose and dignity which her serene face did not belie. But her shyness and seeming passiveness were not the outward expression of a morbid or melancholy mind; she was eager, quick-witted, and vivacious, with the rare faculty of discerning sources of delight in the most commonplace things of life.

After spending some time in Bath, she and her mother went to live with her brother at Chawton. Here she re-wrote several of her early books, and began to publish her works. Fifteen years had passed since first she had begun to try her talent, fifteen years of quiet, uncomplaining labor. She had indeed attempted before this time to publish two of her novels, but the publishers did not care to risk the investment. Now, with her literary work almost completed, she gave it to the world, and "Sense and Sensibility," "Pride and Prejudice," "Mansfield Park," and "Emma," followed each other in rapid succession. After her death in 1818, "Northanger Abbey" and "Persuasion" appeared.

Their success was immediately evident, and quiet little Jane Austen became one of the great figures of the day. However, her fame came so late that she refused to be spoiled by it, and continued to live in the little nook of this great universe that she loved; and we have another sketch of the dainty, lovely woman,—untouched by flattery, unconscious of fame, living in peace and purity, her mind bright, her eye keen, her sympathy eager. Fame meant little to her; like our own Whitlatter, she put her life first and above her art. To be a woman was more to her than to be a novelist. She wished to be loved and sought for her womanly grace and loveliness, and not for her artistic genius. We are far to exclaim with Scott, "What a pity such a gifted creature died so early." For Jane Austin laid down her pen at the early age of twenty-five.

Her place in literature is assured. With one accord, critics have proclaimed her the most accurate portrayer of home life, the mistress of domestic comedy. Literary taste in the late eighteenth century underwent a decided change. People began to tire of Swift's coarse satire, of De Foe's brutal realism, and there came the impulse toward romanticism. Rousseau's philosophy seemed very attractive, and people began to dream of love and beauty. The spirit of romanticism swept the country,—that spirit which created in the realm of poetry such geniuses as Wordsworth, Keats, and Shelley, and that gifted, untamed singer, Byron. Out of this movement came also the first great novelists, Walter Scott, and our own Jane Austen. But it took a long time before anything so genuinely finished and artistic as "Sense and Sensibility" could come forth. The early writers of the period were crude and unpolished, and utterly lacking the balance and naturalness that a
truly great writer must first of all possess. They went wild over medievalism and romanticism. One has but to think of Walpole’s “Castle of Otranto” and Mrs. Radcliffe’s “Mysteries of Udolpho” to realize what kind of literature England was delighting in at that time. They were tales of mystery and terror, filled with the gloom of impenetrable forests, of terrific storms.

Against this over-wrought sentimentalism, Jane Austen set her face like steel. Her first novel, and from an artistic viewpoint, the best,—“Northanger Abbey,” is a direct satire upon this tendency, a clever burlesque on romantic writers. It is a very clever piece of work. Jane Austen was just the woman to successfully combat the prevailing spirit. She brought to her task unfailing resolution, quiet courage, unlim- ted patience, a keen sense of humor, and a clear insight into human nature that laid bare its weaknesses. And with this she had a sweet sympathy that kept her laughter free from sting or sharpness.

This was Jane Austen’s chosen field, from which she never once departed. A very narrow field it was, so narrow that many critics have complained she never struck life’s deeper notes, never reached the breadth and depth of human emotion. Yet in it she attained exquisite perfection of art. We are unjust to expect from her thrilling, nerve-racking romance, or tense, over-wrought passion. She did not know them; and with quiet resolution, and true instinct she wrote only of what she knew. Hers was a world of well-regulated serenity, a world of method; her people are trained, quiet, proper, and serene. She has given us a perfect picture of the life and manners of the average people of the eighteenth century such as we cannot get from history. She painted neither high life nor low life, but what she did paint she drew with precision and accuracy.

Jane Austen’s men and women are real flesh and blood individuals. Even their studied stiffness of expression does not make them seem unnatural. They evolve naturally by the laws of their being, always from within, and not by force of outward circumstance. In her very limited field, she shows a remarkable differentiation of minor characters. In all her novels there are no two who are exact duplicates. Mr. Lucas, with his stupid self-conceit; Mrs. Norris, with her selfish snobishness; Elizabeth Bennet, with her spirited humor and rare common sense; Mr. Darcy, with his stubborn pride; Ann Elliot, with a great heart, and an unquenchable soul, hidden under a reserved and timid exterior; Fanny Price, with gentle dignity and sweet consideration; Emma, exuberantly youthful, with her good impulses and her blundering action; Lady Bertram, with her indolent laziness—all these are sketched with elaborateness of detail and wonderful accuracy. Macauley has rightly said, “The hand that drew Miss Bates might have drawn Juliet’s nurse.” Miss Austen is a mistress of character delineation.

