THE ANCHOR

NOVEMBER

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1903

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HOLLAND.
How to Study the Bible

BY REV. S. M. ZWEMER, D. D., F. R. G. S.

Somebody defined a classic as "a book which nobody reads and everybody talks about." There is some danger lest this definition prove true of the Book of books and of the greatest classic in more than four hundred languages. Yet no book in the world even from a purely literary standpoint so merits and rewards patient and ceaseless study. Four maxims found in the Epistle of Paul of the Thessalonians have been of great help to me personally as a guide to Bible Study and I believe they will help you.

1. Quench not the Spirit. — The Bible is the Word of God. It is a living organism. Its many parts are members one of another and the whole is full of the life-giving spirit. He who reads the book for the sake of the letter, killeth the spirit of the message of the Master. Who would think of learning to know his friend, by first blowing out his brains and then carefully dissecting him under the microscope? Yet that is the method of some critical minds with the Bible. "Quench not the Spirit." Come to your daily Bible reading with a tender conscience and warm affections and childlike trust. "Take thy shoes from off thy feet for the place wherein thou standest is holy-ground." Never man spake as this Book speaks. Its genuineness and integrity and authority are established on the everlasting foundations of truth. This anvil of God has worn out the hammers of
infidelity for more than nineteen centuries. When you open the Book do not read it merely, nor study it, but listen. God is speaking.

2. Despise not prophecies.—The argument for the truth of revelation from miracles and prophecies may be old, but it is not worn out. There is no more profitable method of studying the Bible than that of tracing prophecy and its fulfilment. It illuminates the darkest and most difficult passages of scripture. It is sure to lead us to Christ "for the testimony of Jesus is the spirit of prophecy." What is grander than to begin at the pro-tovangelion of Genesis iii: 15, and follow the stream of promise as it flows down the ages; pointing out ever more definitely and gloriously the coming of Emmanuel? There is too much neglect of the Old Testament in our day and we need to remember the words of Augustine: "In the Old Testament, the New lies concealed, in the New Testament, the Old is revealed." What God hath joined together not even a Bible Society has the right to put asunder. Study Abraham's history to see how he rejoiced to see Christ's day. Read the Messianic psalms, they are the Marsellaise of all Christendom and give us vigor for the march. Despise not the gospel in Ezekiel nor the wonderful types of the tabernacle and temple. Get back to the good old times of Job and in the face of agnostic moonshine and conceit cry out, "I know that my Redeemer liveth."

3. Prove all things.—We are to study the Bible, not only spiritually and prophetically but intelligently. The first question of Philip to the African inquirer was "understandest thou what thou readest?" The Moslem method of reading the Koran is not the right way of reading the Bible. Not how much you can go through at one sitting, but how much goes through you determines the benefit of your daily reading. Prove all things. Ask why. Stop to consider and take time to be thoughtful. These still waters run deep and you must plunge, not float. The parallel passages are like a cloud of witnesses that wait for you to cross-examine them. Good helps and a concordance will bring harmony out of apparently contradictory verses even though at times you strike a minor chord. It is not for you to approve, but to prove. The problems that are too difficult for the pupils of the lower school the Master Himself will solve for us when we go higher. But do not stop studying them. The mind grows by grappling with these foundation truths of revelation. And although you may not be able to write Q. E. D. to everything, you can at least as a faithful intelligent pupil look straight into the Master's eyes and ask Him what is the next step to take.

4. Hold fast that which is good.—It is all good but you cannot hold fast to it all. Only that much of the Bible is yours which you grasp with memory and heart as your own possession. Hang on to something when you read and study. A good memory may be a great curse or a great blessing. It all depends what you commit to its keeping. Bonaventura wrote out the whole Bible twice and learned most of it by heart. Gregory Lopez, a Spanish monk, in the sixteenth century committed to memory both the Old and the New Testaments in the short space of four years, spending four hours a day in memorizing them. How much of the Bible do you know? How many Psalms have got a fast hold of you? Tell me, without opening the book if you can, the general contents of Jude's epistle, the Lamentations and the Book of Numbers?

