

THE Normal College Echo

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SLUMBER, DEAREST.

SLUMBER, dearest, while above thee
 Angel eyes are bending now;
 And their starry pinions waving,
 Lightly fan thy placid brow;
 All is hushed and still around thee,
 While my lonely watch I keep;
 Thou art dreaming, sweetly dreaming—
 Sleep on, darling, peaceful sleep!

Deeper now the midnight shadows
 Gather in the valley fair,
 Softly thro' the lattice stealing
 Comes the cool, refreshing air;
 Till the rosy light of morning
 Spangles o'er the crystal deep,
 Wrapt in dreams of heav'n and beauty,
 Sleep on, darling, peaceful sleep.

THE AMERICAN NOVELIST, HIS DISADVANTAGES.

PREREQUISITE to success in novel writing are the man, his material, his surroundings. Critics agree that the novelist must possess creative and artistic power, a deeply sympathetic nature, and a profound knowledge of the human soul. To mention the great names of fiction, is to marshal before the mind men and women in whom these characteristics abound.

That the American novelist possesses these characteristics will not be questioned. This possession alone, however, is not proof that America can be productive of great novelists. Limiting and developing the power of the author are his material and surroundings. In these, then, lie the disadvantages of the American novelist.

In obtaining material for his work, the American lacks a historic past. The American, indeed, need not always write of his native land. But if his native land does not furnish themes which inspire him, is not his power thereby limited? "No author without a trial," wrote Hawthorne, "can conceive of the difficulty of writing a romance about a country where there is no shadow, no antiquity, no mystery, no picturesque and gloomy wrong. * * * Romance and poetry, ivy lichens and wall-flowers, need ruins to make them grow."

America is yet in her youth, the heroic deed and heroic daring of her early age are an unsung epic, but over those days the centuries have

not yet hung the shadows which fancy loves so well to penetrate. Ruins and castles, ivy-hung and mist-enshrouded, — the vestiges of ancient glory — America does not possess. If the genius of the novelist demands an "atmosphere of strange enchantment" with which to enshroud the beings of his imagination, he is compelled to lay his scenes in other lands.

American life is full of youthfulness; it is energy itself. This youthful energy is filling the forest and dotting valley and hillside with cities; but it produces no ruins, it erects no gloomy castles, it creates no atmosphere of mystery.

To novelists of a certain type of mind this becomes a decided disadvantage. Out of the dead deeds of chivalry, Walter Scott brought living beauty. Knights who had entered the lists in splendor centuries before, lived again upon his pages. His genius led his fancy to revel in a remote past and had he lived in a nation which had "no shadow, no mystery," it would doubtless have been a limitation to his success. In writing historical novels of his own land, the American cannot compete with the Englishman, not that American history does not furnish abundant material, but because we live too near that history to use it with fullest success. Shadows hide defects and transform men into Titans.

A second disadvantage of the American novelist is the intensely practical spirit of American life in the midst of which he lives and labors. The early days of American history were days of struggle and hardship. Before the colonist was a two-fold purpose, to secure a national existence and to satisfy individual necessity. National existence secured, the earnest endeavor to satisfy individual necessity made the American people intensely practical. A restless struggle for gain characterizes society. Energy piles up vast fortunes and unlocks the secrets of earth and air and converts them into wealth. It binds the continents with bands of steel and spans them with multitudinous throbbing wires; it goes down into the earth and brings up the gold over which the centuries have been keeping guard.

This spirit affects all classes. Unlike the magnet, it influences not merely the iron of

society, but also the gold. Perverting our educational system, it becomes a limitation to culture. Pervading professional life, it narrows the horizon of aspiration. Pervading the realm of literary effort, it holds out false ideals of success.

The novelist is a factor of American life. He breathes its spirit; he imbibes its principles; he is limited by its manifestations. He writes for the masses, he writes for the cultured, he writes for those whose look is law. Thus does he need the truest of ideals; an ideal which is to shed over his pages a beauty and an influence fitted to elevate the character of his readers.

This practical spirit, however, temptingly places before him the *falsest* of ideals; or if it does not do that, it renders less effective upon his life and work, the influence of the true ideal he may still cherish. Through heavy air of mist and fog men may look at Niagara and remain unmoved because of the veiling of his mighty face. So thro' the atmosphere created by American life the novelist may look upon his accepted and true ideal, and yet profound thoughts, whose mission would be to inspire and inflame, remain undrawn from their hidings. Be his ideal false in reality of effect, his words become weak to kindle the flame which make lowly souls kingly. Hence the need of the novelist is a lofty and definite ideal. Having this, his words quicken into life divine impulses which selfish ambition would suppress; having this, he distributes from a lofty and ampler nature the streams which become gladsome and life bestowing to the dwellers of the plain.

Moreover the climatic and other influences which have acted upon the American character, have made the American a man of intense haste. He has a feverish pulse. He is fired by ambition and consumed by unrest. The descendant of Englishmen, indeed, but when the Englishman had become an American, he became so independent, so entirely free in his surroundings and aims, that he took on traits of character the very reverse of those which his father had possessed. The American mind has become a "sleepless energy," and the American people "a living and restless mass," demanding not merely progress, but intensity of progress.

So the novelist, if he be led on by a false ideal, and if further he strives to meet the demands of society, comes to write for pay alone. This working for pay only, and this intense haste, mean limitation of preparation and limitation of worth. Plenteous production may win a name but it will be as ephemeral as the works are shallow. Literary fame comes by working and waiting.

Walter Scott, involved in debt, wrote for pay and wrote rapidly; and this is the penning of his better experience. "If there be a mental drudgery which lowers the spirit and lacerates the nerves like the toil of the slave, it is that which is exacted by literary composition when the heart is not in unison with the work on which the head is employed."

The drudgery of Mammon does more than to gall the spirit of the novelist; it defeats the man and degrades his work. The novelist writing from selfish purpose, is false to himself and a curse to human endeavor. Plenteous and rich may be the mine from which he digs his ore, lavish may be the equipment of native powers, and still the novelist fails, by reason of his surroundings, to purge from his pages the dross that glitters but does not wear. Rarely does gold inspire pages that have the wear of gold. The Sophists taught for pay; the true Socratic novelists teach to satisfy the world's need.

A VACATION IDYL.

THE red sun burns the golden grain,
Till the ripening fields are all aflame,
And the breezes rock them like the main.

The bearded heads nod to and fro,
As back and forth the soft winds blow,
In whispered accents sweet and low.

Gold and gray is the summer sky,
And the shade is lengthening where I lie,
While the mated thrush pipes merrily.

Over the field comes a fragrance sweet,
And the joy of summer would be complete
Could I catch the sound of her coming feet.

TO MY LADY.

THY birthday! In thy golden round
Of years, a gem of limpid light!
Oh, be its every facet-hour
With vivid joy and pleasure bright.

And may thy present happiness
Be but the dim reflected glow
Of future glorious sunshine; which
May Heaven in full on thee bestow.

EDWIN BOOTH.

THE drama views its greatest master's fall,
Whose histrionic power at nature's call
Glowed forth electric impulse on the soul,
With wizard art the senses to control.

The listening ear would start from its repose,
As Shakespeare's music from that singer rose.
Its swelling note and soft persuasive tone
Approving hands, admiring hearts would own.

His blazing eyes would sparkle passion's fire,
And glare with frenzied hate and maddening ire,
While from the lips by his consummate art
Those swaying tones would start.

Again we shall not see that form erect,
From out the stage magnetic force eject,
While blending sculpture's art, with poet's muse
Harmoniously, inspiring thoughts infuse,
Nor wretched Lear, distracted wail and weep
O'er young Cordelia's everlasting sleep,
The dark and jealous Moor on murder bent,
Or as Iago treacherously intent.
Macbeth affrighted con the witches' word,
Nor desperate Cassius, falling on his sword,—
Their true embodiment upon the scene
Has gone where those he pictured long have been.

That intellectual brow and pressive air,
The changing features wild and ghastly stare
Which swayed us to and fro, that dazzling power
That caused his mighty intellect to tower,
Hath now, alas, forever passed away,—
The soul to live, the body to decay.

The tragic boards, that nursed his genius o'er
Two generations, shall his loss deplore,
The corps dramatic drops the grateful tear
In memory of the star that once stood near,
And from the glittering footlights hurled
Those master thoughts which stirred a world.
Those graceful arms will ne'er again defy
As daring Richard, when the combat's nigh,
Nor hands in Hamlet, Yorick's skull display,
Philosophizing Alexander's clay.
But cold and lifeless as the bones they bore
Mingle in changing dust forever more.
And none shall give as he has done
The thoughts of England's greatest son.

G. C. S.

THE EDUCATIONAL PANTOPTICON.

THE Educational Pantopticon is a recent invention, designed to facilitate the teaching of certain points in grammar, history, and arithmetic, or number.

The machine consists of a box or case, whose cover, which is chiefly of glass, is divided longitudinally into two parts. Under each of these parts is a ribbon-band which is supported on spools at each end of the box. A turning of one spindle causes the spools and the ribbons upon them to move in different directions; or, by a change in the gearing, to move in the same

direction. There are characters upon the ribbons; and by means of these moving bands and printed cards that accompany them, the teacher can illustrate, in grammar, *voice, tense*, the distinction between the *transitive* and the *intransitive verb*, etc.