As a rule her women characters are stronger than the men. But if it seems evident that she did not so well understand the masculine sex as her own, Mr. Lucas, Mr. Bennet and Sir William are telling arguments that she knew them well enough to give us vivid portraits. But to go back to the women. They are typical, educated ladies, living, according to the customs of the time, under strict rules of propriety. A girl who ran down a hill was considered hoydenish,—if she did not sprain her ankle and have to be carried in. To walk a few miles on a wet morning was a horrible piece of indiscretion, and a stage-coach journey was to them a wonderful event. They have been criticised for their common sense, practical view of marriage, but this was the reflection of the spirit of the times. Marriage was the only future a girl could look forward to, the professions were not open to women as they are at present. Because they so obviously aimed at a successful marriage we have no reason to believe they loved less truly and deeply than other girls. Because they were trained to repress their emotions and to speak coldly, we are unjust to suppose that their minds were shallow and their affections light. Who can doubt that Ann Elliot and Elizabeth Bennet loved as loyally and deeply as other more passionate heroines of fiction?

In plot development Miss Austen is a perfect artist, hiding her art by its very perfection. There are no thrilling complications and her very naturalness seems uninteresting at first. But on the quiet background every little touch of color shows. She makes use of no events which could not
have occurred in a very commonplace life, but she handles them so gracefully and delicately that we are interested in spite of ourselves. In “Sense and Sensibility,” it is the death of the father that occasions a change of residence and results in a very serious disappointment in love and final happy outcome. Mansfield Park turns upon the arrival of a father which breaks up a theatre party and precipitates two elopements and much misery. Her plot develops naturally and without effort, rather slowly, it is true, for Miss Austen always has time enough. She rarely stops to give us philosophical comments of her own, but her characters talk lengthily and with much detail. It takes Henry Crawford seven pages to tell his sister of his love for Fanny Price; in the same novel three pages are spent in deciding how the ladies shall ride in the carriage. She succeeds, however, in making them show just what they are. She attaches no hidden meanings to her characters, there is no profound philosophy beneath the surface, they typify nothing mystical or ethereal. Nor have they that morbid, introspective power which characterizes so many heroes of our later novels. Her stories do not deal with the superiority of the human will over the force of outward circumstances. Jane Austen did not intend to write purpose or problem novels. She wrote simply to share with others the pleasure she found in character study, she wished to lift her readers outside of themselves and their cares, and in this she succeeded admirably.

For it is not so much the subject as the handling of it that counts, and Miss Austen handled her subject with inimitable grace and ease. Her perfect clarity of style and easy felicity of diction have cast a charm about her works that our more passionate authors lack. Her perfect balance of temperament is soothing, there is nothing morbid or strenuous and all her work is pervaded by her sparkling humor, a humor that is softened by a singularly quick and ready sympathy. But above all things it is her clear vision, her unfailing ability to fathom human nature, her hatred of sham, and the quick irony she used to expose it that have made her famous. As Wordsworth says, she “saw into the depths of human souls
Souls that appeared to have no depth at all
To careless eyes.”

And seeing, she wrote, and gave to us her wonderful portraits of human nature that crown her name with glory and honor, and lift dainty Jane Austen, simple, sincere, and lovely, to the highest ranks of those whose genius has given us the world’s greatest literature.

HELÈNE DE MAAGD, ’13.

THE STUDENT HOPE WANTS.

If the college student and the college he attends are to be mutually benefited by their relationship, it is necessary that there be some similarity of character in the two. For every college has a certain number of principles for which it stands, and the students attending that school must be in accordance with those principles if he is to be a desirable patron. Similarly, every student places a number of requirements upon the institution he attends, and the school must meet the requirements if the student’s time is to be spent to advantage.

