DECEMBER, 1902.

The Classic.

PUBLISHED AT ORANGE CITY, IOWA.

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Editorial.

DURING THE first few days of school it seemed as though the time would be very long before the close of the term. We were then entering the longest term of the year. But we have already come to the close and as we look back it has passed very quickly, for the lessons have kept the student busy and the time flies by before it is noticed. After a term of hard study it is necessary to have a short rest and therefore we welcome the coming vacation. If there is any time of the year which brings especial joy to the student it is certainly the holiday season. Some will spend vacation at home, others, perhaps will visit friends and relatives. But wherever they may be we hope that during these few weeks of rest they may prepare themselves for the work which will be given to them in the coming year. With this we wish all our readers a Merry Christmas and a Happy New Year.

NOW THAT it is possible to secure anthracite coal, the authorities in New York City have determined to put an end to the great smoke nuisances in that city. Since the coal strike, there has been very much smoke and dirt, while before, the sky above the city was very clear. This had to be endured while no other coal could be had, but now as the mines have again been opened the authorities will put an end to this filth, without inflicting either injustice or suffering, they will make it a clean city, as it always was before the strike.

THE REPORT of the Immigration Restriction League shows that the immigration problem is rapidly becoming more serious. The number of immigrants is a third greater than last year, and about twice as large as in the year 1899. The most immigrants of this year are from the southern and eastern part of Europe,
These people are very poorly educated, and so are unable to become good citizens of the United States. The average per cent of uneducated of the immigrants from southern and eastern Europe is as high as forty-two. The danger is still greater, because these immigrants are settling in one place, instead of scattering all over this country and becoming Americans. The bill to restrict immigration and to exclude those who cannot read or write has passed the House of Representatives, and it has the support of President Roosevelt.

Macaulay as a Rhetorician.

Although Macaulay has a few faults, he is a master of Rhetoric. It is not my intention simply to set before you Macaulay's virtues as a writer, but I shall also justly treat his mistakes.

The subject of Macaulay's essay is well chosen. He has chosen a subject which is interesting to himself and to his readers. It is adapted to his ability as an author. It lends itself to the form of discourse, he wishes to adopt. This subject could not be used for narration or description nor did Macaulay intend it for such. He wished to write an essay in exposition, and as he was best suited for this form of discourse, he has gained his success.

One of the points on which Macaulay deserves most praise, is the compactness with which he handles his subject. Although his essay does not occupy much space it suggests volumes.

His Introduction and Conclusion are short. In his introduction Macaulay briefly states what led him to write this essay. He clearly sets before us the circumstances. The conclusion is also very short. We here see that length does not always strengthen, for although Macaulay is brief his sentences are so strong that the reader holds his breath until he gets to the very end.

Another striking quality of Macaulay is his language. He uses clear and simple language; he explains his propositions, not, that the reader may understand, but that he must understand. Whenever he starts a new topic he uses a transitional paragraph, explaining his intentions. He gives the reader a definite idea of what he is about to do. In a few places he introduces paragraphs of summary. He sums up what has already been said. He gives the reader a short review of the preceding paragraphs. The paragraphs of transition and summary add a great deal to his clearness.

Of perhaps more importance is his choice of words. Macaulay uses mostly concrete words which present a picture to one's mind.

As we read his essay, it is as if we are looking through a pane of glass and as we look through it, beautiful scenes of our childhood are revealed to us. Or as though he is leading us through an art gallery, calling our attention to beautiful paintings here and there. His words also have force and feeling. When he is aroused with wrath or love his words make the reader feel it instantly.

Although at first the reader may not know what it is, there is something about Macaulay's essay which he feels, but can not express, something which attracts his attention and makes him interested. This is his style. It is the way in which he expresses his thoughts. It is his certain way of arranging his words, paragraphs and sentences. He has eloquence of style. His essay contains feeling, or perhaps better, a certain amount of fire exists all through his essay.