The Bible was meant to be used. It is the sword of the spirit. One thrust home with a text which you know (because it knows you), is worth more than the whole book bound in morocco and carried under your arm, instead of in your heart. David did not need a cartload of gravel to go out against Goliath. He carefully picked out five pebbles from the brook, and finally used only one. But he used it with prayer and with power. The man who recommends the Bible to others without reading it himself is like a bald-headed man crying out the merits of a hair restorer.

**Physical Training.**

Of the men who occupy the attention of the public, because of some great mental achievement in politics or professions, we find that all, with perhaps one or two exceptions, have good sound bodies. A fully developed mind is well nigh impossible without a fully developed body. There are many men and women today who think that their bodies will grow well enough by simply feeding them, and that the growth of the mind is similar. But these men and women would be surprised to learn how much time is given to physical training by those who hold
positions of great responsibility. Senator Depew says, "Methods of exercise have not been foreign to me during the busiest days that I recall." We all know that President Roosevelt places a high estimate upon physical training.

What is physical training? It is that exercise and culture of the body by which one becomes capable of completely controlling his muscles. This means that we learn to control them correctly; to use them slowly or, if it becomes necessary, not to use them at all. This results in sound, healthful sleep. The correct use of muscles also implies that they be subject to instantaneous use at any time; as for defence in case of emergency. When it is necessary that a heavy and continued drain be made upon one's muscular system, good control over them, through physical training, will enable one to summon energy to withstand the drain without loss of power and, as naturally follows, without weariness. Physical training, then, is that culture of the body by which it is brought under perfect control, and is able to store up energies that may be used when necessary.

Every human body should be perfectly developed as a means to the highest ends, be that physical or mental or spiritual. The student especially, because his ends are the highest, should be perfectly developed, and from the very nature of the case, since his habits are sedentary, needs physical training. Some system, the simpler the better, is necessary, for without system time and energy are lost. The student needs both. Outdoor exercises are the best, such as football, base ball, tennis, and track athletics. But all of these sports take much time. The substitutes are exercises in a gymnasium or in one's room.

The best system of physical training in this country is found at West Point. It is simplicity itself and not a "better specimen of physical manhood walks the earth than the young lieutenant who has just graduated from West Point. He is every inch a man." It is needless to say that every equipment is found ready at hand; a well-equipped gymnasium, a physical director, strict rules when training, a definite time for work; and exercise is compulsory. Therefore the above result of men who are "every inch a man."

We, as students of "Hope" need physical training. The statement sounds arbitrary but look around, view the men, con-

consider what our "grads" are at the end of the year, and the statement is obviously true. Then where shall they get their training? You will say in their field sports. How many men take advantage of them? If they all did the grounds would not be large enough to contain them. What of the ladies? Does an evening walk suffice? There is a new gymnasium coming and no doubt will soon be here. And I might say in pressing that when it comes it will be worthy the name and will help make our college the best of its kind in the state, if it is not already such. But what must we do now? I tell you, fellows, that it is up to us to make the best of matters; the best of circumstances as they are! It will be a good training in itself. Our so-called old-cym is not so bad. We have been making it worse than it was. And as it is being put into shape it is your good-will that is wanted and not so much, the good will of our alumni as far as this question is concerned. Our honored leader will tend to that end of the rope.

And what of systematic exercise! "Where there's a will there's a way." That holds true here as elsewhere. Do you desire systematic physical training? It is yours for the taking, but it requires exertion on your part; and that, too, in more ways than one. Enquire for it! Search for it! Find it! If you can do none of these form your own system and show your individuality and your independent personality.

E. R. Kruizinga, '04.

Pedagogy.

When the council of Hope College instituted, in connection with the other courses, a course in pedagogy, a long stride was taken to equip the students more fully for their various vocations. There was some opposition to this innovation at the time, as there is to all things newly started, but time has shown that the benefits derived by the students themselves far surpass the alleged hindrances. As we survey the fields in which our graduates are working, we find that more than ninety-five per cent. are engaged in the highest and noblest work—teaching. We look upon ministers, in a certain sense, as teachers, whose classroom is the church building, whose manner of teaching is by lec-
tude to the older, and by catechism to the younger people of the parish. If this be so, our position is undoubtedly tenable.