The first of these two conditions is, to our mind, the more important. Especially in the case of an institution that has a considerable history and was originally founded with a definite purpose, the student must be willing to adopt as his own, the principles of the college. In Hope College, this is as much the case as in any school. There are two classes of students who come to Hope—the desirable and the undesirable. Together with every other person who has been in attendance at this college for a number of years, we have gathered some ideas as to the things in which this desirability and undesirability consist.

First of all, Hope wants live, dynamic people in the ranks of its students. Men who will either boost or knock, but never those who will do nothing but hang; men who will push the saw rather than ride it, are wanted. We have seen men who approached brilliancy in their powers, who still persistently avoided undertaking any enterprise that required either initiative or responsibility. In connection with this, however, it must be remembered that college life is absorptive rather than productive. The college student should have as few interests outside of school as possible. A half dozen various occupations and duties about the town tend toward a scattering of interest and make proper concentration impossible.
While we are in college, the world for which we are fitting ourselves demands nothing except that we give our whole attention to our preparation.

Then let us be individual. It is a mistake to think that we develop ourselves best by the imitation of others. If this plan were followed, we should soon have the entire studentry divided into two factions,—the one trying to be like our state representative in oratory, the other sitting at the feet of the Y. M. C. A. president. Let every one conserve that which is best in himself and peculiar to himself and permit others to do the same. It is very refreshing to meet, either in conversation or in the class-room, one who is of a genuinely individual personality. Especially is this the case when one has been much wearied with that class of students who seek to govern the life of the entire studentry according to certain preconceived notions abiding in the muddy storehouses of their own brains. A word must be spoken also of the value of self-confidence and self-assertion. We believe that more people at Hope suffer from modesty and a lack of self-confidence than from over-confidence. There are, of course, some of the arrogant type, but most of these have a false knowledge of themselves and cannot be termed over-confident so much as arrogant.

"Presently active" men are in demand. Occasionally men come to Hope who attempt to make all heaven and earth bow down to them because they possess a bronze medal won in an oratorical contest in some six-by-eight High School. A country philosopher correctly observed, "When I hear a' feller braggin' about what he has done in the past, I make up my mind that he ain't doin' much right now."

In one particular Hope's case is peculiar, for here, it is necessary that a student, to make the most of his opportunities, and to have the widest field for his powers join one of the literary societies. Hope's literary societies control her student life. One cannot do his best socially, intellectually or even politically, if such a term may be applied to a phase of college activities, unless he is a member of a literary society.

In addition to these few thoughts about the desirability of active, dynamic, individual men as students of Hope, it may be said that Hope in company with the other colleges of its class wants students who are seeking a broad cultural education, rather than a narrow, technical training. And these men must have an aim which they will surmount all obstacles to attain, an aim to be peers of the best in the land, physically, intellectually, spiritually; seekers after the pure and the eternal, rather than the gross and the perishable; leaders of men; "the salt of the earth."

E. WICHERS, '13.

THE LAKE GENEVA CONFERENCE.

To the Young Men's Christian Association it was decidedly pleasing and encouraging to see fourteen young men go to this annual conference. It was particularly pleasing because no one of our young men has ever attended this conference without having received an indelible impression of the wide sphere of Christian service and the plentiful harvest for the thrifty reaper. Allow me to point out briefly a few of the distinct advantages gained there so that others may be prevailed upon to grasp this opportunity.

The advantage of coming in contact with men from other colleges is very beneficial. At a college the associations and environments are always sought and previously determined upon, for frequently men of similar nationality and faith are apt to congregate. But at a conference where men from many institutions and men of varied experience are met, new associations are well nigh forced upon one, and this is fortunate. This tends to give to one an appreciation of the good in other institutions. To gain a knowledge of other college men's views and a respect for their opinions no college career and no amount of study can compare with a conference of the Lake Geneva type. There is no better remedy for prejudice than to gain access to the ranks of those who have become the objects of prejudice and to discover their goodness of purpose and nobleness of aim.

Another advantage that comes to the conference delegate is the fact that he is introduced into an athletic atmosphere where he sees the leaders of great movements vie in friendly combat upon the field. Lectures and debates are frequently
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insufficient to bring conviction that a man's mind cannot be as serviceable in a weak and poorly developed as in a strong and well developed body.

The daily life work meeting is a significant feature of the Lake Geneva conference. Significant not merely because it causes many men to change their plans in regard to the profession of their previous choice in favor of a distinctly Christian profession, but because of the high estimate placed upon Christian service in every profession. No profession will hinder anyone from becoming a fighter in the mighty struggle against vice and unrighteousness.

