

3-1892

## The Classic, March 1892

Northwestern Classical Academy

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*Eva Conners*

THE

# NORTHWESTERN

CLASSIC.

*1892*

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HERALD PRINT, ORANGE CITY.

# The Northwestern CLASSICAL ACADEMY.

THIS is an Institution of Learning, designed to prepare boys and girls for college, or, if it be preferred, to fit them directly for various stations in life by laying the basis of a sound, liberal education.

THE ACADEMY is a Christian Institution, but not sectarian school, and presents no religious tests. Its doors are open to all and cordial welcome is given to anyone who submits to its regulations.

As a Christian Institution it recognizes the important fact that true education effects the heart and the character as well as the mind. To combine moral with mental training is, therefore, considered its reason for existence and its mission. To that end the study of the English Bible is included in the course. It offers a thorough classic course and a comprehensive English course.

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JOHN M. VAN DER MEULEN, A. B.  
HERBERT KEPPEL, A. B.  
E. CHRISTIAN OGGEL, B. S.  
H. P. OGGEL, M. D.

The present enrollment is 72.

## LIBRARY AND APPARATUS.

Its Library consists of about 2000 volumes; among which a complete set of the American Encyclopædia and other books of reference will be found especially helpful to students. Friends in the city and vicinity have enabled us to buy a Holtz Electric Machine, Leyden Jar, Induction Coil, Plunge Batteries, etc., thus beginning to supply the need of apparatus.

## EXPENSES.

These are comparatively light, from \$150 to \$200 covering all necessary out-lays during the year. A Board of Education has recently been established. Out of the funds of this board, deserving students who need it receive support during the school year.

## LOCATION.

The Academy is located at Orange City, the county seat, a station on the Chicago, & Northwestern railroad, near the junction of said road with the St. Paul & Omaha railroad at Alton, four miles eastward, and with the Sioux City & Northern at Maurice, eight miles westward. On account of the extent of the Northwestern railway system, Orange City is easily accessible from all directions. Owing to its location in the Northwestern section of Iowa, it can readily be reached from the Dakotas, Nebraska and Minnesota.

For Catalogue and particulars as to courses of study and text books, address the Principal.

REV. JAMES F. ZWEMER, Orange City, Iowa.

# THE CLASSIC.

"INDUAMUS ARMA LUCIS."

VOL. 1.

N. W. C. A., ORANGE CITY, IOWA, MARCH, 1892.

No. 4.

## THE CLASSIC.

Published Monthly During the School Year, by the Students  
of the

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G. J. MULLENBURG, '93,..... LOCAL EDITOR  
E. AEHLTS, '94,..... EXCHANGE EDITOR  
MARY J. BETTEN, '92,..... ALUMNI EDITOR

## Local Department.

Will those of our readers who have not yet paid up their subscription kindly remit the amount thereof to our business manager as soon as possible? We are desirous of paying off all debts at the close of the term. Wind won't do. Money alone will answer the purpose. Therefore please remit cash. No promises.

We have now entered upon the third and last term of this school year. Thus far the year has been exceedingly uneventful. There have been no escapades to record and no friction has existed between professors and students. Our principal was absent during a portion of the time, but, as in a well regulated family, the students put on their best behavior

during his absence. Let us each and everyone endeavor to characterize this term by the same good feeling that has existed heretofore. Let us strive to make this year the most prosperous that the institution has ever enjoyed.

Now that the school year is drawing to a close our thoughts naturally turn toward approaching examinations. What action will be taken as to grading certificates? Some are confident of first-grade forebodings. It is indeed a melancholy thought for one who has labored faithfully throughout the year that his will be the lot of being classed among the scape-goats of the class. Every student who has endeavored to do his duty should meet with encouragement. Such encouragement is certainly not obtained by showing distinction between student and student. If the students are considered capable of graduating from this institution, would it not be preferable to treat all alike, to grant all the same class of certificates? Then commencement will create no hard feeling, while if otherwise, some dissatisfaction is sure to arise.