It takes time for any new and worthy course to be fully established and carefully organized. That the course is a profitable one goes without saying. But the question is, does it do for the student whose profession is to be teaching, all that is necessary? Much is done through sheer imitation. The student’s instructors in the different subjects may be examples par excellence; the manner in which the student has been led along, step by step, by his professor, may give the student, when he stops to reflect, a fair notion of how the subject which he has learned ought to be taught; but he (and here is the rub) cannot imitate the professor’s manner of teaching, altho his method is clearly understood. No two minds are in all respects the same. The same object does not produce the same impression. The external presentation, to produce the best possible impression, must vary in accordance with the respective mind. This cannot be learned unless pupils are studied intently while receiving impressions. In order to give the students of the senior class some idea of teaching, Prof. Van der Meulen is now taking them through the city schools, from the kindergarten up. This is, indeed, very helpful, since the students can observe for themselves how the pupils in the lower grades are being taught: what the relation is between teacher and pupil; and how wide from the mark are some of the theories concerning the normal mind. This is the limit. Here the student must stop only to see others carrying out pedagogical laws which he himself must sooner or later bring into practice. We say this is the limit, meaning that the course has been brought to a point where the student can behold the teaching realm with all its enticements and repulsiveness,—only a spectator.

There is no power in knowledge. The mind may be made a granary stored with the choicest grains of fact and fancy; and at the same time, they all count for nothing, if they are not to be used. The use of knowledge to the greatest possible advantage, or disadvantage, to self and others, that is power. The student should have an opportunity of using his knowledge just as he is going to use it when he has entered upon his vocation. Doctors and pharmacists, civil and mechanical engineers, etc. are such before they leave their respective colleges; likewise, we believe, the students whose vocation is to be teaching, should be teachers before they are given their certificates. This can be done only by providing them with classes that are left entirely in their charge with the supervision of the professor in pedagogy. One of the members of the faculty is highly in favor of giving the students of the higher classes an opportunity to teach before they graduate. Then the student will graduate an experienced teacher. Then his first school will not be filled with pupils subject to verifying experiments. Then Hope’s graduates will be in greater demand. The radical socialist says that all this “white slavery” is due to ignorance. There is some truth in it. The age of school-mastering is past; that of physical, mental and spiritual development by means of efficient teaching still remains with greater significance.

Prof. Nykerk has again provided us with a lecture course that bids fare to equal any we have had previously. The first number was given Wednesday evening, Oct. 21. The speaker of the evening was Rev. Newell Dwight Hills, of Plymouth Church, Brooklyn; and the subject, “John Ruskin’s Message to the Twentieth Century.” It was a study in social reform, indicating the great influence of Ruskin. He held the attention of his audience nearly two hours, not by dint of theatrical gestures and oratorical graces, but by what he said and the manner in which he said it. The lecture was scholarly, clothed in the choicest diction. He is a rapid speaker, with a voice, clear, musical and well modulated.

Montaville Flowers.

The second number of the lecture course was given on Thursday evening, Nov. 5. Montaville Flowers, who rightly deserves the title “Master of Impersonators,” again entertained his audience as was expected. The successful rendering of Ben Hur two years ago had not been forgotten by those who had the good fortune of hearing him then; and “The Little Minister” will always be more real to us having learned Mr. Flower’s interpretation and artistic characterization of it. He is an orator and actor combined. His voice is excellent, and well controlled. In histrionic ability he is the best we have ever had in the course.
Most of us have, possibly, in this time become acquainted with the educational agent of our college, Rev. J. J. Van Zanten. In his position as a link between the students and the constituency of the college, he has shown a desire to become thoroughly acquainted with the students and all their various interests. Rev. Van Zanten begins his work with an enthusiastic ardor born of love for our college—a love already manifested in his relation toward our academies. We students can help him in his work by manifesting a healthful enthusiasm for our college—an enthusiasm that may find a sufficient basis in our new department of music, our new and splendidly equipped Science Hall, and the continuing Christian influence of the institution. It is because Rev. Van Zanten desires first of all the spiritual development and prosperity of our institution that we feel its material and social interests are safe in his hands. We are pleased to be able to assure Rev. Van Zanten that he may depend upon the hearty co-operation of our student body in his efforts to keep our college thoroughly Christian, and at the same time no whit inferior to other institutions of its class, in caring for the intellectual, physical and social development of its students. Although his work thus far has been mainly a preliminary laying of foundations, we are pleased to know that all the students may find in him a personal friend. Such, indeed, he has already become to many of us.