Space fails me to make mention of the plea for union of effort in the great Christian battle, of the convincing addresses from men of the type of Fred B. Smith and others, of the benefits derived from private interviews with the great-souled leaders of the conference, of the habits of daily devotion gained there, of the open-hearted conversations with students from other schools, and of the hints received in regard to methods and policies of conducting association work. In short the Lake Geneva conference offers priceless pearls at the low cost of a little sacrifice. Are you interested? If not become so. Go and see for yourselves. Figure on it now, begin to lay aside a little, begin to earn a little and by June you'll be prepared to hear and see for yourselves.

HENRY JACOBS, '14.

THE Y. W. C. A. CONFERENCE.

This summer, Hope College was represented at the Y. W. C. A. convention at Lake Geneva by six girls. These six girls enjoyed every minute of the conference, and they would very much like to see the number of delegates doubled or, if possible, trebled next year, and this is the reason why: First of all, the girl who goes there realizes what a splendid big association is ours. There are girls there from at least ten states, from the cities and the country, from the big universities, and the small colleges; almost every type of girl, each one eager to receive something that she can take back with her which will help the girls of her school.

To some girls, a conference means rather a dry, dull affair;

to others, it means that the very atmosphere seems full of religious fervor, which dies down very soon. The girl who goes to Geneva, however, finds out that neither the one nor the other applies there. Life there is most natural and enjoyable. The Bible classes, mission-study classes, and platform addresses are led by splendid men and women from all over the United States. The girl who goes to these classes soon gets the world-wide view; she realizes how narrow and ambitionless her life has been, and what great privileges and responsibilities there are waiting to be shared in the future.

The platform addresses, dealing with the doubts and problems of a college girl, were especially helpful and practical. Throughout the whole conference, special emphasis was laid on practical religion in every-day life.

A girl may go there somewhat doubtful of herself, wondering a little if Christianity is all that it is claimed to be, but she will come back with a glad heart, because she has learned to know the powerful living Christ as never before.

The conference camp, situated as it is, on the shores of a beautiful lake among the woods, is an ideal place for such a gathering, and the eight days spent there will not soon be forgotten. Girls, if possible, go to Geneva and feel its influence for yourself.


Sonnet to Summer

O Summer! Summer, fleeting, fair and free,
Might I but stay thee, as, upon thy course,
Like some vast river speeding from its source,
Thou passest by, o'er vale and field and lea.

Pain would I ask thee whither dost thou flee
When summer dies and Autumn shows her face;
What land, what clime thy gracious spirits grace,
When cold, harsh winds blow o'er the boisterous sea.

Now as once more I bid thee an adieu
Aware that we for many weary months must part
My heart would sink with grief and sore dismay,
Didst thou not leave a promise, even true,
Most welcome, most refreshing to the heart.

"Grief not! I shall return another day!"

C. V. R. '16
EDITORIALS

GETTING AND GIVING.

Well, here you are with a new school year before you, and the one big question it brings you face to face with is an insistent "What are you going to do with it?" For most of you expect to gain something from it, you do not intend to put in your time and money for nothing, you have determined to get something out of it. Since you came you have been planning how to make the most of your time. Some one has advised you that a certain course was not worth your while and you dropped it, to take up another that seemed more advantageous. You are working hard to make the football team, or it may be you are saving your energies to win fame in basketball. And you think that when the year is over you will measure its success by what you got out of it.

But with all your getting, will you stop a moment and ask yourself what you are going to give to the college. It is hardly fair, you see, to take in everything the college has to offer and give nothing in return. Perhaps it is a new idea to you, you do not think the college needs anything you can offer. But you are mistaken. You have much to give.

In the first place, give enthusiasm. Nothing helps to build up college spirit more than a group of students who are loyal enough to think their college is the very best there is and to say it. It will help you, too, for no one can get much benefit from a course of study which is a matter of indifference to him. Nor can we expect a professor to be intensely interesting when he faces a class of students who are not even endeavoring to disguise the fact that they do not know what he is discussing and do not care. Give enthusiasm and give a lot of it! Give it to scholarship and to athletics and society and we shall have enough of college spirit to carry Hope through this year with flying colors.