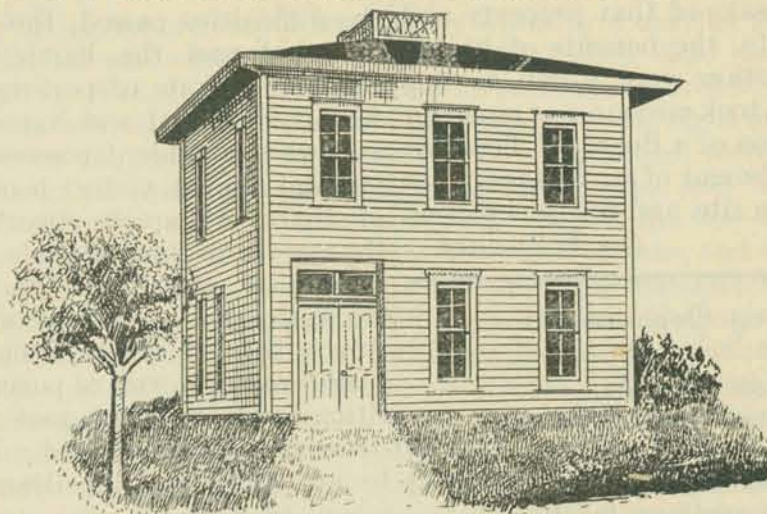
It is exceedingly gratifying to note the the interest which the students are manifesting in their spiritual welfare. During the past term thirteen of our number have made confession of their faith. No more appropriate step can be taken during one's student life. Soon we will go forth to sail our own little barks upon the sea of life and when the storms gather round us, if we have learned to look upon

Christ as our Saviour, if we have taken the Bible as our guide, we will be able to withstand their buffeting, for we are fully equipped therefor; but he who has failed so to do will sink beneath the waves, lost for eternity. Life is uncertain, this matter will admit of no delay, and it is to be hoped that many more will take this important step which alone can render one forever safe.

One of the aims of THE CLASSIC is to keep the friends of our institution informed as to its history and progress. With this in view, this issue contains a cut of the first home of the Academy. With the growth of the institution it proved inadequate for its wants and the result was that the present building was obtained. But now the Academy has outgrown its present quarters. What shall be done? Nowhere is there a better opportunity offered for doing good than by furnishing the Academy with a new home. The institution is deserving of support. It is bound to exert a powerful influence for Christ and His kingdom in the northwest. Many within its walls are being prepared for the gospel ministry and other useful fields of labor. This is an age in which men of a philanthropic turn of mind are becoming the executors of their own wills. Leaving charitable designs to be carried out by one's heirs has in the past frequently proven to be a failure. The matter is brought into court, a charge of insanity, incapacity, or one of a similar nature is trumped up and such is the machine of justice that a broken will is the result. Take for example the litigation over the will of the late Samuel J. Tilden. May the friends of the institution not provide for it in their wills but so provide that they themselves may live to see the fruits of their generosity. Why will not some one rear upon our campus as a lasting monument a beautiful academy building bearing his or her name?

#### Why Study Latin or Greek?

"Why study Latin or Greek?" is a question which has frequently been asked by some of our students and a question upon which we, as well as others, have at times entertained pessimistic views. The objection which is usually raised to the study of these languages is the lack of practical application in after life. Well may we ask why this same objection is not raised to many other studies which lack utility after the completion of one's student career. Among the great objects of study are development of mind and the cultivation of the reasoning powers. Are not these accomplished through the study of Latin and Greek? That the memory is trained will be disputed by no one, and as to the reasoning powers, we leave the students to answer whether or not applying rules of syntax, changing idioms and securing correct translations has not taxed them to their utmost capacity, as well as solving problems in algebra or demonstrating the theorems of geometry. Besides a great portion of our language is derived from Latin and Greek. Therefore the student of these languages acquires a choice vocabulary and an insight into the history and derivation of his own language, such as can be obtained from no other source. Even to this day the finest pieces of art and the richest gems in literature have descended to us from the ancient Romans and Greeks. In a nation's literature the people themselves are reflected. Thus by studying the literature of ancient Rome and Greece we become familiar with the condition and habits of their people and are the better prepared to appreciate their attainments and the subsequent trials and progress of struggling humanity. By thus bringing us into close touch with the past these languages are invaluable to the careful student of history. Let us no longer doubt the utility of studying these languages but apply ourselves diligently to them, that we may gather the precious gems which are hidden in the best and most beautiful of all literature.



OUR PIONEER SCHOOL.

THE ABOVE cut is the picture of what was for several years a well known landmark in these regions.

It now exists only in the lines of this print, the memories of its builders, and as moved and remodeled, as a part of the Principal's residence on the Academy Campus.

This humble structure, situated on the highest elevation of the city, could be seen for miles, before the luxuriant foliage of our growing shade trees became the more attractive token of a town, than a single steeple and a solitary building.

This unpretentious building had quite an historic worth.