Minerva Society.

The Minerva Society has begun the year with a large increase in membership and with considerable enthusiasm for society work. They are now very pleasantly settled in their new rooms in Van Raalte Hall which they hope to be able to furnish this year. The meetings are well attended and the programs are interesting and show careful preparation. They have purchased new college song books and hope to have their society pins this term. They feel confident that this year's work will show a great improvement over previous years. Officers for the fall term are:

President—Miss Yates,
Vice President—Miss Riksen,
Secretary—Miss Andreae,
Treasurer—Miss Kollen.

The Meliphone Society.

The Meliphone Society is by no means on the wan, altho it now consists of one body, whereas formerly it was divided into two sections. It was customary to combine the two sections in the spring term in order that the members might work together in preparing for their annual entertainment. This union fostered such an impetus to make the society equally strong throughout the year, that it was resolved and unanimously agreed that the Meliphone Society should be known as the one literary society of the preparatory department.

Their programs consist of debates, premeditated speeches, orations, declamations, original stories, journals and news budgets. The news budget is made up of newsy and smart articles clipped from various papers. This is a new departure, unknown perhaps, to many of the honorary members.

The meetings are held on Friday evenings in the same hall that formerly was occupied by the Friday evening, or Philomathian Section. The members are spirited with an earnest endeavor to get out of such work all they possibly can. The criticisms are always tendered with an eye to improvement. That they have been faithful is fully manifest in their annual public programs.

The officers for the fall term are the following:

President—R. H. Nichols.
Vice President—P. H. Pleune.
Secretary—A. Voss.
Treasurer—A. T. Laman.
Marshal—A. J. Van Houten.

Alumni Notes.

'95. Rev. J. F. Heemstra has accepted a call to the Second Reformed church of Jamestown, which was vacated by Rev. N. Boer. '97. Rev. Heemstra has been in Sioux Center, Iowa, for four years.

'02. Ben Kleinhesselink is still greatly enjoying his work of surveying for the government in Montana.

'03. G. J. Stuart is studying medicine, not at Iowa City, as was said in the former issue, but at the Hahneman School of Medicine, Chicago.
'96. The academy at Harrison, S. D., is reported to be very successful under the leadership of Prof. B. Dykstra. Last years enrollment was twenty-three. In his addition to his work in the schools Prof. Dykstra has charge of a church at Platte. Here also his labors are successful. The congregation is growing in numbers and in effectiveness.

'03, Miss Grace Hoekje expects to leave San Francisco Nov. 18 on the steamer Corea, arriving at Nagasaki Dec. 11. There she expects to remain a short time, and from there, to go directly to her field of labor, Kagoshina, Japan. She is being sent by the Second Reformed Church of Poughkeepsie, N Y., which church has taken upon itself to support her as their missionary and representative in the foreign field.

The Anchor.
Published by THE ANCHOR ASSOCIATION, Hope College, Holland, Michigan

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Editorial.

"Numerous heroes, statesmen and philanthropists are uneasy in their graves because some Albion college student does not eulogize them. But we can afford to let them rest uneasy. Give us an oration on some up to date subject, show us that your training at Albion has fitted you to deal intelligently with the various problems of our social and national life." These are the words of the editor of the Albion College Pliad. From this we infer that Albion is making an unusual effort this year to win first place in the oratorial contest of the state; from this we can infer also what Albion considers a worthy subject for her orator. If this be true, and if Albion is to be our strongest rival, note well her attitude,—remembering what themes have been successful in previous contests, state and inter-state.