Macaulay uses emphasis by proportion, emotion, and phrases of emphasis. As you all know, all people make mistakes and Macaulay is not excluded from this. He made a few mistakes in his emphasis by proportion. In his treatment of Samson Agonistes and Comus he gives these a great deal of space, while to Paradise Regained, which he himself says is superior to any poem since published, he gives only one paragraph. But let this be as it may, his proportion on the whole is well managed; it shows which things he himself thinks are the most important. His phrases of emphasis are of not less importance. He introduces these phrases at the beginning of a paragraph. In any part of the essay, where Macaulay's feelings are aroused he uses emphasis of emotion. He uses short, interrogative or exclamatory sentences. He makes the reader feel with him. He hurls words of cutting indignation at his opponents, which like the shot of an arrow, pierce the heart and leave their wound. All along he has biting sarcasm and irony. He introduces brilliant antithesis, by means of which, he makes his points very strong. Very skilfully he presents to us a certain fact and in the next sentence he states the direct opposite. He puts two sentences alongside of each other which are strictly opposite in their sentiments. In other words, he very beautifully introduces a contrast just exactly in the right place, where it is very attractive and forcible. Macaulay is noted for his sparkling antithesis, which has caught the eye of the people.

Macaulay's scale of treatment is very well managed. If he had been asked to contribute a paragraph on Milton to a newspaper or magazine, he would have left many of his minor points out, and he would have treated only his character, his poetry and a few
other points. But as he wrote an essay he was able to introduce all these numerous other topics. Macaulay also was well acquainted with his subject and this gave him a good opportunity to write on Milton. If the people had all been acquainted with the subject it would not have been necessary for Macaulay to write so much; but as this was not the case, an enumeration of the facts was desirable.

Macaulay introduces nearly all the forms of exposition that there are. He has variety. Macaulay explains by comparison, details, example and repetition. He uses little comparison. Although there is some, it is not as common as the others.

Macaulay observes the principles of Unity, Mass and Coherence. He obeys the rules about these three principles very carefully.

In one place he violates the principle of Unity. In paragraph twenty-seven he gives us an enumeration about the Greek poets, a subject which does not help his own subject along in the least. However, this is only a slight mistake and is hardly noticed. And even if it is noticed men should not be judged by their few faults, for there is not a man born without them. In all other places Macaulay's points stand together, in other words there exists a oneness. He also has Unity in his subpoints. There is, so to speak a thread running through his whole essay, which binds together his whole discussion. Macaulay has excellently obtained the most or one of the most things in the most important places. Macaulay puts Milton as a statesman last because it is the most important. His essay is not one level plain; it is like a mountainous region. As we read his essay, it seems as though we are continually climbing. All through it he has climax. Even in his minor points Macaulay has so arranged them that the most important thing is at the end. Macaulay could not have done better in his observance of the principle of Mass. No author could ever have surpassed him. He makes his discussions stronger as he goes along. He keeps on climbing upwards until the very last sentence, which is the strongest of all; he has reached the summit; and leaves his readers overwhelmed by his prompt conclusion.

Thus we have treated Macaulay's mistakes as well as his excellences, but it is plainly seen that his many excellent qualities as a writer counterbalance his faults. The comparative compactness with which his subjects are handled, his passionate rush, his picturesqueness, richness and his sparkling antithesis rank Macaulay among the best rhetoricians the world has ever known. G. B., '04,

The study of English is a necessity in the United States. The past has shown that a reciter or any other speaker who had not a thorough knowledge of the English language was not successful. He who does not know the principles of English is unable to express his ideas in beautiful language. He is unable to picture before an audience a beautiful scene, by means of words; he is not able to repeat the thought of a sentence in different words and much stronger. This person is therefore a failure as a public speaker or reciter.