It was the exponent of ideas, it proved the presence of a saving power in the growth of this settlement; it showed that the hereditary feature, love of learning, which has, more or less, marked every important settlement of the Hollander, had not deteriorated in moving westward.

This building, to whatever uses it may have been put, whether serving as an Academy of learning or as a miniature Castle Garden, has always stood, as it was built to stand, for a testimony to the importance of higher education; a protest against ignorance and materialism; indeed, as a huge ballot box, where the passer by could cast his vote *yes* or *no* on the important question for these parts,

whether we would be a people only for hogs and corn, or also for "heddication" and culture.

Its planning, its building, its weather-beaten form, as it looms up in the vista of memory, and its final deliverance from ignoble decay by the latest movement of improving it, these all mark successive stages in the eventful career of our Academy.

In fact, the knowledge why that building was built; why we were there for a season, and left it for a season with our "books and brains" (for "bricks" there are not as yet.) why we came back to it and came to stay—the knowledge of all those things contains the material history of our first decade.

Ten years ago this summer, as the records say, a meeting was held at Orange City, pursuant to an action taken by General Synod, in behalf of a new center of education in the far west.

The Rev. Abraham Thompson, formerly of Pella, then of New York City, was present, being particularly interested in this new departure. Then and there measures were taken for immediate advancement.

Those present felt, that if this fertile soil were worth tilling, if this promising city were worth building, if their western life were worth living, that then, above all

things, for the sake of that property and society and life, the benefits of higher Christian education were worth having. Therefore they took measures at once, for the incorporation of a Board of Trustees, for the establishment of an Academy, for the location of a site, and for the erection of a building.

JAS. F. ZWEMER.

### Literary Department.

#### Poor Students.

"Slow rises worth by poverty depressed."

THE TRUTH of the above line of poetry is exemplified in the life of many a worthy aspirant for knowledge. Poverty sounds the death knell of his youthful ambitions and practically bars him from gleaning in the fields of knowledge, the fruits of which tempt his longing eyes. Many a person who would have immortalized his life and transferred it covered with honor to succeeding generations is doomed by chill penury to live almost uselessly, and leave behind him no monument testifying to the power and compass of his intellect, had it been properly developed. What grand possibilities and godlike achievement may lie dormant in the human mind! He whose name might have been the synonym of learning, who might have changed the destinies of nations, whose might have been "the applause of listening senates to command," lies at rest in some obscure churchyard and posterity knows not that they are treading on the dust of one mightier than emperor or king. The poor student is compelled to struggle against a host of adverse circumstances, and in the struggle too often hope changes to despair and enthusiasm is supplanted by indifference; and he, who might have been the first at the goal, becomes the laggard.

But when surmounting all difficulties by unaided individual determination and energy, how glorious the victory! As the lily shows its matchless beauty to more advantage when contrasted with the filth which surrounds it, so the student's fame shows the brighter when contrasted with

the difficulties passed, the obstacles surmounted and the barriers forced. To triumph in spite of poverty requires the will of Hannibal and Napoleonic energy, and when a student possessing these enters the combat, victory is only a question of time. Although poverty suppresses thousands, to those capable of successful resistance it affords but additional strength. For as "storms but more deeply root the oak whose arms embrace the blast," so the storms of poverty and opposition but more deeply root the student's determination to succeed. When cast into an unfeeling, repelling world, and when to sink or swim depends on his own efforts all that is heroic and manlike in him is bound to develop, and instead of becoming a mere atom in the composition of the human family he will become by his own unaided efforts an acknowledged leader. By the road of difficulties and poverty some of the grandest characters of history have reached the highest places of honor and power in the gift of a nation. A mind is a mind and whether the body be clothed in broadcloth or rags mind shall rule the world.

A. V. '91.

#### Memory.

IT IS generally acceded that animals are guided in the various actions requisite toward maintaining their existence purely by instinct, an attribute which keeps apace in development with that of the body it must serve. It develops, but in no animal does it ever surpass the limit set to the instinct of its particular specie. In its healthy, natural condition the animal of a thousand years ago is not in any respect either inferior or superior to its descendants in our day.