For drill work in arithmetic there is an arrangement by which numbers are brought rapidly into combination, with signs between them to indicate the required operations. First lessons in fractions can also be given by means of this apparatus. Upon a moving ribbon an object is represented as divided into equal parts. This band is covered by a card in which are two openings. One of these openings is of the same form as the object upon the ribbon, and is covered by translucent paper. Through the other opening the divided figure is seen. This slowly moves out of sight, to appear in a moment opposite the translucent material of the other opening, thus illustrating the relation which exists between "the parts" and "the whole."

The Pantopticon is on exhibition at the Fair as a part of the educational exhibit of the State of New York.

The inventor, Miss M. A. McClelland, has applied for a patent on the apparatus and the method of using it.

THE THREE PAINTERS.

FIRST, Fancy seized the brush, and with
Her magic hues she blent
As beautiful as if Heaven's bow
Its own bright hues had lent:
But ere the brush was laid aside
Each lovely scene had fled,
And not a trace remained to show
The tints her hand had spread.

Next, Feeling, from the heart's rich store,
Her varied hues supplies,
And never sunset clouds could wear
More deep and gorgeous dyes.
"These will not fade." E'en while she spoke,
Her own rude touch effaced
All that with so much anxious skill
The pencil's art had traced.

Then Memory came; with dark cold tints
And pencil rude, she drew
The scenes of many a vanished joy,
Which once the sad heart knew.
I looked in hope her dreary sketch,
Like Fancy's scene, would fade;
I hoped in vain — fadeless her tints —
She only *paints in shade*.

THE DANDELION.

I LOVED her so with her golden hair,
I thought no flower was half so fair.

For Dandelion was sweet to see,
And fondly I dreamed she cared for me.

I was only a burdock leaf,
But then I loved her beyond belief.

Side by side in the meadow lot
We grew, in the days so long and hot.

I shaded her head from the burning sun,
And fed her with dew drops, one by one.

I told her I loved her more than showers,
More than the Earth, and best of flowers.

She hung her head, and looked so shy,
And promised to marry me by and by.

She drove me wild with her winsome grace,
Her airy tosses, and smiling face.

She courtesied up to the clouds and trees,
And smiled and danced with the honey bees.

She decked herself in a bridal veil,
And blew away with a sporting gale.

And left me alone to pine and sigh,
And break my heart, and wither and die.

Her dainty stool with cushion white,
The long green grass, and sunshine bright.

They all remind me and give me pain,
Oh, will she ever blow back again?

H. S. D.

A PLEA FOR BIBLICAL STUDY.

NOT ONLY by Biblical scholars, but by thinkers of the best culture in various professions, considerable attention has been given to the study of the Bible as literature and to the question of Biblical instruction in our schools and colleges. The attention is not as yet very widespread, but is rapidly gaining ground. The idea is sound and bound to make its way. Those who are pushing the movement are men of culture and consecration. They complain of the ignorance that so many educated men display concerning the Bible. What are the facts?

Years of the student's life are spent in the study of Grecian and Roman classics, the literature of a heathen people, while not one hour is given to the study of the Bible, that work which transcends in influence any literary production of any tongue. Is this right? Should colleges

and schools of a Christian nation call a man liberally educated who knows nothing of the Bible?

Why should the student carefully study the legislation of Lycurgus or Solon and entirely neglect the Mosaic economy? Why should he investigate the origin and development of the XII Tables and be ignorant of how the Ten Commandments became the heritage of the race? The Iliad of Homer and the Æneid of Vergil, which give the fabled origin of the Greeks and Romans, are studied minutely; while the Pentateuch of Moses, giving the true origin of the race and the foundation of the Jewish hierarchy, is a sealed book. The needs that gave rise to the Amphycyonic council and the powers it exercised are thoroughly understood, and little or nothing is known of the Jewish Sanhedrin.

In fact, of the three great elements of civilization, the Hebraic, the Classical, and the Teutonic, the important one is ignored in most schools and colleges.

We believe that to have some rational scientific conception of the process and history from which the religious and spiritual consciousness of the world has issued, is essential to the training of every man of culture, and that it is no longer to be considered a liberal education to train a man thoroughly in the results of critical research in the literature and history of classical antiquity and to leave to the Sunday-school the task of informing him of the results of similar researches in the literature and history of Semetic antiquity.

Furthermore all literature is the product of the age and the author; the Bible is a collection of Hebraic literature; each book is a natural product of a national life and a national religion; and hence a study of the Bible purely as literature is the best possible preparation for the understanding of it as a collection of sacred books. It is a series of books which grew out of historical occasions and must be studied historically to be understood aright.

From its literary merits the Bible has a right to a place in the curricula of our schools. It contains expressions that for beauty and sub-

limity are unexcelled. "The book of Job reaches the zenith of poetry," says the critic Steadman. In the Old Testament are blended patriarchal tradition, histories, dramas, poems, prophecies and personal narratives in a wonderful mozaic. Besides the majestic expressions and lofty imagery of the Old Testament is the noble philosophies and consolations of the New which is *Hebraic* in spirit. Our educational want to-day is more ethical literature. The literary and ethical value of the Holy Book should give it a place in every curriculum, say nothing of the fact that it is God's revelation to man.

THE LOVE OF BOOKS.

IT is a thought which has become trite with repetition, that a man's library is a tolerably sure index of the breadth of his culture and the variety of his tastes. If this holds true of students, it can safely be asserted that a call at the rooms of nine-tenths of the students of this institution would lead a stranger to deduce his own conclusions from the successive phalanxes of dog-eared copies of Cæsar and Xenophon and Homer and Vergil and algebras, literatures and the rest of the worthy text-book host. An occasional student gives these books prominence out of a sentimental regard for any thing which has helped develop his mighty brain, and would as soon commit sacrilege as sell one of them. But generally the text-book brigade is conspicuous from lack of companions.

It is a sad fact that comparatively few students buy books. It is not because they are unable to afford it; they have money for other things. A witty sage says that no one ever gets beyond the stage of a passing acquaintance with books to that of intimate friendship and love who did not cut his first teeth with the aid of a book cover, and stretch his infant muscles by tugging at its leaves. Metaphorically this is true of the student; he who as an undergraduate does not feel the need of a number of books of his own, generally goes thro' life with a cold reverence for many names he should love and cherish as he would brother or sister.

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SALUTATORY.

THE new ECHO board makes its debut with this issue. They solicit the support of the college, its alumni and friends. To the outgoing members, Miss Hall, Mr. Adams and Mr. Newbury, largely belongs the credit for the present appearance and financial prosperity of the ECHO. In one year they have made it a worthy representative of the New York State Normal College. We hope to continue the sound policy bequeathed by them, and if possible make the ECHO a yet more complete exponent of the life of our institution.

*ERNEST E. RACE,
Managing Editor.*

EDITORIAL NOTES.

REST, rest, REST.
EDUCATIONAL Congress, Chicago, July 25-28.

A PLEASANT vacation to every reader of the ECHO.

HEALTH is an important factor in a student's life.

ALL the summer schools are good if you have time and energy.

VACATION needs the sea, the mountains or the trees.

A WEEK's absolute idleness sometime during vacation is indispensable.

WRITE something for the September ECHO during your vacation leisure.

READ something for intellectual profit and something for recreation this vacation.

IF YOU cannot go to Chicago read the best accounts of the great exposition.

THOSE who do not know that vacation means opportunity will pass through it without much profit to themselves.

THE ECHO appears in a new dress this issue. The cover is the design of Miss Helen S. Daley. Without any desire to cry our wares, we consider it very neat and appropriate.

THIS issue has been made distinctively a Commencement number, believing that in so doing, the desires of our readers were consulted. It has cost a good bit of work to issue on Commencement day with a full account of the events of the week. But the board of editors of your college paper are enterprising.

EVERY graduate after he leaves his *Alma Mater* should make self-culture one of the conscientious occupations of life. It should stand side by side with religion, politics and amusements in the seriousness with which it is prosecuted. It should be a student's business after he leaves college. He ought to look upon systematic self-culture as a duty and regard education as life long.

COLLEGE LOYALTY.

THE SUCCESS and influence of a college is based largely upon the loyalty of its alumni. Every alumnus recognizes the debt he owes the Normal College. Then speak right out. After you receive your degrees still keep in touch with us. When you hear of one of our number accepting a position, see that the public press makes note of it. When any good fortune befalls you, or you get married, inform us; your friends are always glad to hear from you. See to it that every alumnus is informed that we have a college paper worthy of his support.

THE SUMMER VACATION.

THE SUMMER vacation is too long to be wholly wasted. But it is not too long for either pupil or teacher to find relief from the routine of the academic year, and prosecute studies for which the demands of the regular school and college work leave no time.

For the ambitious and active teacher it is a period of hard work. Investigations are carried

on, experiments made, and other institutions and lands visited and studied. This is educational work in the highest sense, and in the interest of both school and teacher.

For the earnest student it is a period to be eagerly employed in the prosecution of his favorite studies, and the fit time to systematize and store away the year's fact accumulation. If he is of a literary turn, his time will be spent with his favorite authors and in the study of current literature which the demands of school work to a large degree exclude.

But the summer vacation must recuperate. Recuperation does not mean mental lethargy. Exercise, recreation and study should be harmoniously blended by the student. The ideal vacation is one of rest and recreation, with enough enjoyable work to make the leisure sweet.