We go to the opera house, where we shall hear one of the greatest lecturers of today. The speaker is of powerful mind. He employs similies and metaphors at his bidding, and whenever they give aid to his grand lecture. His figures make the eye of our imagination see that which it could not see before. It is he who takes us with him into the wide fields of literature. The words of this lecturer, yes his whole production, would be new to us without the aid, and of what we know about the English language. The young man who has wasted his opportunities to study English, leaves the room for the simple reason, that "there is nothing in it for him," as he says. But on the contrary we see the student of English, listening attentively to what comes from the lips of the great speaker. Every word and thought gives pleasure to him and serves as food for his mind. Thus far we have seen the utter impossibility of benefiting ourselves by listening to an elevated discourse of literature without the consciousness of the richness of English. Let us see if English is indispensable in any other way.

The Sabbath day draws nigh, when old and young come from every corner, to hear the new clergyman preach his first sermon. The young preacher has chosen his text for the morning services from Psalm twenty-three. "The Lord is my shepherd; I shall not want. He maketh me to lie down in green pastures, he leadeth me beside the still waters." A good, old, pious man, being unlearned, said to the man beside him, "Does he preach from our good old bible? Do you think that our Lord will become a shepherd, and we lie on the green grass, led along the river?" The man replies that he has never heard these words before and he cannot understand them. The preacher, supposing that everyone in his audience understands the words of his text, makes no attempt to tell the people of David's beautiful words, nor that his text is figurative language. The entire sermon was of the same character as his
text suggested, that is in a figurative style. The old man left the church, with the impression that the new minister was not sound in his doctrine. Some illiterate men even said, that he was untrue to his profession. Lack of the knowledge of English made these people to judge this talented young preacher unjustly. Oh that these people had been educated, and taught the valuable usages of English, which would have preserved the minister's good reputation.

The study of the English language becomes absolutely necessary when we read some of the greatest orations delivered in this country. How can we understand the beautiful and inspiring words of Lincoln that elevates the soul of man, if we have not learned the ways in which the English language is used? These are the words of Lincoln, "The United States of America are bound together, with a common tie of brotherhood." Would the people have been stirred up to such a degree if they had understood the words and thoughts of Daniel Webster, Clay, or Patrick Henry, as they so artistically placed the condition of the nation before their eyes? Where would patriotism have been if the people had not seen and understood the sentiments of the great statesmen of that day? These orators spoke in an oratorical style, and delivered their speeches in elevated language.

One may say that English is not absolutely necessary in business. A person may say that if a man knows about small business transactions it is sufficient. It is true, English is not necessary to sell or buy small articles in daily use, but suppose you are compelled to buy a large stock of fall clothing and you are to buy the same by means of a business letter. How will you arrange your thought in a business-like form if you do not know how to use the English language? A merchant cannot write a good advertisement of what he has to sell, in his local paper, unless he knows the methods of writing. A young man who is weak in English may apply for a position to a firm, but the firm observes closely and sees that the applicant can scarcely express what he means. He does not punctuate nor capitalize where he should. He uses plural nouns as subjects of singular predicates, and many such errors prevent him from obtaining the position for which he applied. Now we have some idea of the helpfulness of English, but it is helpful not only, but necessary in many other ways. Take magazines for instance. We read in our weekly magazines about imperialism, tariff revision, trusts and reciprocity. Unless we know what these terms mean, our magazines are Greek to us. In order to under-

stand the political questions of the day, we must read magazines and to understand magazines we must understand the English language.

Every real English student is a lover of poetry, because of its superior style of language. It is musical language. The words of a great poet are so artistically arranged that it is often difficult to obtain the meaning of his poem. English, and only English, is the tool to shape and form our minds so that we may understand the lofty selections of poetry, unless one has fully and thoroughly mastered English.

To sum up, in speaking or reciting, on the stage or among the audience, in business or politics, to read and to understand, English is necessary, and a man is not a complete man without a complete understanding of it.

G. V. P., '03.

America in the Late War.

The Spanish American war has added to the reputation of the United States. In every battle of this war, the Americans proved that they are very good marines. It was especially shown at the battle of Manila. They had destroyed every one of the Spanish vessels before the enemy had destroyed one, and that without losing one man. A French officer, who saw the fight, said that the American fire was "something awful" for its "accuracy and rapidity."