In man, however, we find a far better substitute for the animal's instinct. He is indowed with a mind which does not alone perform the functions of the instinct under the name of reflex actions, but is a mental organism whose limit of development has not in all these six thousand years been determined. The

faculties of this mind are numerous and each requires special and careful attention to satisfactorily discharge the duties assigned it. Each in itself is a gem which can be polished to exquisite brightness and become a brilliant ornament to the whole. In the mind's casket of gems there is one especially whose radiance must impart beauty and usefulness to all the others—it is the memory. But as the rude diamond derives all its value and attractions from the polisher's skilful hand, so does the memory in its undeveloped state depend entirely for brilliancy and use upon our judicious efforts to bring its inexhaustible store of radiance into view. The memory, however, is something more than ornamental. It is the bank of deposits for all the other mental faculties. There they all bring the fruit of their exertions; there, as the prudent man for a rainy day, they lay up what at some future time will supply the demands which may be made upon our mental abilities. We know banks are very careful to take only sound currency, or good endorsed notes; counterfeit will not be accepted. This we must follow in receiving deposits for our memories. All about us is abundant material, both genuine and counterfeit, that is trying to urge itself upon our minds to work its effects for good or evil. Memory's vaults must be ever open to accept the genuine intellectual currency and nothing but such, no matter how nearly the superficial appearance of the counterfeit approaches it. Only by so doing can the circulation of our thoughts be pure, for it is from the stores of memory that the elements of our every mental activity are drawn. Memory can be the student's dictionary, grammar, chronological table, in short his general book of reference on all subjects. Each individually must edit this volume for himself, and each will have to suffer for whatever defects he allows to enter in its preparation. After his course as a student is finished he must largely depend on what throughout those years he has carved upon the tablets of his memory, and

happy when this carving has been deep and careful; then time cannot erase it; then all its readings will be plain at sight.

Memory links our days, our weeks, our years, our childhood, manhood and old age. It bridges the past to the present and alone over it can we cross the ever-widening gulf of time, and in some lonely hour of ease and reflection live once more the days of yore. Memory is not buried with our bones. It accompanies the soul to its eternal happiness or torture, there to heighten its bliss or intensify its sufferings by looking back upon an earthly life of love and obedience or of proud defiance of heavenly warnings.

O memory, may I keep thee pure,  
And look upon thee as divine,  
For thou shalt with my soul endure,  
Yea, whole eternities are thine.

B. D. '92.

#### An Essay on Heads.

HEADS are of different shapes and sizes. They are generally full of notions. Large heads do not necessarily contain the most.

Some persons can tell just what a man is by the shape of his head. High heads are the best. Very knowing people are called long-headed. A fellow who will not stop for anybody or anything is called hot-headed. If he happens not to be bright he would probably be called soft-headed; if he can not be coaxed or turned, pig-headed.

Animals have very small heads. The head of a fool slants back. When a person's head is cut off he is beheaded. Our heads are covered with hair, with the exception of bald heads. There are many other kinds of heads, of which I will try to mention some. First, there are barrel-heads; second, pin-heads; third, heads of sermons, sometimes a minister has about 15 heads to his sermon; fourth, headwind; fifth, head of cattle, when a farmer counts his cattle he says he has so many head; sixth, drum-heads, which are made of sheepskin; seventh head or tail, when you toss up coins; eighth, double-headers, when you send up rockets; ninth, come to

a head, like a boil or a rebellion. Tenth we have cabbage-heads, dunces are called cabbage-heads, and a suitable name it is; eleventh, at logger heads when you don't agree; twelfth, heads of chapters; thirteenth, head him off, when you want to stop a horse or boy; fourteenth, head of a family, where a great many boys would like to be; fifteenth, a blunderhead; sixteenth, get up to the head, when you spell a word right; seventeenth, head of a stream, where it begins; eighteenth, mast-head; nineteenth, headland; twentieth, the last and best, "Be sure you are right, then go ahead." L. v. D. B. '93.

#### The Necessity of Training and Practice of Elocution.

IN ORDER that one shall become proficient in any art, two things are especially necessary: training and practice. Would you be successful as a doctor, you need a proper knowledge of your profession and practice. Is it your aim to become renowned and have influence as a writer, then you must devote your time to the study of this particular branch and exercise yourself therein. Glance over the list of eminent writers, both of poetry and prose, and note that, in addition to their being highly educated men and women, they are also such as have from youth applied themselves to their particular vocation. The same thing holds true with elocutionists. The truth of the old saying, "practice makes perfect," remains ever unshaken and fails not to be constantly verified. Moreover, considering the definition of elocution, viz.: that it is the art of delivering written or extemporaneous composition with force, propriety and ease, one cannot fail to see that training and practice are indispensable to this as well as other branches of study.