And give appreciation. There are men and women here who are giving their talents, their energy and their time almost entirely to you. You are not paying for all of it, you have no right to ask as much as you get and under no other circumstances would you accept so much from another without making an expression of your appreciation. You are under the same obligation here, although you may not realize it.

And above all, give yourself and give generously. Give your sympathies, your talents, and your interest to the students about you. There is much for you to learn from others, much that you cannot get if college means nothing more to you than a book and a closed room. You have heard of college friendships; you, too, would have loyal friends, but if you wait, listless and indifferent, till they come to you, you may wait forever.

So then, give! Do not stop getting, you must have a source of supply if you are to give aright, but be a fountain, not a sponge. And remember that

"Life is a mirror of give and take.
'Tis just what you are and do;
Then give to the world the best you have
And the best will come back to you.”

H. DeM.

CUTTING COLLEGE EXPENSES.

It is becoming more expensive year by year to go to college. No doubt the general high cost of living has a great deal to do with this increase in expenditures. But if we scrutinize our list of expenditures closely, is it not true that there are items of needless expense and furthermore, that this list is continually and rapidly growing every year?

The average Hope College student is economical and wishes to pass through college at the least possible cost. This is the wish of the majority. And notwithstanding this fact this very majority frequently is called upon to pay out money against its will for causes with which it has no sympathy. Why does this condition prevail? Because a minority at times has the upper hand and because of a servile addiction to precedent. The increasing number of social functions causes a loss of time and usually involves a greatly sum of money—in the spring term this is particularly true. Very often a few students, who seem to have ample time and an abundance of money, set the pace, others follow blindly and thus the whole student body is more or less affected. But this is not all. Those more socially inclined than the majority form a class by themselves, absolutely distinct from the main number of students in purpose or ideals. Social prominence is emphasized more than scholarship, and this is in direct opposition to the spirit of this college and always ought to be, and we dare say, ever will be.

At the beginning of a school year a new opportunity is presented to correct past evils and thwart unwholesome tendencies. Why not lessen the expenditures by discontinuing some of these costly functions? Last spring the men's literary societies made an agreement with each other not to entertain the graduating preparatory class in the future. This is a splendid move in the right direction.

We suggest a few more concerted actions of this nature—lessen the number of class and inter-class functions—lower the cost of society banquets and break away from precedent now and then. It is morally wrong, yes criminally wrong, for a student who receives aid from some source or other and who can't even meet his just debts, to pay out an enormous price for a needless expensive banquet and all the incidents connected with it. There's no logic in speaking of society or college spirit in this instance, it isn't that at all, it's a very unwholesome spirit, absolutely and undeniably wrong, damaging to character and reputation. What shall we do about it? Make a few changes. But let us begin right now—now is the time to act and refuse to be led by those who have more money, time and debts than the average student.

The Anchor staff extends to all new students the glad hand of fellowship; the kind invitation to join in all the activities of our college. We urge you to learn and adopt the spirit that prevails here—to seek to know the ideals and purposes of this college. The Anchor is the organ of the studentity, it embodies the spirit and life of the college; it portrays the accomplishments and aims of the student body. In it the student voices his sentiment and offers suggestions. If you are anxious to cooperate, and become a student who takes a keen interest in the activities of the college, subscribe now for The Anchor. Lend your best literary productions to the editor—take pride in making your college paper the true representative of the school.

Recently Gov. Wilson, in addressing the students of Morningside College, gave some very good advice which is truly fitting at this time of the year:

"Our college men take life too boyishly. They call 'entering life' the time when they graduate. If you live until you are 60 or 70 and have not begun life when you are 21, you are a little late. You have lost a running start.

"In my twenty years as a teacher I tried to make young men think themselves grown up. Isn't it about time American undergraduates, as thinking men, joined the ranks of thinking students all over the rest of the world? Don't go to class like birds with your mouths open to get pre-digested food. Go there to digest food yourselves."
The Anchor extends a hearty welcome to the two new members of the faculty, The Rev. Henry Veldman of the First Reformed Church of this city, who is to assist Prof. Knizenga in Bible study, and Dr. Lambert Eisdon, professor of pedagogy.

The Anchor regrets to mention the death of Dr. N. M. Steffens, Professor of Theology in the Western Theological Seminary, who at one time taught several classes in Hope College. He was a man of exceedingly great scholarship, one of the most learned men in the state, an able teacher and a sincere and exemplary Christian. The studentry and the church through his death suffer a great loss.