SUCCESS OF OUR GRADUATES.

IF there ever was a time when the success of our institution upon a college basis was doubtful, that time has passed.

This may be regarded as really our first year as a college. But our reputation has gone forth and the demands of school boards for our graduates far exceeds our ability to fill them.

It is gratifying to look over the list of positions already filled. We give a few, those mentioned receiving an average salary of \$1,025. C. T. MacFarlane becomes professor of drawing in the Ypsilanti Normal School, Mich.; C. A. Woodard, principal of the West Troy public school; R. E. Brown, principal of Granville High School; R. W. Wickham, principal of the Greenbush public school; H. E. Adams, principal of Canaseraga public school; M. E. Newbury, professor of Latin and Greek in the Johnstown High School; E. B. Harris, professor of Latin and Mathematics in the Boys' Academy, Albany; H. E. Wilford, professor of Latin and Greek in the Middletown High School; N. J. Lowe, principal of Tottenville public school.

So the list might be continued. The ladies of the class have been equally fortunate, the greater part of them, even at this early date, having desirable positions at an average salary of \$550.

ADVANTAGES OF OUR INSTITUTION.

IF you wish to become a successful teacher and gain a desirable position in the profession, it is not enough that nature has dealt bountifully with you. You must place yourself in environments that will stir your ambition and quicken your energies. Had Beecher, with all his endowments, been born in the heart of the "Dark Continent," he would have been a mere savage among savages,

"Some mute inglorious Milton here may rest."

simply because his environments never stirred his ambition, never aroused his latent powers.

How many third-rate teachers there are plodding along in obscurity, dissatisfied, wishing for something better, but wishing in vain because they never have placed themselves in the current of progress.

This is just what our institution offers. We will say nothing about the awakening influences that our faculty — men and women who have spent the best efforts of their lives in discovering the normal methods of presenting their special branches — have upon us.

But who can estimate the value of our associations here! Place yourself among men and women, graduates of universities, normal schools, academies and high schools, men and women cultured and refined, all settled upon the profession of teaching for their life work, all determined to put forth their best efforts; place yourself in the class-room where "diamond cuts diamond," where the mind is kept constantly on the alert in grasping the broad principle and touching the minor detail, and be assured you have missed your calling if you fail to catch the inspiration; if you fail to be lifted to a higher plane in your profession.

SHE SLEEPS.

How soft she sleeps! How still she lies!
As gentle slumbers close her eyes,
Her warm heart sets in either cheek,
A sign that more than words can speak—
A sign that though she lie so still,
And supple is her strong sweet will
Her gentle pulses are not chill.
Alas, dear girl, what tears would flow,
What hearts with muffled tread would go
On to the grave with weight of woe,
If no sweet sign of life were set
In your young cheek, like a rose in blow,
Or if like rose or mignonette,
Your breath no more should come and go.

COMMENCEMENT.

Closing Exercises of the Ninety-Eighth Term.

Commencement week at the State Normal College was taken up with ten different events, beginning with Sunday evening, June 11, and concluding Friday evening. The following is the

COMMENCEMENT WEEK PROGRAM.

BACCALAUREATE SERMON, College Chapel, Sunday, June 11, 7:45 P. M.
 JOINT CLOSING { Quintilian, } SOCIETIES,
 { Elite, }
 College Chapel, Monday, June 12, 8 P. M.
 CLOSING EXERCISES OF GRAMMAR AND PRIMARY DEPARTMENTS,
 College Chapel, Tuesday, June 13, 10 A. M.
 DELTA OMEGA CLOSING, College Chapel, Tuesday, June 13, 8 P. M.
 HIGH SCHOOL COMMENCEMENT, College Chapel, Wednesday,
 June 14, 3 P. M.
 PHI DELTA CLOSING, College Chapel, Wednesday, June 14, 8 P. M.
 CLASS DAY EXERCISES, College Chapel, Thursday, June 15, 3 P. M.
 CLASS DINNER, Delavan, Thursday, June 15, 8 P. M.
 COLLEGE COMMENCEMENT, Harmanus Bleecker Hall, Friday,
 June 16, 3 P. M.
 CLASS RECEPTION, College Parlors, Friday, June 16, 8 P. M.

THE BACCALAUREATE SERMON.

The Baccalaureate sermon by William Quincy Scott, formerly president of Ohio University, was the first in the series of events closing the ninety-eighth term of this institution. There were very few present outside of the graduating class to listen to his able discourse. The exercises were opened by singing from the college song-book, "Lord of All Being, Throned Afar." A portion of the fortieth chapter of Isaiah was then read as the Scripture lesson. The class quartette, composed of Misses Owen and Hook, Messrs. Harris and Newbury, sang "Come Unto Me." Doctor Scott then announced "Lift up Your Eyes on High," Is. 20:26, as the text upon which he founded his theme, "Ideals in Education." The discourse was of the deep and thoughtful kind which one would expect from the lips of such a Christian scholar as Dr. Scott. The following is an inadequate synopsis of his recondite sermon.

A broader view of our relations to life, action, and to God is needed. There are certain great attributes upon which the scheme of the soul is based. These may be called self-activity — what you will, faith, hope, love, etc. Any part of knowledge can be forgotten, but the experience remains unchanged. No subject is indispensable to education. Men grow great by ignoring things that have made others great.

Institutions of learning are always behind the age, they never lead, never control. They only make records of what civilization forces them to.

Life ascends by gradations to the highest forms; life comes from above; it produces organization, not organization life. Decomposition of lower forms make possible higher forms. Likewise the evolution of man's physical and moral nature is consummated by successive changes. This is a continual breaking up and a continual re-formation. These changes are under the rule of natural selection. This law is exercised as the savage becomes civilized, as the child becomes man.

Good will is the highest outcome of this growth, and love the highest expression of it in both God and man. No knowledge is comparable to the knowledge of righteousness. All other knowledges perish. All knowledge comes from above. Natural types have their origin in the type of God. Then followed a review of various national types.

The good will of God has inspired many systems. Christianity emphasizes the personality of man. Nothing can be made a substitute for personal contact. Personal power is the greatest power in the world. Great books and great thoughts are but the application of this power. Our characters are but the manifestations of this element. The child drinks in qualities from great souls, and catches from them the lines of natural and spiritual law.

The exercises were concluded by singing "Abide With Me," and the benediction.

THE HIGH SCHOOL CLOSING.

Public literary and rhetorical exercises at the college chapel always call forth a goodly audience. Monday evening, the occasion of the closing of the Elite and Quintilian societies of the High school, was no exception. Long before the orchestra dispensed a march and the ushers went to conduct their guests, the societies of the college, to the seats reserved for them in front, the chapel was filled. The Delta Omegas, and the Phi Deltas in cap and gown, were conducted to seats on opposite sides of the chapel. Following these came the members of the Elite and Quintilian societies, who were conducted to the reserved seats in front, in the body of the house. The stage was almost completely hidden by waving palms and potted plants, which produced a very artistic effect. In front of this luxuriance of foliage, plants and restless palms Gioscia's Orchestra was stationed, while upon

the stage, in the small space left by the profusion of foliage, sat the officers of the societies, David D. Fisher, president of the Elite Society, and Mary E. Boughton, of the Quintilian, also Mr. Christopher Hallenbeck and Miss Mae E. Roff, of the executive committee. The program was of two parts, the first consisting of music, recitation, and declamation from Longfellow, while the second had two numbers devoted to Tennyson. Each participant deserves praise, as was evidenced by the generous applause accorded each number. The program was as follows:

PART I.

MUSIC.

GIOSCIA'S ORCHESTRA.

PRESIDENT'S ADDRESS.

DAVID DUNCAN FISHER.

RECITATION, - - - - - "The Light House."

JENNIE DILLON.

ESSAY, - - - - - Longfellow.

ANNA E. VAN ALLEN.

SOLO, - - - - - Afterwards.

CHAS. KILPATRICK.

RECITATION, - - - - - "Blessing the Cornfields."

MINERVA HESS.

RECITATION, - - - - - From the Courtship of Miles Standish.

CHAS. KILPATRICK.

DECLAMATION, - - - - - "Where Should the Scholar Live?"

ROBERT J. HOTALING.

RECITATION, - - - - - "Sandalphon."

CLARA SELKIRK.

MUSIC.

ORCHESTRA.

PART II.

READING, - - - - - From In Memoriam.

LOTTIE J. HUNGERFORD.

ORATION, - - - - - Tennyson.

HARRIS MOAK.

RECITATION, - - - - - "Amphion."

JOHN C. BOGARDUS.

VIOLIN SOLO, - - - - - "Scene de Ballet," by Ch. de Beriot.

JOS. GIOSCIA.

RECITATION, - - - - - The Voyage.

GRACE SHALLER.

RECITATION, - - - - - "The Charge of the Heavy Brigade."

EDGAR W. VAN HOESEN.

TRIO, - - - - - "Last Night."

ANNA M. CREBLE,

MABEL ARROWSMITH,

MILLIE ANTEMAN.

VALEDICTORY.

MARY E. BOUGHTON.

MUSIC.

ORCHESTRA.

President Fisher in a few appropriate words related how the societies were conceived last

October from a desire for literary training, and how from small beginnings they had slowly grown till they were now able to invite their friends to this, their first public closing. Mr. Fisher's address received hearty applause.