Altho there is little said and not much enthusiasm outwardly manifested, we still believe that the men who have been chosen and urged to make the coming contest close and strong, can again reflect honor on Hope by maintaining the pace set last year. To them we leave the choice of subject. The kind of subject does make a difference; and the kind of or-tor counts for much. By fusing the two kinds, like with like, with a mu-
tual agreement between the orator and the subject, a contestant can enter the babbling arena fully equipped and positively strong.

There is a saying which is often heard by students and which has much force until it is analyzed,—What you like least you need most. On the other hand, there is also a great deal in saying, What you like best, supremely best, that you are. If you like mathematics exceedingly more than anything else, you are a mathematician. If in the same wise you have a preference for languages, you are a linguist. If you love to delve deeply into the mysterious, or to solve problems that have confronted men in all ages, problems comprehending social and political elements, you are a philosopher. If you admire heroism, whether it be physical, or mental, or moral, you are a hero. If your most admirable and truest likes are not followed, you are like a football out of bound. No game without its being brought in; no best success without your remaining within your sphere.

What, then, determines the right choice of subject? The underlying principles of chooser and subject and that sympathetic relationship between them. If you would have justice done to any subject, there needs must be Jove nodding to Jove behind the scenes.

Recently two mass meetings of the students have been held for the purpose of considering the condition of athletics at the college, As a result an athletic association has been organized which combines the previously-existing associations of base ball, football, basket ball, tennis and gymnasm. It is believed that athletic affairs will by this means be put on a firmer financial basis, and that one branch of athletics can be of help to another in many ways which were impossible when each had a separate organization. At the first meeting E. R. Kruizenga was elected temporary chairman of the association, and a committee appointed to draw up a constitution. At the second meeting this constitution was read, and approved by the students assembled. It provides for a board of directors of nine members, including a representative of the faculty, who has the veto-power over the actions of the Board. The students are very well satisfied with this constitution. It is now in the hands of the faculty, await-

ing their approval. If the faculty's report is favorable, the constitution will probably go into effect within two or three weeks.

What we want now is some enthusiasm. Why can't we have it? We have not met a single student so far who disapproves of the organization of the Athletic Association or of the main provisions of the constitution. And yet there is no enthusiasm whatsoever over the matter. If you approve of these doings, if you think the association is for the good of the students, come out to the mass-meetings and show it. This business is too important to be settled by a couple fifteen-minute meetings of twenty or thirty students. You are willing enough to crowd out to the foot ball and base ball games to enjoy the benefit of the athletic associations; and this proves that you have interest in athletics, at least, contrary to the opinion of some of the friends of the institution—and if you have, then why not come out to help do some of the work of these associations. Beyond a doubt, three-fourths of the students are in sympathy with the movement for more athletics. Be assured, you will not get it, unless you are bold and enthusiastic in asking for it.

Now we are going to play basket ball this winter and we want to play outside teams, because class-games are not enough of an attraction; and a couple games a year with a city team that half kills the players are not worth while. A few games with outside teams would fill the association's treasury, advertise the college, and arouse some enthusiasm. You can get them if you want them badly enough.

Exchanges.

The most desirable thing for an editor is a long exchange list. From the various exchanges from different institutions the editor learns what is doing in other colleges and high schools. We welcome to our list The Wabash, which is one of the largest and most newsy of our exchanges. It comprehends the whole field of college journalism on a large scale. Another exchange which we welcome is The Latin and High School Review. This paper is neatly arranged and apparently under good supervision. The Inlander is another paper which we highly esteem. Its literary productions are of very high merit, comparing favorably with many an article in our monthly magazines.
Dr. Kane: "Mr. King, what are the most sensitive parts of the body?"

King (confidently): "The lips."—Ex.

"The father asked: "How have you done in mastering ancient lore?"

"I did so well," replied the son,

"They gave me an encore;
The Faculty like me and hold me so dear,
They make me repeat my Freshman year."—Ex.