It may be well, however, in the discussion of this subject to call attention to the important part which elocution plays on this world's stage. How often have we seen speakers sway an audience, as it were, although their composition might possibly be inferior to such as had been deliv-

ered in not so eloquent a manner, and consequently had failed to produce the desired effect. In this way that may be accomplished which would otherwise be impossible, and the control of an audience gained, which would be lost under different conditions. On the other hand, many noted writers have obtained great influence by their productions; but the press will not always suffice as a means of communicating thought. Many classes are not thus reached.

As before stated, elocution requires training, and it must not be thought that it is gained without any effort on one's own part. We have only to review the history of the past for a verification of this. Our attention is called first to the greatest orator the world has ever known, Demosthenes. It certainly is a remarkable fact that this great man should be obliged to fight against so many difficulties when a youth and ultimately attain such greatness. Another example is found in the great American orator, Daniel Webster. He, like the former, had many obstacles in his way; but by persistent effort he gradually became more and more proficient as an orator, until one day found him the great propagandist of the north, one who established landmarks in the political records of our country.

But in order to feel the need of training and practice in elocution and to appreciate the same, we may consider ourselves. How many of us have experienced the embarrassment felt when attempting to say even a few words in public? This may and can be overcome only by regular training and practice; moreover, this method is the only one by which to acquire the art of gesticulation and thus secure control of one's limbs as well as voice while speaking.

Therefore how necessary that elocution should form a regular study in our schools and colleges. Shall our colleges and seminaries furnish us with speakers, as eloquent as in the past, the need of instruction in elocution, must ever be felt. We

rejoice to know that our school furnishes an opportunity to develop this taste, and that still more attention will be paid thereto in the future. May it ever be appreciated and employed to the best advantage by its students. J. H. '92.

#### Our First Woman President.

[Read at the public meeting of the Philomathian Literary Society.]

BY THIS I do not mean the first woman president of the Philomathian society. For in case our worthy president should be assassinated, we would already be provided with one. But I mean the first woman president of the United States. You gasp with surprise, and possibly some of you with indignation. To think that women has enough presence of mind to rule a nation! To think that she can understand all the numerous laws and know when to apply them! To think that she knows how and when to declare war and make peace! The idea is enough to make one laugh during a Natural Philosophy examination! So you reason. Now look at it from the other side. Some weeks ago the Philomathian society decided in debate that the mind of woman is not inferior to that of man; and when this society decides anything you can generally abide by the decision. But, you say, a lady will abolish all criminal laws. And what if she does? Perhaps it will then be shown that it is for the welfare of the nation. (If I were president I would even pass a law abolishing examinations.)

Let us imagine our first woman president. There she is—the first. It is the day of inauguration. Everyone is pleased. She has a smile and a kind word for every man, woman and child. All are ready to swear allegiance to her on the spot. That is the beginning. What will be the end?

War is declared by some hostile country; now is the crisis! Will she have presence of mind enough to do the right thing? Man would absent-mindedly sit in his chair, pulling that mis-placed eye-

brow which his sister terms his "moustache." She has this advantage over him—she has no "dear little 'stache" to pull. With perfect composure she listens to all advice. With perfect composure she issues every command. Her loyal countrymen serve her with willing heart and ready hand. Under her wise government peace is declared; and the grateful citizens ring the bells in every steeple in honor of the president who has averted so great a national calamity.

Let us close her term by listening to the conversation of two men:

Mr. A.—"So this administration is closed. What an eventful period in the history of the United States!"

Mr. X.—"Yes, indeed! Who would have thought that a woman could have done so much?"

Mr. A.—"Such wonderful inventions! For instance the latest of studying by electricity. 'Tis wonderful! At first some objected to it, so I have heard,—some cranks who think that students do not get enough brain-practice by this new method. But the strangest thing is that the brain does as much work as formerly. It saves time and trouble. Quite incredible if you do not understand it thoroughly."

Mr. X.—"Hurrah for our woman president!"

This is only one of the numerous inventions and discoveries. Take a peep into the history of that day and you will find the following: New world discovered; perpetual motion invented; flying machine invented, worked by electricity; new planet discovered, and many more.

I hope you are convinced by this time that woman is as fit to be president as man, and that at the next election you will all vote for a woman president.

A. H. '92.

A professor of systematic theology in one of our sister institutions, being unable to attend one of his classes, left the following notice for them: "The seniors will continue through Purgatory and the Junior class will finish the descent into hell."—Ex.

## Social Department.

Snow storm!

Senior pictures!

We arrived home safely.

Did you see that Prince Albert?