Every participant deserves mention. Miss Anna E. Van Allen's thoughtful and appreciative essay upon Longfellow showed her familiarity with literature, and was an exceedingly commendable effort. Mr. Kilpatrick acquitted himself credibly in both his solo and recitation. Misses Dillon, Hungerford and Shaller also gained the approbation of the audience. Miss Minerva Hess especially ingratiated herself with her hearers by her pleasing rendition of "Blessing the Cornfields" from Longfellow's Hiawatha. Mr. Moak's oration on the deceased Laureate of England, Tennyson, was another well written and thoughtful production, which reflects credit on the author. Taken with Miss Van Allen's essay on Longfellow, they constitute two good literary numbers. The recitations "Amphion" and "The Charge of the Heavy Brigade," by Mr. John C. Bogardus and Mr. Edgar W. Van Hoesen, respectively, were rendered in a natural manner which received applause. Miss Anna M. Creble's sweet voice, supported by Miss Mabel Arrowsmith and Miss Nellie Anteman, was heard with pleasing effect in "Last Night." The entire program was supplemented by the tuneful members of the orchestra, Mr. Gioscia's violin solo receiving a hearty encore.

Miss Mary E. Boughton's valedictory address was very appropriate. She spoke encouragingly of the work which had been accomplished in the past year, and in reference to the entertainment hoped that the audience had not expected too much. In closing she made a few recommendations to the societies and wished the guests adieu.

The exercises throughout were bright and crisp, and the High school societies deserve a great deal of credit for their first closing.

MODEL SCHOOL COMMENCEMENT.

The Commencement exercises of the grammar and primary departments of the Model school, which were held in the chapel Tuesday A M.,

June 13, afforded a very enjoyable entertainment to the parents, teachers and many friends who attended.

The students of both departments, in all their youthful freshness, arrayed in their graduating attire, presented a scene at once interesting and pretty.

The rendition of the following program was received with applause that testified the hearty appreciation of all :

<i>Music</i> — "Vain Fancy."	
<i>Recitation</i> — "A Suggestion to Teachers."	EDMUND KENNY.
<i>Recitation</i> — "Jack Chiddy."	ELLA LYONS.
<i>Music</i> — "A Child's Fancy."	
<i>Recitation</i> — "The Legend of the Organ-builder."	EMMA ARCHER.
<i>Composition</i> — "What I saw at the World's Fair."	ALBERT SKINNER.
<i>Music</i> — "I Sing Because I Love to Sing."	
<i>Recitation</i> — "The Deceitful Dormice."	SANFORD CARHART.
<i>Recitation</i> — "Winning a Princess."	FLORENCE JONES.
<i>Recitation</i> — "Adelaide Returns from the Country."	MABEL PERRY.
<i>Music</i> — a "Cuckoo." b "Over in the Meadow."	
<i>Declamation</i> — "Abraham Lincoln."	PRIMARY CLASS.
<i>Recitation</i> — "When."	GEORGE DOW.
<i>Music</i> — "Merry Mountaineers."	BESSIE BELDING.
<i>Recitation</i> — "The Early Owl."	MARY STEPHENS.
<i>Recitation</i> — "The Road to Yesterday."	MARY DANAEHER.
<i>Recitation</i> — "The Ugly Aunt."	NELLIE GOLDTHWAITE.
<i>Music</i> — "Festival Song."	
<i>Recitation</i> — "The Little Quaker Maiden."	MAY CRAWFORD.
<i>Recitation</i> — "A Young Seamstress."	AGNES STEPHENS.
<i>Recitation</i> — "Little Maud's Story."	EDITH ARMSTRONG.
<i>Music</i> — "From Forest Trees and Branches."	
<i>Recitation</i> — "Dorothy's Mustn'ts."	MABEL ULLMAN.
<i>Recitation</i> — "The Gifted Ant."	EDDIE DRAPER.
<i>Music</i> — "How Can I Leave Thee?"	PRIMARY CLASS.
<i>Recitation</i> — "The Three Gifts."	LILLIAN MARKER.
<i>Recitation</i> — "The Middle One of Three."	WILLARD WETMORE.
<i>Piano Solo.</i>	MAE HALL.

Presentation of Diplomas to the Graduates.

a GRAMMAR DEPARTMENT. b PRIMARY DEPARTMENT.

Below is a list of the graduates

FROM THE GRAMMAR DEPARTMENT.

Sara Helyn Andrews,	Selma E. Lind,
Emma M. Archer,	Gertrude S. Lockley,
Mary E. Bastian,	Ella M. Lyons,
Nellie M. Burns,	Mary I. Malony,
Robert M. Cosgrave,	Lillian E. Marker,
Marie R. Crawford,	May E. McAllister,
Evelyn J. Dibble,	Harriet L. O'Hagan,
George H. Dow,	John J. Osterhout,
Nellie H. Goldthwaite,	Bertha M. Schilling,
Charles C. Gould, Jr.,	Nellie I. Stanton,
Mae D. Hall,	Jessie A. Trimble,
Marguerite C. Hardick,	Dorothy J. Ullman,
Florence G. Jones,	Lizzie M. Warner.

FROM THE PRIMARY DEPARTMENT.

Grace Ackerman,	Edmund Kenny,
Helen Beatrice Ames,	Daniel McKenna,
Edith Darling Armstrong,	Arthur O. Rapp,
Marian Davis,	Mary Eugenia Ross,
Edwin Lyon Draper,	Eben K. Scovill,
Willie B. Ford,	Albert Skinner,
Libbie Huber,	William Stephens,
	Jennie May Walter.

CLASS DAY EXERCISES.

Thursday was class day. Such exercises are always interesting and these were no exception. In spite of the sweltering heat there was a good sized audience in the chapel at three o'clock when Miss Sullivan commenced to play the march by which the class took their places. President White opened the exercises with a short and appropriate address in his usual forceful and pleasing manner. He said, We welcome you here not to listen to any elaborate program but to enjoy one final hour with us before we part. Mr. White was loudly cheered by his classmates and their friends. Mr. Bellows then delivered an oration upon Daniel Webster, which in subject-matter and delivery was a masterly effort. Then came a reading by Miss Hook, entitled "The Guardian Angel," which was well received by all present. The class history was a reminiscent article which was appreciated especially by the class and their intimate friends. The duet by Miss Hook and Mr. Harris, entitled "How Dear to Our Hearts," was sung by voices which have often been heard and will long be remembered.

This concluded the first part of the program. Miss Hall read an essay which maintained the high standard of the entertainment. Miss Daley came next on the program with a dainty little poem. The Prophecy was the next number read, by Miss Rider. Each member of the class received his "allowance" as well as Prof. Jones, the "critic." It was replete with humor and was much enjoyed by those who were acquainted with the foibles, idiosyncrasies and aspirations of those alluded to. The class song, composed by Miss Sherrell, was sung with a vigor which made the hall resound. Miss Williams concluded the interesting program with a suitable valedictory and the class disbanded to sit down in the evening at a dinner at the Delavan at eight o'clock.

CLASS BANQUET.

The eventful hour finally arrived for celebrating the closing days of their course in the Normal College by gastronomic rites. The dining-room of the Delavan, where the class supper was served, was tastily draped and the tables, fairly groaning under their weight of goodies and decorations, was an appetizing sight. The "half hundred" invaded the products of the caterer's art with a zeal that was commendable. After ten courses from the seeming inexhaustible larder of the Delavan the class reclined in their chairs to listen to the program of toasts. Mr. Adams occupied the part of toast master. In his opening remarks he said:

College days are fleeting, soon will they be over. We are all assembled for the first, perhaps the last time around the festive board. The trials of the past sink into oblivion. The pleasures of by-gone days, the

bright prospects for the future beam forth from the countenances of all. The glimmer of the hour is ours. Not only are we enjoying the feast of good things which makes glad the inner man, but that "feast of reason and flow of soul" which raises us to heights above. Then to festive mirth be this while hour inclined and sweet discourses the banquet of the mind.

The following toasts were responded to.

- "Class of 03." — Mr. James Robert White.
- "The Phi Deltas." — Miss Elizabeth Young.
- "The Delta Omegas." — Mr. Merritt E. Newbury.
- "The Echo." — Miss Alice H. Hall.
- "Methods." — Miss Jessie Owen.
- "The Faculty." — Mr. Raymond E. Brown.
- "Our Girls." — Mr. E. E. Race.
- "The Boys." — Miss Roxcy Griffin.
- "Our Alma Mater." — Miss Georgiana Roberts.

The program concluded, the class dispersed near the "big hour" with pleasant memories of a most delightful evening.

PHI DELTA CLOSING.

On Wednesday evening, June 14, the Phi Delta Fraternity extended the hospitality of their organization to their friends and royally entertained them with the following program.

PROGRAM.

PART I.

MARCH.

SALUTATORY.

MERRITT E. NEWBURY, *President.*

- QUARTETTE, "Rowing Swiftly Down the Stream."
 - 1st tenor, RAYMOND E. BROWN.
 - 2nd tenor, ADELBERT B. HUNT.
 - 1st bass, J. HERBERT CAMPBELL.
 - 2nd bass, GEORGE A. BROWN.
- ORATION, "Patrick Henry, the Statesman."
 - HENRY EMERSON ADAMS.