Not only did the United States soldiers show their accurate shooting but also their bravery: When the president called for two hundred thousand volunteers, one million came forward, and were willing to help their country. Again, at Manila, the soldiers attacked a Spanish fleet twice as large as their own. They had to pass through an entrance that was mined, so that it seemed impossible to enter with a ship, without being blown up. Nor did San- son have to wait long when he asked for volunteers to sink the Merrimac in the entrance of Santiago. To do this, meant almost certain death, but immediately, twice the number were willing to risk their lives.

The Spaniards that fell into the hands of the Americans were treated almost as well as the American soldiers themselves. They did not torture them, as some nations do, but although the captives were guarded so that they were unable to escape, the Americans treated their captives as captives ought to be treated. While the United States was treating her captives thus, England, the leading
nation of the world, treated the Boer captives in the most cruel manner.

A thing that will give still more honor to the United States is that it was a war for humanity. President McKinley did not declare war because he saw an opportunity to increase our possessions, but because the Spaniards were starving the Cubans. In a message to Congress the President said, "in the name of humanity, in the name of civilization and in behalf of endangered American interests, the war in Cuba must stop." At first the President demanded that Spain should cease starving the Cubans, but Spain did not obey, and so war had to be declared in order to make an end to the starvation.

And when Cuba had been freed from the Spanish yoke, did this country do as England did with the South African republics? England promised these countries that she would protect them against the natives, but when she found the rich diamond fields, she claimed the countries for herself. As soon as the treaty of peace was signed, the President ordered all the troops to be brought back to the United States, except a few to guard the cities, and made Cuba an independent country. Thus, within eight months the United States soldiers did not only show their fighting ability, but also that they had no respect for brutality; while the treatment of Cuba and the Philippines is an object lesson in natural unselfishness to the whole world.

J. A. R., '03.

Machines are a Great Help to the West.

As we look at the western fields we see that the nature of the country is such that machines are necessary. There are very few hills, and even those which are found are small and are mostly along the rivers and creeks. Thus we see it is not necessary to do all the work by hand on account of the few hills which are found. There are also no forests which would hinder in the use of machines. Most all of the trees which are found have been planted; but there are very few natural forests except a few small ones which have sprung up along the river bottoms. Those which have been planted are of no hindrance to the cultivation of the land. The land is mostly prairie and has a very good soil.

The use made of machinery in the West is very great. In the first place the prairies have to be broken in order to be able to sow the grains, which are the principal products of the West. In sowing the grain a very large part can be covered by one man with the aid of a machine and horses; while if he had to do it all by hand, he could accomplish but a very small part of what he now can do. But however great the help may be in preparing the land, we think that the farmer receives the most benefit from his machinery during the harvest. For as soon as there is some grain ripe and ready to be cut most all is fit to be harvested. Now what would a farmer do with all this grain if he had no means with which to gather it except his own hands? He could do nothing but let it go to waste and therefore gather but a very small crop. But with his machinery he can cut it all at the proper time. Now after spending a great deal of time and labor and he has stored all of his grain away, he could do nothing with it if there were no means with which to ship it to the great cities. But since there are railways and steam ships he can exchange it for the many useful articles which he needs every day.

The value of these prairie lands would be very low if there were no machines, since only a very small part could be worked by one man and therefore everybody could get as much of this land as he would be able to work. But if this were the case the people could barely make a living by farming. So if there were no machines much of the land in the West would not be under cultivation.

H. W. P., '03.

Published Monthly during the School Year by the Students of the N. W. U. A.

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Entered at the post office at Orange City, Iowa, as second-class mail matter.

Vacation! No locals. Nothing happened.

Boys scrape your feet.

Examinations! Examinations! Settle up for THE CLASSIC.

Teacher: "What is a dependent sentence?" Student: "One which hangs by its own clause."