**OPENING DAY.**

On the morning of the 18th of September it was very evident by just a casual glance through the streets in the vicinity of the campus, that Hope College had again opened its doors. There were old faces and the new; all told of an inner joy, of unbounded enthusiasm which forebodes great things. After the reading of scriptures and prayer Dr. Venema spoke a few words to the students and friends that filled the chapel, welcoming the return of the undergraduates, and likewise extending a most sincere welcome to the new array of students. The opening address of the Rev. B. Hoffman of Zeeland was exceedingly pointed and appropriate. He chose his theme from the 11th chapter of Genesis, the last clause of the last verse: “And Terah died in Haran.” The speaker portrayed the journeying of Abraham and Terah from Ur of the Chaldees to the promised land—both men were enthusiastic and possessed faith at the beginning of their travels, but at Haran the enthusiasm and faith of Terah waned and he remained there till the day of his death; Haran, the resting place, had appealed to him more than the promised land. From this story the speaker drew many practical hints. Many men and women in all walks of life leave their Ur of the Chaldees and come to Haran, the place of rest, and remain there instead of pushing forward to the promised land. The student should not be content to rest at Haran—no, he must press on unawaveringly to the land of promise. In his final words the speaker particularly emphasized three things: “Remember Jesus Christ. He never rested at Haran; welcome difficulties, meet them, greet them and beat them; rejoice in the prospect of living a life of service.”

**HOPE COLLEGE LECTURE COURSE.**

As has been the custom in the past, Hope College is again offering to her students and the citizens of Holland a Lyceum Course, consisting of standard attractions. Considering the fact that some of our patrons enjoy musical numbers best while others prefer lectures, the management has so arranged the course as to please all. The complete course will consist of six numbers. All of these will be new except the last number, which will be a musical to be rendered by the Hope College Choral Union. We are proud of the splendid work our local talent has done in the past. Under the leadership of Mr. Campbell, and with the assistance of renowned soloists we may again expect an excellent program from them.

Among other numbers on the course we are pleased to name such entertainers as “Wickersham,” “Packard,” and “The Ben Greet Players.” Mr. Wickersha mis today one of the most successful lecturers in the Lyceum world. He is called, “The Prince of Popular Lectures.” He aims to give an impetus for good and tries to benefit the people, common, cultured, and uncultured. With his rich, musical voice and pleasing delivery he at once captivates his audience. Mr. Packard is the great American cartoonist, humorist, and entertainer. He has an experience of over a decade in Lyceum work and has achieved a great reputation. Among his engagements are numerous returns to the largest and most expensive Lyceum courses in America. Of “The Ben Greet Players” nothing needs to be said. Their reputation is worldwide. Mr. Greet is one of the greatest authorities on the English Drama, and his Shakesperian plays are world famous. His plays have been rendered in the largest cities of the world and with striking success. This number alone is a great credit to our course.

Our musical numbers are of the highest rank. We wish to speak first of “The Bergen-Marx Company.” This com-
company consists of Alfred Hiles Bergen and the famous "Leon Marx Trio." All of these men are musical artists. Alfred Hiles Bergen is the first Lyceum singer whose voice is insured by a bureau. His voice is insured for $120,000. The Leon Marx Trio is composed of three great artists. Their work both as a trio and as soloists will make up an interesting part of the program. The second musical number will be given by the "Bieharz Entertainers." Through several years of Lyceum work they have made for themselves an enviable reputation. They know the art of entertaining and render an excellent program. Their program is mixed, composed of musical novelties, impersonation, vocal duets, instrumental and vocal solos.

With this knowledge of the numbers we are offering you can readily judge the quality of our course. It will be entertaining and instructive. It is the most expensive course ever offered. It is a course that will please and benefit you. Let us express our gratitude to Prof. Nykerk, through whose efforts we are fortunate in securing such splendid attractions, by giving our loyal support to this course.

LECTURE COURSE MANAGEMENT.

THE FRESHMAN-SOPHOMORE TUG-OF-WAR.

For sixteen minutes the rope was stretched tight across Black River while each class was desperately trying to make it come its way. Slowly, however, the united and systematic jerks of the Freshman forced the Sophomores closer to the water. The persistent and scientific pulling of the Freshman under the able leadership of Steiniger and Mayor Basch was simply irresistible, the Sophomores had to step into the cold, uninmitting waters.