"The College Patriot" is the title of the new organ of the Intercollegiate Prohibition Association. It is gotten up in very neat fashion and has as its motto a suggestive and appropriate quotation from Coleridge: "O, for a statesman—a single one—who understands the living might inherent in a principle," Success to this new departure.—Ex.

How to Kill a School Paper.
1. Do not subscribe—borrow your seat-mate's paper. Just be a sponge.
2. Look up the advertisers and trade with the other fellow. Be a chump.
3. Never hand in a news item and criticise everything in the paper. Be a coxcomb.
4. If you are a member of the staff, play tennis or basketball when you ought to be attending to business—be a shirk.
5. Tell your neighbor that you can get the Argus for less money—be a squeeze.
6. If you can't get a bump on your anatomy and help make the paper a success—be a corpse.—Ex.

THE ENGLISH LANGUAGE

Imagine to yourself a foreigner striving to master the construction of the English language. Perhaps you may be gazing at a number of vessels on the water, and exclaim, "See what a flock of ships! You are at once told that a flock of ships is called a fleet, and that a fleet of sheep is called a flock. It might also be added for future guidance that a flock of girls is called a bevy, while a bevy of wolves is called a pack, yet a pack of thieves is called a gang, and a gang of angels is called a host; but a host of porpoises is called a shoal, and a shoal of buffaloes is called a herd. Still a herd of children is called a troop, but a troop of partridges is called a covey; a covey of beauties is called a galaxy, while a galaxy of ruffians is called a horde; further, a horde of rubbish is called a heap, yet a heap of oxen is called a drove; a drove of blackguards is called a mob, but a mob of whales is called a school; a school of worshippers is called a congregation, while a congregation of engineers is called corps; a corp of robbers is called a band, though a band of locusts is called a swarm, and a swarm of people is called a crowd; a crowd of money is called a hoard, but a hoard of pictures is called a collection, a collection of ministers is called an assembly, and an assembly of soldiers is called a muster. "Stop, stop!" methinks I hear you cry "I cannot remember half of it."

X

Jottings.

Hallowe'en.

Absolutely nothin' doin'.

The fact is Wubbena was in Grand Rapids.

Secondly—Van der Schoor was keeping the telephone wires warm.

Thirdly—Patsy spent the entire evening and part of the night in the barber's chair.

Fourthly—Mollem was trying to get a hat to fit his head.

PURE GERMAN HOREHOUND DROPS.

Stop your Cough and ease your Throat.

Con De Pree's Drug Store.
THE ANCHOR

Fifthly—Penny was in bed and the next a.m. he said, "the whistle blew me out of bed this morning."

Sixthly—Van Dyke had to read some brown paper before the Century Club.

Seventhly—Muller was doing a fiddle stunt for two hands, entitled—Kavaleerium Rusch de Cana. Opus 13 Van Vleck hall.

Under these circumstances it was inevitable that there be nothin' doin'.

Sutphenettes.

As collected by a Verdant Pea-green Freshman

Prof.—"What's the genitive plural of ops.
Fresbie—"Opium."
Prof.—"Na-a, the Latin's didn't use opium."

Prof.—"Yes, always give milk to the baby but first boil it."

A Fresbie raises his hand.

Prof.—"Well, what do you want on that principle?"

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After Thanksgiving....

I will occupy the store at 44 East Eighth street, (the present location) exclusively with books and stationery. Some of our bargains to be offered then will surprise you. Bibles, Authorized and Revised, a specialty.

Henry Vander Ploeg,

P. S.—I co-operate with the students.

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N. B.—Tips on "The Art of Firing up Furnaces," given free gratis.

Prof. Bergen is reported to have landed recently the biggest perch ever caught in the waters of Black Lake. Good Eye.

The F. S. Hall, remodeled, repainted and refitted is indeed a thing of beauty.

That the Hall will be a thing of joy there is no doubt for in his dedicatory speech, Mr. Muste appropriately dedicated the entire outfit to "work.

Passer by to Benj. B.—Why don't you go in!
Ben—I'll be hanged if I'll go in when the old man's home.
What has Ben got against the old man.

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