The other day the Prof. in Physics said to the members of the "A" class: "I wish that hugging would be stopped. It's a bad habit to get into." We wonder if he has experienced it.
The students who were unable to visit friends or relatives on Thanksgiving day, were invited to partake of a Thanksgiving dinner at the home of our principal, Mr. Soulen.

Bertha Vanderghen spent Thanksgiving day at the home of the Rev. Mr. Lapeltuk, at Alton.

The "A" class boys made quite an ado about a feather which happened to get into the room one morning. Their aim was to see who could get it nearest to the professor's desk.

M. Van Oosterloo is back! Professor Kuizinga is again raising a mustache which makes him look quite dignified.

De Vries still sells fountain pens.

Prof. in Latin: "At Rome, girls were called old maids at the age of sixteen."

Miss Hattie: "Oh! is that the way yet?"

Once upon a time a few grains of corn were scattered over the floor. The professor wanted to know where they came from and the very bright student remarked that he thought they grew in Iowa.

It seems queer that Mr. Roggen spent four whole days out of town, doesn't it?

Some of the students spent the Thanksgiving vacation picking corn. For exercise we suppose.

The arrival of Mr. Vanderbie increased the number of students at the club house to seventeen.

None of the students have their own rubbers.

Of all pleasant words of tongue or pen, the most pleasant are these, "I've got her again."

There are quite a number of fish stories from students that claim they were out hunting during Thanksgiving vacation.

Messrs. Roggen and De Vries report a good time during the vacation.

Last Tuesday evening, Nov. 25, the society gave a public entertainment where the following program was rendered:

Song... Hymn... Reading - History of Thanksgiving day... Jennie Van der Mele... Recitation - "The Wedding Fee"... Hattie De Vries... Ladies Quartette - "Twilight Bells"... Under direction of Dora Hoppers... Recitation - "A Sermon from the Olden Time"... G. Groeters... Recitation - "The Muckraker"... P. B. Elshoek... Solo... G. Van Pearson... Budget... H. W. Piekenpol... Remarks by Principal... Chorus Prof. in Latin: "Mr. P. B. you may translate, "Caesar facititium comprehendium est."

Mr. P. B. translates: "Caesar seizes him by the appetite."

Professor: "Miss Hattie, you may name some of the virtues of Caesar that place him above all other great men."

Miss Hattie: "He did not wish to divorce his wife."

Professor: "I do not wish to divorce my wife, does that also place me on the top shelf?"

Mr. John de Jong ranks as one of our new students.

De Alumni.

'92. Rev. F. Lubbers, of Lafayette, Ind., has received a second call from the Reformed church at Waupun, Wis. We learn that he has again declined.

'93. We are informed that Rev. J. W. Kots, of Friesland, Minn., was agreeably surprised by a company of young people of his congregation on his birthday, and in token of appreciation and esteem was presented by them a beautiful fur robe.

'95. Prof. Isaac Hoppers will spend his Christmas vacation at home.


'99. Henry Lubbers has now permanently pitched his tent in Orange City. Whether he will long continue to occupy it alone we are not prepared to say as yet. Professionally speaking, he is copartner of P. J. De Kruif in the drug business.

'97. Miss Mabel Ter Boest, of before, we forgot to mention in our last issue, now calls herself Mrs. B. Rensink; and has consented in company of her husband to adorn Boydien and vicinity with her good graces.
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MARGARET HUIZENGA.
J. E. KUIZENGA, A. B.
JOHN WESSELINK, A. B.

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This Library contains some 3000 volumes; among which three sets of Encyclopedias and other books of reference will be found especially helpful to students.

EXPENSES.

The expenses are moderate, tuition is free. The cost of board and rooms can be best regulated by the students themselves, or by their parents. This item of expense will be found a moderate one in Orange City.

For the sake of meeting incidental expenses a fee of fifteen dollars will be required from each student for the school year. Half of this is payable in September and the other half at the beginning of the second term.

The entire expense ranges between $100 and $150 per annum. Boarding houses and students clubbing arrangements are to be approved by the Principal.

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.

PROF. PHILIP SOULEN, Orange City, Iowa,