Friday, the 27th of September, was a little warmer than the previous days of that week. In the afternoon a large crowd walked to Black River to see the annual tug-of-war. It was fully worth while to see the struggle. Everything was done in the best possible way, there was no quarrelling or wasting of time or ill feeling, as has formerly been the case. The management showed foresight and tact, it reflected credit upon the student body.

Henry Rottschaefler, '09, was made assistant professor in the branch of political economy in the U. of M.

Gerrit D. P. De Young, '10, was elected Superintendent of Schools in Orange City, Iowa.

Miss Louise Warnshuis, '09, left for Fort Sill a short time ago, to become a teacher in our mission school there.

Two pretty church weddings took place during the past summer, when Victor Blekkink, '09, and Miss Agnes Stapelkamp, '11, and James Veneklasen, '07, and Miss Ann Schuelke, '10, were married.

Geo. Roost, '07, will have charge of the Numica schools this year.

Milton J. Hoffman, '09, has returned from Oxford, Eng., where he has taken his B. A. degree with honors. He will return in October, and expects to take his M. A. degree next year.

Dr. John H. Karsten, '38, celebrated the 47th anniversary of his ordination not long ago. He is one of the oldest Holland Preparatory graduates, and the oldest Reformed minister.

Dirk Dykstra, '06, one of our Arabian missionaries, and Anthony Walvoord, '04, one of our Japanese missionaries, have both been granted a furlough in order to take up a seminary course at the Western Theological Seminary.

Dr. G. J. Kollen, '08, has been appointed by Gov. Osborn as a delegate to the National Irrigation Council, to be held in Salt Lake City in October.

Of course we are all anxious to know what the members of the class of 1912 are doing. The following—a goodly number—have become teachers: Irene Stapelkamp in the Grand
Society News

Y. W. C. A. Reception.

Hope College believes that "all work and no play" makes one sided students, and thus, in the beginning of the school year several social functions are given where the old and new students may become acquainted. On Thursday afternoon, September 19, the Y. W. C. A. gave a reception to the new girls at Voorhees Hall. After the president of the association had told the new girls what Y. W. meant in the life of every college girl, and a short program had been given, the girls spent the time in learning to know each other. The social committee put the finishing touch to a very pleasant afternoon by serving dainty refreshments.

Athletics

If the spirit that characterized the first meeting of the Athletic Association is to mark athletics this year there'll be something doing. There was genuine enthusiasm and a great deal of it. After the election of a new football manager, in the person of Geb. Stegeman, the director called upon Prof. Edson to make a few remarks.

The student body believes Prof. Edson is a very valuable addition to the faculty, he fills a need. He is professor in
pedagogy but he is also going to coach the college teams. Already, under his efficient training a football team that intends to win games is being developed. With a man from the faculty to give advice and to coach we may surely look for surprising results. Now we'll have supervision and proper training from an efficient and able coach.

**LOCALS.**

Stein (pointing out places of interest along the Hudson, to Gebhard)—“Do you see that fence over there?” Gebhard (intensely interested)—“Yes.” Stein—“Well, the other side is just like it.”

Gerarda (disconsolately)—“I think Sundays are so long and lonesome.”

Girls—“We’re so anxious to see Bronk.”

Helena (apologetically)—“He won’t look nice tonight, ’cause he had his hair clipped this summer.”

Hopps—“What are you going to take up this year?” Rube—“I’m taking a course in physical engineering.”

Jacobs—“Hello, Koepp, what have you been doing this summer?”

Koepp—“Oh, I worked in the egg factory.”

Jacobs—“What special job did you do?”

Koepp—“I’ve been setting hens to music.”

Professor—“Boys, don’t give up the ship! If you must give up anything in the nautical line, give up the schooner.”

Newsboy (looking at some freshmen on the train)—“Who are they?”

Brakeman—“Oh, those are a bunch of empties going to Hope College.”

Bilkert—“May I be seated on your right hand.”

Lady—“You’d better take a chair.”

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Ship’s Doctor—“Can you keep anything on your stomach?”

Greenfield—“No, sir, nothing but my hand.”

Drunker—“Why don’t you take Latin this term?”

Dot—“What’s the use, Jack’s married.”

Ruth—“I wish Hendrine were here.”

Helene—“There’s lots of folks that aren’t here yet.”

(Which one of the lot are you thinking of, Helene?)

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