PROPHECY.

WILLIAM S. COLEMAN.

- QUARTETTE, "Father-Land, Farewell."
 - PAPER, "The Genius of Robert Browning."
 - ERNEST E. RACE.
- READING, "Hervé Riel."
 - JAMES ROBERT WHITE.
- DOUBLE QUARTETTE, "Let the Hills and Vales Resound."
 - HENRY EMERSON ADAMS.

PART II.

SCENES FROM MIDSUMMER-NIGHT'S DREAM.

Shakespeare.

SCENE 1 — The First Rehearsal.

CAST OF CHARACTERS.

- Bottom, R. H. Bellows.
- Quince, Geo. R. Brown.
- Snout, Geo. R. Greene.
- Peaseblossoms, }
 - Starveling, { J. Herbert Campbell.
 - Cobweb, {
- Puck, Frank Stanbro.
- Mustardseed, }
 - Titania, G. C. Streeter.
 - Flute, { H. A. Adams.
 - Moth, {

SCENE 2 — Theseus's Choice of Entertainment.

- Theseus, Geo. R. Brown.
- Hippolyta, A. B. Hunt.
- Philostrate, Wm. S. Coleman.

SCENE 3 — The Second Rehearsal.

- Pyramus, R. H. Bellows.
- Thisbe, G. C. Streeter.
- Lion, J. Herbert Campbell.
- Wall, Geo. R. Greene.

PROLOGUE, by Quince (Geo. R. Brown)

FAREWELL ADDRESS,

ADELBERT B. HUNT.

- SOCIETY SONG, "Our Dear Old Phi Delta."

In accordance with the custom, the other societies of the college occupied reserved seats, to which they were ushered by the marshals, Messrs. Bellows and Coleman. The Phi Delta Fraternity entered to the music of the pianist, Mr. White. They marched to the stage with a dignity suited to the cap and gown they wore, and were seated at the wave of the marshals' wands.

The president, Merritt E. Newbury, in his salutatory, welcomed the guests, and opened the doors of the fraternity to one of the secrets of their society — the literary feature.

The next speaker, Henry Emerson Adams, delivered his oration with force and decision. His hero, Patrick Henry, was treated with no exaggeration, but with that praise which is his due. The subject, always an interesting one, was made doubly so by the different views given of Patrick Henry's character, and by the finished style of the writer.

The Prophecy, by W. S. Coleman, very cleverly told his fraternity members, in rhyme, of the destiny awaiting them. Mr. R. Brown, the college professor; Mr. Stanbro, the farmer; Mr. Streeter, the commercial traveler; Mr. White, the teacher; Mr. Risk, the actor; Mr. Adams, the minister; Mr. Campbell, the sailor; Mr. Green, the bachelor; Mr. Hunt, the M. D.; Mr. Bellows, the fashionable swell; Mr. Newbury, the senator; Mr. G. Brown, the lawyer, and Mr. Race, the editor, received their fate with stolidity. The many little thrusts whose covert meaning was known only to college students, were parried with a smile, even though they meant woe to the frater who was stabbed. Mr. Race, in a masterly paper, showed wherein the genius of Robert Browning displayed itself, and in this thoughtful and analytical essay he showed a marked familiarity with the man and his writings.

In his rendering of Hervé Riel, James Robert White made his individuality a power, and used sufficient dramatic force to make effective this story of the Frenchman who saved his ships from the English.

Part II of the program was pre-eminently the "hit" of the evening. The cast of characters was well chosen, and each for the time lost his personality and assumed the character he represented with a readiness and skill that would do credit to professionals.

In scene 1, Mr. Geo. Brown as Quince revealed dramatic talent before concealed, and managed his company of players with vigor. Mr. Bellows in the character of Bottom gave valuable suggestions as to stage setting with such naturalness that they seemed the idea of the moment. Mr. G. C. Streeter took his part of Titania, Queen of the Fairies, with a most becoming modesty, and a grace that should be seen to be appreciated. The other characters assumed their double role with a spirit and energy that is commendable.

In the second scene, Mr. G. Brown, the King, Mr. Hunt, the Queen, and Mr. Coleman, the Master of Revels, carried out their parts with credit.

The play of Pyramus and Thisbe, in the third scene, could not have been better, and elicited much applause from the audience. Shakespeare's burlesque on the shifts made by the old actors when stage furnishings were unknown was set forth with all its ridiculousness. Mr. Greene stood an immovable wall between Pyramus and Thisbe. Mr. Campbell, the lion, roared lustily. Mr. Bellows was a capital Pyramus and particularly delighted the audience by his pleadings and tragic death. The part of Thisbe with her "monstrous little voice" was well adapted to Mr. Streeter, whose timidity and captivating ways won the admiration of

the audience. The bow of Pyramus and Thisbe at the close of the scene gave the finish to the entire performance.

In his farewell address, Adelbert B. Hunt of the graduating class, in behalf of the other eight retiring members, bade adieu to the remaining members of the Phi Delta Fraternity.

The music for the evening was entirely rendered by their own Phi Delta members, who are to be complimented upon the choice of their selections and their manner of rendering them.

The song "Our Phi Delta Fraternity," composed by E. E. Race and sung by the entire fraternity, was a most taking feature of the program, especially did the "Delta Mega Sisters" appreciate those lines dedicated to them. With this song the entertainment closed, and on all sides comments of approval were heard. The program from beginning to end was exceptionally fine and is the most successful entertainment ever given by the Phi Delta Fraternity.

DELTA OMEGA CLOSING.

Whenever the Delta Omega Society announce a public entertainment, the college and its friends have learned to expect a treat, and consequently every available sitting in Normal Hall is occupied on such an event. Tuesday evening, the occasion of the closing exercises of this society, was no exception. The house was comfortably filled.

The stage was tastily embowered with Oriental palms, potted plants, and bunches of daisies hiding here and there in unoccupied nooks. Below this bank of foliage was the post from which the tuneful muse of the orchestra sent forth its sweet strains.

The hall is one sea of faces and waving fans. It is now time to usher in the guests. The marshals, Misses Eloise C. Whitney and Jessie Sherman, assisted by their retinue of ushers, Misses Grace M. Winans, Susie Mac Donald, Hattie E. Ball, Ida E. Hill, and May Baldwin, lead the Elite, Quintilian and Phi Delta societies to their respective seats. The young men of the college wore caps and gowns in honor of the occasion.

Their guests cared for, with all the pomp and pageantry of a military review, the ushers and marshals lead their sisters to the seats awaiting them in the body of the house. Most of the young ladies were clad in white, and as they slowly advanced, they suggested a host of immaculate angels descended from heaven to pronounce some benediction to mortals below, so pure did they look in their garments of white.

Miss Graham, the president, was then ushered to the platform by the marshals, and after a prelude by the orchestra, opened the exercises by a short and appropriate address. A choice and well-rendered program then followed, which is given below :

PART I.

ESSAY — Historical Study, - - - - ELIZA A. TUTHILL.
 VOCAL SOLO — Selected, - - - - ELIZABETH L. YOUNG.
 READING — Echo and The Ferry, - - - - Jean Ingelow.
 LAURA AKIN.
 ORATION, - - - - SARAH J. HARPER.
 Orchestra.

PART II.

THE MASQUE OF PANDORA.

Characters:
 PANDORA, - - - - Helena S. Curtiss.
 EPIMETHEUS, - - - - Charlotte E. Lansing.
 PROMETHEUS, - - - - Sadie S. MacGowan.
 HEPHAESTUS, - - - - Jessie Owen.
 HERMES, - - - - Jessie Sherman.

VOICE OF ZEUS, - - - - Helena B. Pierson.
 ZEPHYRUS, - - - - Katherine Lozier.

Choruses:

GRACES—AGLAIA, THALIA AND EUPHROSyne—Misses Baldwin, Lockwood and Hamlin.
 FATES—CLOTHO, LACHESIS AND ATROPOS—Misses Speidell, Hammersmith and Hasbrouck.
 EUMENIDES—Misses Sutcliffe, Miller, Speidell, Wellhauser, Hoyt and Mrs. Gatchell.
 BIRDS—Misses Young, MacDonald and Nims.
 REEDS—Misses Lozier, Scripture and Winans.
 DRYADES—Misses Hill, Wilcox and Speidell.
 OREADES—Misses Sutcliffe, Hoyt and Mrs. Gatchell.
 WATERS—Misses Lockwood, Hamlin and MacDonald.
 WINDS—Misses Nims, Hill, Winans and Spurr.
 FORESTS—Misses Lozier, Miller and Hasbrouck.
 DREAMS FROM THE IVORY GATE—Misses Hook, Winans and Speidell.
 DREAMS FROM THE GATE OF HORN—Misses MacDonald, Hamlin and Lockwood.
 VOCAL SOLO, - - - - JESSIE OWEN.
 RECITATION—Selected, - - - - GRACE MCCORMIC.
 PIANO SOLO—Last Hope, - - - - L. M. Gottschalk.
 MARY E. SULLIVAN.
 SOCIETY LEGACY, - - - - ELIZABETH L. YOUNG.

All the numbers of the program were well rendered, and honored the society and the college. Miss Tuthill and Miss Young filled their part of the program well. Miss Harper's oration was a production that deserves special mention. She treated in a masterly way the social shortcomings of the American people. This concluded part one.