How many of the "A's" arrived home sober?

Prof. E. C. Oggle spent his vacation at Ames, Iowa.

L. Benes visited friends at Maurice during vacation.

Another miniature blizzard has been upon us this week.

Mr. A. Ganzevoort and Miss K. Kramer spent their vacation at Hospers.

Miss Gertie Van der Took visited friends at Maurice during vacation.

Ben Van Heuvelen has left for Thule, S. D. We hope to see him back next year.

Mr. J. H. Eefting of the "D" class spent his vacation at Hospers selling a binder and threshing beans.

B. Dykstra, J. H. Boeink and John and Seine De Pree spent vacation with their parents at Sioux Center.

Miss Effie and Walter Van de Erve have left for Hein, S. D. We are sorry to lose them from our midst.

Owing to some unaccountable mistake on the part of the printer our editorial department is headed "local."

Profs. Van der Meulen and Keppel spent a portion of their vacation with Rev. James De Pree at Sioux Center.

Miss Maggie and Dick Huizenga, accompanied by Miss Delia Walvoord, spent vacation with their parents at Rock Valley.

Rumors are abroad that a worthy senior has been buying furniture. This looks rather suspicious. We hope that he is not contemplating matrimony.

Lost or stolen—A pair of wooden shoes. If the finder will please return same to the smallest lady member of the "D" class he will be handsomely rewarded.

Our sympathy is extended to our school-

mate, B. Wierks, who, but a few days before vacation, was summoned home by a telegram announcing the death of his sister.

Vacation is a thing of the past. It was not a very pleasant week, being marked by the worst snow storm of the year, and plenty of Sioux county mud as a result of the thaw.

Why was Alton selected as the place for taking class pictures? Ostensibly for the purpose of obtaining "hop tea" to raise our spirits a little after Greek and philosophy examinations.

Among the pleasant surprises of the month was a letter from our former teacher, Mrs. A. J. Peters, now at Nagasaki, Japan, promising an article for THE CLASSIC in the near future.

While our principal was East he received, as a donation, one hundred hymn books. This gift is exceedingly welcome, as the books used at present are not suitable for our chapel exercises.

The last public meeting of the literary society was a success in many respects. The society sustained a serious loss by some members leaving, but is again on the improve. May it continue to prosper.

The Philomathian society has elected the following officers for the ensuing term: P. Meyer, president; G. Watermouder, vice-president; Miss Eva Hospers, secretary; G. Van Diest, treasurer; and Mr. Eefting, sergeant-at-arms.

Messrs. Aeilts, Ruigh, Klerk, Watermouder and Van der Meulen spent the entire vacation in "The Castle of Despair." Stormy weather rendered outdoor exercise out of the question, and the boys cannot be blamed for bemoaning their fate.

The chapel lamps played April fool upon the literary society April 1st. The sergeant-at-arms informed us, however, that they were "full." Perhaps that accounts for it. The organ seemed to be bewitched, refusing to play while the society was in session and appearing to be alright when they adjourned. The society seems even to have a bad effect upon organs and lamps.

## Exchange Department.

He worketh best who stealeth best  
Ideas great and small,  
For the great soul who wrote them first  
From nature stole them all.—Ex.

We welcome as one of our most interesting exchanges the Aurora, published by the students of the Iowa Agricultural College, Ames, Iowa.

A mock republican national convention, composed of delegates from the different colleges throughout the state, will be held at Mt. Pleasant April 28.

The Portfolio, Parsons College Fairfield, Iowa, is among our best exchanges. The paper presents a very attractive appearance and contains some very interesting reading matter.

We were pleased to receive from the Hull Educational Institute, our nearest neighbor, the Institute Bulletin and Academician. The paper seems to meet with great success, having a circulation of 5000.

De heer J. Van der Meulen, onderwijzer aan de Academie, heeft kennis gemaakt met Rock Valley. Om de eentoonigheid van den langen rit te breken heeft hij zich van uitgelezen gezelschap bediend, hetgeen van iemand op zijn leeftijd niet euvel moet worden opgenomen.—Volksvriend.

What can't girls do? Certainly they know how to edit an interesting college journal. Among our best exchanges is Lassel Leaves edited by the young ladies of Lassel Seminary, Auburndale, Mass. In connection with the same school, we noticed the following clipping: "Lassel Seminary, Auburndale, Mass., agrees to be one of ten schools to contribute five thousand dollars toward building a home in the suburbs of New York City for working girls in time of illness or fatigue."

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