"The Masque of Pandora," from Longfellow, was the feature of the evening's entertainment. Misses Curtiss, Lansing and MacGowan took their parts in a manner which would grace a more pretentious entertainment. No creation of Hephaestus could have been more fair than Miss Curtiss in her youth, beauty and white robes, and Miss Lansing, as Prometheus, was a worthy Paris for such a Helen. Miss MacGowan impersonated the relentless Prometheus with a spirit that was commendable. The choruses were chanted and were accompanied by Prof. Belding with very appropriate effects, imitating the winds, waters; etc. The following is a synopsis of the eight scenes :

- SCENE I—Workshop of Hephaestus. Hephaestus, Statue of Pandora, Voice of Zeus, Chorus of Graces.
- SCENE II—Hermes on Olympus.
- SCENE III—Tower of Prometheus on Mt. Caucasus. Prometheus, Pandora, Hermes and Chorus of Fates.
- SCENE IV—Hermes Returning to Olympus.
- SCENE V—House of Epimetheus. Epimetheus, Pandora and Chorus of Eumenides.
- SCENE VI—In the Garden. Epimetheus, Pandora, Prometheus and Choruses of Birds, Reeds, Dryades, Oreades, Waters, Winds and Forests.
- SCENE VII—The House of Epimetheus. Pandora, Zephyrus, Choruses of Dreams from The Ivory Gate and Dreams from The Gate of Horn.
- SCENE VIII—In the Garden. Epimetheus, Pandora, Chorus of Eumenides.

Miss Owen captivated her audience by the manner in which she sang "Call Me Back" and received a deserved *encore*. She possesses a wonderfully rich and full *mezzo* soprano voice. The lullaby with which she responded to her *encore* was a little musical gem. Misses McCormic and Sullivan maintained their high reputations in their respective numbers. The delightful entertainment concluded with the "Society Legacy," by Miss Elizabeth Young, a paper replete with wit.

HIGH SCHOOL COMMENCEMENT.

On Wednesday afternoon, the occasion of the graduating exercises of the High school department, despite the sweltering heat the chapel was well filled at an early hour, with interested friends of the graduates and other participants in the exercises.

The members of the High school, followed by the graduates, marched to their seats to music furnished by Gioscia's Orchestra, after which the following program was presented:

PROGRAM.

- MUSIC, - - - - - Chorus, Fear not—*Abt.*
- PRAYER.
- MUSIC, - - - - - Chorus, Morn is Beginning—*Rossini.*
- ESSAY, - - - - - Progress of Civilization.
SILVIA YOUNGS.
- RECITATION, - - - - - Orpheus and Eurydice—*Saxe.*
MAE W. ROFF.
- MUSIC, - - - - - Piano Solo, Spinning Song—*Litof.*
ALICE MAY JONES.
- ESSAY, - - - - - Growth of American Literature.
EMMA A. SMITH.
- MUSIC, - - - - - Violin Solo.
Mr. JOSEPH GIOSCIA.
- ORATION, - - - - - Usury Laws.
DAVID W. FISHER.
- CHORUS, - - - - - Swing Song—*Löhr.*
- ESSAY, - - - - - Newspapers.
MARGARET G. COX.
- MUSIC, - - - - - Part Song, Oh, Come Ye Flowerets—*Abt.*
Sopranos.
Misses ALLEN, ARMSTRONG, PREBLE, MACKEY,
MILLER, SNYDER.
Altos.
Misses ANTEMANN, ARROWSMITH, CLARK, JONES,
SCOTT, SHALLER.
- RECITATION, - - - - - The Hero—*Whittier.*
MARY E. BOUGHTON.
- PRESENTATION OF DIPLOMAS.
- CHORUS, - - - - - The Postillion—*Mallory.*

After the chorus "Fear Not" was announced and sweetly sung, and prayer offered by Rev. Mr. Davis, of the Clinton Avenue Congregational Church, the first essay was that of Miss Silvia Youngs, and was a thoughtful review of the subject.

Miss Mae Roff, in her recitation, "Orpheus and Eurydice," exhibited marked literary and elocutionary ability, and was heartily applauded for her efforts. "The Growth of American Literature," an essay by Miss Emma A. Smith, showed the remarkable progress of American literature, and the springing into prominence of American authors.

Mr. David D. Fisher, the only young man of whom this class boasts, delivered a most able oration on "Usury Laws." He claimed that the present system of interest was an injustice, and that men should have no restrictions placed upon them as to the amount they could receive for the use of their money. Other excellent points were made.

Miss Margaret Cox, in her essay on "Newspapers," treated the subject both historically and comparatively, mentioning especially the rapid growth in the Nineteenth century. She also mentioned the newspaper as an instrument in education "as indispensable as daily food." Popular education leads to the enlightenment of a nation.

Miss Mary E. Boughton's recitation, "The Hero," was well done, and received much applause. The reader showed dramatic talent, and is the possessor of a fine voice.

Following Miss Boughton's recitation, the graduates marched to the rostrum, where they received their diplomas from the hand of Prof. William V. Jones, and listened to his fitting remarks. He referred to the fact that they composed the first graduating class of the High school, and that in the course through which they had passed, many subjects heretofore unknown to them had been brought to their attention. He mentioned each study and the advantage derived from studying it. In closing, he congratulated the class, saying that the members had accomplished much for themselves by the love of their school. I congratulate you on the broadening of your minds, on the widening of your horizon. I congratulate you upon the fact that you are young; that you have health and vigor; that you are just entering upon the June of your lives; that you have its roses in your cheeks, its sunshine and gladness in your hearts. I urge you to seek the highest and best things, to remember that even knowledge shall pass away, but "faith, hope and charity shall abide, and realize in yourselves your highest ideal of an unselfish and noble life. Finally, in behalf of this audience of friends and relatives, and school companions and well-wishers, I congratulate you upon this day upon what it has brought to you, and I assure you of our hearty wishes that you may live long, useful and happy lives."

The class then marched to their seats, and the exercises concluded with a chorus by the students. The musical selections were all especially pleasing and well rendered, the violin solo by Mr. Gioscia receiving the usual encore.

The following are the members of the class:

- | | |
|-----------------------|--------------------|
| Boughton, Mary E., | Scott, Minnie, |
| Clarke, Margaret M., | Smith, Emma A., |
| Cox, Margaret G., | Snyder, Bertha E., |
| Fisher, David Duncan, | Tibbits, Cora B., |
| Knower, Jessie C., | Turner, Selina, |
| Roff, Mae W., | Youngs, Silvia. |

COMMENCEMENT DAY.

The spring graduating exercises of the class of '93 of the New York State Normal College, closing the Ninety-eighth term of our venerable institution, was held in Harmanus Bleecker Hall, at 3 o'clock, Tuesday afternoon, June 16, 1893. The friends, relatives and college mates of those about to go forth into the world with diplomas vouching their proficiency as teachers were many, leaving few unoccupied seats in the spacious hall.

While the orchestra dispensed an appropriate march the class, consisting of fifty-one members, took their places in the body of the house reserved for them, the young ladies, robed in dainty, light colored dresses, presenting a most beauteous sight.

President Milne presided and Hon. Charles R. Skinner, Deputy Superintendent of Public Instruction, occupied the position of honor beside the president. Seated in the rear of the stage were men prominent in educational circles.

The program was very interesting both in respect to music and subject-matter. It was as follows:

PROGRAM.

- MUSIC—Chorus, Sanctus.....*Mozart.*
Twelfth Mass.
PRAYER.
- MUSIC—Chorus. The Fisher-Crew's Return.....*Veazie.*
- ESSAY—Poetry as a Factor in Education.
JAMES ROBERT WHITE.
- MUSIC—Chorus { *a.* Eventide.....*Abt.*
 { *b.* When in Grief's Dark Vale.....*Donizetti.*
 { *c.* Hail, Smiling Morn.....*Spofforth.*
- ESSAY—The Power of Sympathy in a Teacher.
ELIZA A. TUTHILL.
- MUSIC— { *a.* Hearts Feel That Love Thee.....*Mendelssohn.*
Part Songs. { (From the Cantata of "Athalie").
 { *b.* By twenty-four young ladies and Glee Class.
 { *b.* A Little Peasant Maid (Waltz).....*Löhr.*
- First Sopranos.*
Misses GRACEY, LANSING, LOZIER,
MCGOWAN, SANFORD, SHERRILL, SPEIDEL,
SULLIVAN, YOUNG, WINANS.
- Second Sopranos.*
Misses CURTISS, MCBRIDE, OWEN,
SHERMAN, SURDAM, WILLIAMS,
WILSON.
- Altos.*
Misses EHMANN, GATCHELL, GRAHAM,
HOOK, HUSTED, LOCKWOOD, SMITH.
- ESSAY—Music in the Kindergarten.
ANNA BELLE MCBRIDE.
- MUSIC—Rocked in the Cradle of the Deep.
Messrs. NEWBURY, CAMPBELL, BROWN and DOW
and GLEE CLASS.
- ESSAY—Future of the Ancient Classics.
ELIZABETH MIDDLETON SHERRILL.
- MUSIC.
ORCHESTRA.
- ADDRESS TO GRADUATES.
Hon. CHARLES R. SKINNER.
- PRESENTATION OF DIPLOMAS.
- MUSIC—Chorus, The Pilgrim Fathers, - - - *Brown.*
BENEDICTION.

SYNOPSIS OF ESSAYS.

"Poetry as a Factor in Education" was a well-ordered and thoughtful essay, replete with forceful arguments and eloquent pleas for the efficacy of poetry in the full evolution of the child.

The following is a synopsis of the production, which suffers much from any attempt at abridgment: Childhood is the formative period. Education and the spirit of the times exert a great influence upon the child's growth. This age is materialistic, is swallowed up in schemes for gain and engrossed with contrivances for bodily enjoyment. In literature must be sought the ideal element to counteract those harsh influences. But which department of literature? Science classifies, history records, philosophy investigates. It is left to poetry to create and to stimulate the imagination.

The essayist found the chief functions of poetry as follows: To raise the ideal of man, who is ever influenced by his conception of perfection; to open the eyes to hidden beauties, unseen objects of grandeur, wonder and sublimity; to interpret the emotions of the human heart and the springs of action of the soul; to emancipate man, to take him out of self, out of his

daily strifes and trials, out of the ruts of self-conceit and bigotry into closer relations with his fellow-men; to console the weary and troubled soul like the "Sweet Singer of Israel" drove away the Evil Spirit of Saul; and, finally, to reflect life. We cannot imagine Greece without Homer, Rome without Vergil, Italy without Dante, and England without Shakespeare.

In considering the time, place and means of exerting this influence aright, the essayist declared that from the very beginning of school life golden opportunities are offered for introducing this element into education. There is no subject in which poetry cannot be advantageously employed. This factor has been widely introduced in the schools of other countries. In this period of educational reform we may hope for a recognition of the power of poetry. No one can complain of an insufficiency of material. It abounds on every side. Then put to use this worthy factor in education.

"The Power of Sympathy in a Teacher" was a thoughtful paper upon a much-worn theme. The essayist declared that sympathy had no resting place in the school-room of our ancestors. But a new light has come. Be in sympathy with the child, is the advice of earnest educators. The great suspension bridge at Niagara will vibrate to certain tones of the violin. Likewise may the teacher touch some chord which shall awake a responsive note in the child's nature. To make the child feel that the teacher is his friend and guide requires more than tact; it requires sympathy. The teacher who has reached the child in this way has solved the question of discipline. Illustrations of how sympathy can win the wayward boy and encourage the timid pupil was here given. Sympathy should exist between fellow-teachers, especially in graded schools, where methods and experiences may be interchanged, and the mutual efficiency much advanced. Educational literature, institutes, associations and organizations of like nature are agencies in this direction. Since so much may be claimed for sympathy, it is the duty of every teacher to cultivate that part of his nature.

Miss Anna B. McBride followed with an essay upon "Music in the Kindergarten," which was an interesting and earnest exposition of harmony's magic sway over the little ones.

After showing the potent influence of music over the mind of whatsoever station, age or degree of civilization, and deploring the number that go through life without knowing the pleasures obtained by the possession of a love and an appreciation of harmony, the essayist made a plea for early training in music. Childhood is the period most sensitive to outward impressions, and in that period musical cultivation should begin. A part of this education should be directed toward the cultivation of the voice, for singing is good elocutionary exercise. In the kindergarten, where the child constantly hears music, he learns to discriminate between pleasing and discordant sounds and to express his feelings by different classes of sounds. The singing should not be too loud. The simple and natural manner of teaching songs in the kindergarten was then described. "The kindergarten," the essayist declared, "strives to lead the child to express love, joy and gladness through the medium of song."

Miss Sherrill was the last of the essayists to read. She possessed a very pleasant manner, and the reading of her thoughtful essay won deserved applause.

The title of her essay was "The Future of the Ancient Classics," which was mooted question—she presented in a manner to be appreciated by the non-professional members of the audience. The following is an abstract:

The ratio between classical and scientific students is smaller to-day than five years ago. Fifty years ago a degree without involving years in the study of Latin and Greek was unheard of. This change is significant; what is its cause?

The essayist then reviewed the arguments for the study of the classics. Are they doing what is claimed for them? If they are—well. If not, it behooves those who are making the study of Latin and Greek their especial work to see whether it is possible to really obtain from them the benefit to which the years have testified, and if it is possible, then to so work that the results shall be forthcoming. If we can further prove that all these years scholars have been claiming the highest place for the classics when it did not belong to them, let our Nineteenth century be further signalized, by removing from our courses these studies which have the sanction of time only.

The day for arbitrarily laying down courses is passed. A course must be reasonable and we, as teachers, are proud this is so.

The essayist held that more discipline can be obtained from the study of ancient and modern languages, because the former are "more exact and scientific in structure, and richer in expression."

Moreover, there is much to learn from ancient civilization in art and imagination. A better knowledge of our own language is one thing gained. Spelling becomes easier. It aids in the study of modern languages. Such arguments are influencing students to study Latin and Greek.

Then followed a specimen translation of Cæsar, with the idea of showing that the usual manner of rendering Cæsar into English can do little to improve the student. We teach that the ancient languages are exact. The essayist then showed that all the possibilities of Latin and Greek were not realized. Much more could be made of them if the teacher was awake to all their possibilities. It is possible for the classics to take a still more important place in our course of study. It is possible that they will be crowded out altogether; teachers of mathematics or of science will not see that they keep their position. Those who teach the ancient classics must teach them so that there can be no question of their efficiency.

ADDRESS TO THE GRADUATES.

He referred to what the State of New York has done to encourage professional teaching and regarded it as one of the most creditable chapters in her history. This spirit should be localized, and public sentiment should be aroused to keep within our State the excellent teachers which our system produces. We want higher standards in our common schools. A low state of public opinion will certainly result in the encouragement of poor teachers, those will give poor schools, they will receive small salaries. There is not a public spirited citizen who is not proud of what is being done by the State for our schools. Reference is made with pride to the millions of dollars annually appropriated to carry on our great school system. Every one feels that this liberal care works to the advantage of the State in elevating the character of citizenship, for all believe that our schools must make our citizens, and that good government can come only through good citizenship. But in thousands of our common school districts there are perpetual contests over the question of a difference of a dollar per week in the wages of teachers, entirely regardless of qualifications. An honestly earned

diploma from one of our State institutions should be an invitation to enter the profession of teaching anywhere at a salary which will be at once satisfactory and self-supporting. It may be charitable for our State to educate teachers for missionary work in other States, but we should remember that charity begins at home, that this missionary work ought to stop, and that teachers who are educated by our State should be encouraged to remain in the State. The education and elevation of public sentiment in this direction may well engage the attention of all interested in educational progress.

GRADUATES.

COLLEGIATE COURSE.

George Albert Bolles, A. B.	Ernest E. Race, A. B.
Raymond Ellsworth Brown,	Catherine Mailler Rider, B. L.
Ph. B.	Sarah Pamela Williams, A. B.
Hattie E. Burdick, Ph. B.	Elizabeth Middleton Sherrill,
Daniel Jordan, B. S.	A. B.
Alvin A. Lewis, A. B.	Ruth Dakin Sherrill, A. B.

CLASSICAL COURSE.

Alice Helena Hall.	Frederick Munson Rogers.
Edward B. Harris.	M. Agnes Taylor.
Nathan J. Lowe.	James Robert White.
Merritt E. Newbury.	Stella E. Whittaker.
Georgianna Roberts.	Elizabeth Learmouth Young.

ENGLISH COURSE.

Henry Emerson Adams.	Adelbert B. Hunt.
Russell Heacock Bellows.	Grace Edna Long.
Jennie J. Campbell.	Charles Benjamin Marvin.
Bertha Case.	Roselia Noon.
Velna Case.	Jessie Owen.
Joanna R. Cleary.	Mary C. Payne.
William S. Coleman.	Jessie May Sherman.
Lillian Cecelia Collyer.	Katherine Smith
Evelyn B. Gatchell.	Julia Elizabeth Surdam.
James K. Gatchell.	Eliza A. Tuthill.
Etta Secor Gracey.	Edna H. Tuthill.
Roxey Jane Griffin.	Carrie M. Underhill.
Ida Elizabeth Hill.	Allen Henry Wright.
Myrtle E. Hook.	

KINDERGARTEN COURSE.

Helen Caroline Arnold.	Louise Sanford.
Anna Belle McBride.	Maude Colton Stewart.

GRADUATES' RECEPTION.

THIS evening the graduating class receive their friends in the Kindergarten rooms.

The rooms have been very tastefully decorated with colored bunting, carpeted with rugs, and provided with screens which will add largely to their attractiveness.

Vocal and instrumental music will be rendered, light refreshments will be served, and all anticipate an enjoyable time, especially as they will receive the Commencement number of the ECHO.

TWO PLEASANT OCCASIONS.

MISSSES ROBERTS AND WILLIAMS entertained their pupils of the High school at their rooms on Clinton avenue, Saturday afternoon, May 20, from four to six o'clock. About twenty-five were present and a most delightful time was reported by both guests and hostesses.

The members of the kindergarten training class, with the teachers, Misses Isdell and Sewell, were very pleasantly entertained by one of their number, Miss Laura Akin, Wednesday afternoon, June 1, at her home in Greenbush.

ECHOES.

FAREWELLS, receptions, photographs.

Class banquet, society closings, commencement.

"Here endeth the last lesson," we hear from our honored seniors.

The graduating class were photographed at recess, Friday, May 26.

The President's seminary class contains a young lady who has no knowledge of Satan.

Our institution possesses a young lady who asserts positively that she "can't bisect any cats."

For the past three weeks the chapel has been vocal with rehearsals of Commencement aspirants.

The Mansion, on South Broadway, we are told, is "the place where all the newly married couples come."

Many of the students assembled with the multitude to hear the band concert in the park, Thursday afternoon, June 1.

The kindergarten training class, with Miss Isdell and Miss Sewell, visited the cotton mills at Cohoes, Wednesday afternoon, May 24.

Normal girls are not slow in grasping an opportunity. They were well represented at the Academy boys' drill in the park, Monday afternoon, May 29.

The "mouse in the corner" heard many sighs "to be a child once more," on Monday, May 22, when the kindergarten and model school were excused to see Barnum's parade.

During the last quarter Prof. Belding has given some excellent and beneficial work in harmony to his class in advanced methods in music, with especial attention to the "second soprano."

The untiring efforts of our financial editor to form a "press club" proved vain. Though strenuously advocating the time-worn theme, "liberty of the press," he could find but one ready to "fall into his clutches."

It was recently suggested that the study of Vergil could be made so attractive that the reader would imagine himself "where the sky is blue overhead, where the anemones are blooming, and the turtle-doves are cooing." A hammock, a tree and a summer girl would beat Vergil "all to holler."

THE QUICKSILVER READING CIRCLE.

THE Quicksilver Reading Circle held its closing meeting of the term on May 31. A report of the work for the past two years was given by Mrs. Mooney. These have been printed and were lately given the members. Ex-members and those interested in the work may receive a copy from Mrs. Mooney.

The society tendered Mrs. Mooney a vote of thanks for her services, which she gracefully accepted.

HONORARY RECEPTION.

FRIDAY evening, June 9, Mr. and Mrs. Van Etta received about fifty of the friends of the Misses Whitney, Toohey, Cleary, Mary E. and Margaret Sullivan who have made their home with them during the past year. A very enjoyable musical and literary program was rendered, and after sumptuous refreshments, dancing succeeded, which continued until after midnight when the guests departed, each declaring it a most delightful occasion.

PERSONALS.

MISS MAY BALDWIN spent Sunday, May 28, with friends in Perth.

Mr. Samuel J. Slawson, a former student, expects to return next fall.

Miss Le Bœuf, of Albany, was a caller at the college, Monday, May 29.

Mr. Adams is suffering from a poisoned hand, caused by dissecting insects.

President Milne spoke at the Columbia County Institute at Claverack, Friday, May 26.

Miss Anna Husted spent a week in May very pleasantly visiting friends in Brooklyn.

Prof. Lockwood, of the Plattsburgh Normal School, visited the college, Friday, May 26.

Mrs. Bliss was absent Tuesday, May 23, attending the Columbia County Institute at Claverack.

Miss Angela Morey and Miss Maude Brown spent Decoration Day vacation at Burnt Hills.

Miss Holmes and Mrs. Colby, of Salt Point, Dutchess county, visited the college, Monday, May 29.

Mr. Bissell and Mr. Yanney, of Union College, were the guests of Mr. Bellows, Sunday, May 28.

Miss Elizabeth Sutcliffe entertained her mother, Mrs. J. Sutcliffe, of Cherry Valley, May 27 and 28.

Miss Katherine Lozier had the misfortune to sprain her ankle while on the street, Saturday, May 27.

Mr. James Robert White entertained a few of his friends at his home in East Albany, Sunday, May 28.

Mr. Edward A. Burt, who has been in attendance at the college since February, ended his studies in May.

Miss Elayne B. Garret, who has been ill for some time, is convalescent and has returned to her home in Elmira.

Prof. James F. Tuthill, superintendent of schools in Middletown, and Prof. Cliff, of Philadelphia, visited the college, Tuesday, May 23.

Dr. James Milne, of Oneonta, Dr. John Milne, of Geneseo, and Prof. McLean, of Brockport, were pleasant callers at the college, Tuesday, May 16.

Miss Mary Foley, who was obliged to leave the college on account of ill-health, made a farewell call, Friday, May 19, before going to her home in Johnstown.

Mr. Thomas R. Kueal, superintendent of schools in Saratoga, and Miss McClosky, grammar school teacher, of the same place, visited the college, Monday, May 29.

Miss Julia Hall, visited the college Tuesday, June 13, and was an honored guest at the closing of the Delta Omega Society, of which she was formerly the president.

Of the thirty-nine candidates who took a recent civil service examination Miss Lena Van Derlip, '94, received the highest standing, and Mr. Allen H. Wright, '93, the second.

Miss Welch, teacher in Spelham Seminary, Georgia, spent several days in May as the guest of Miss Russell, observing her method work, which she wishes to use in the seminary mentioned.

Institutes again demand the services of our faculty, and even of our students, Dr. Milne, Mrs. Mooney and Mr. Harris being called to address the Warren county teachers, May 23, 24 and 26, respectively.

ALUMNI NOTES.

APR., '47. Mrs. Emily Bailey Smith visited her *Alma Mater*, Friday, May 12.

June, '70. Miss M. Ella Cobb, now Mrs. B. F. Paine, 236 East Forty-fifth street, Chicago, writes a very cordial letter expressing a wish that her classmates may call upon her during their visit to the Columbian Exposition.

Feb., '83. Miss Minnie E. Bates, assistant teacher at East Albany, visited the college, Thursday, May 25.

Jan., '88. Miss Gertrude A. Riemann, who has the department of English in the Auburn High School, expects to spend the summer in Germany, perfecting herself in the German tongue.

June, '90. Mr. Charles Morehouse graduates this month from the Albany Law School.

Feb., '91. Miss Ruth Graham and Miss Anna Baker were among the visitors at the college, Thursday, June 8.

Feb., '92. Mr. Gardner H. Wallace visited the college, Friday, May 26.

Jan., '93. Mr. Robert G. Patrie visited the college, Saturday, May 27.—Mr. Elmer A. Myers was a visitor at the college, May 31.—Mrs. Maria Henry was a caller at the college, May 31.—Miss Emeline Smalling was the guest of Miss Jessie Owen, Thursday, May 25.

Mr. C. A. Woodard has resigned his position as principal of the school at West Troy. His old classmates may be pleased to hear that in the September number of the *Popular Educator* will appear the first of a series of articles on "Study of the Sciences," written by him.

FINE SPECIMENS OF HOME-MADE APPARATUS.

AS a part of the course in methods in Physic each member of the class was required to manufacture some piece of apparatus. Many of these are fine specimens of workmanship and show how a little ingenuity can equip a science department. The collection would cost a number of dollars to duplicate.

It consists of the following pieces:

Mayer's straight line light apparatus, magnetic phantom, Shaw's expansibility of air, attraction of parallel currents, Pascal's law apparatus, convection of water, principle of a chimney, Hero's fountain, Siren, circulation of blood, law of falling bodies, weight of gases, gold leaf electroscope and common pump, Astalic galvanometer, transmission of liquid pressure, engine cylinder and slide valve, Pohl's commutator, principles of ventilation, demonstration of lever, tangent galvanometer with fire resistances, pendulum apparatus, Tyndal's specific heat experiment, force pumps, Ayrton's demonstration of tangent law, slide wire meter bridge, double contact key, non-conductibility of water, Barker's well, model of boiler, a demonstration galvanometer, terrestrial globe and coil, and a slide condenser.

About \$300 worth of apparatus has been added to the equipment of the science department, most of it for use in laboratory work. It will put to shame many a college's equipment in science.

HIGH SCHOOL NOTES.

THE graduating class have selected a very pretty class pin.

Mr. Harris Moak has been ill with the grippe for a number of days.

Miss Anna Wallace is suffering with a severe attack of typhoid fever.

The model graduates have presented Miss Pearne with a handsome picture as a remembrance.

Several of our students visited Howe's Cave with Miss Young on a geological expedition, Saturday, June 3.

Mr. C. Kilpatrick won the one mile running race at the Third District field day of the Y. M. C. A., held at Amsterdam on Decoration Day.

Many of the High School students have been frequenters of the park after school hours in search of specimens for examination.

ORGAN RECITAL.

On Saturday afternoon, May 27, Prof. S. B. Belding favored the faculty and students with an organ recital at the First Reformed Church. All who have attended his recitals know their high merit and this was no exception. The following was the program:

- OFFERTOIRE, in G op. 35 *Wely.*
- OVERTURE—Romantique *Keler Bela.*
- FIRST COMMUNION *Batiste.*
- NOCTURNE *Munro.*
- SOLO—I am waiting *Birch.*
- *Mr. CHAMBERLAIN.*
- SONATA *Thayer.*
- (Introducing God Save the King, with pedal obligato.)
- OVERTURE SEMIRAMIDI *Rossini.*
- VIOLIN SOLO—Angel's Serenade *Braga.*
- *Prof. GIOSCIA.*
- a. J. NARCISSE *Nevin.*
- b. Rhapsodie *Spindler.*
- LARGO *Handel.*
- TANNHAUSER *Wagner.*

PRAYER MEETING OFFICERS.

THE members of the Prayer Meeting Society met Monday, May 29, and elected the following officers for the ensuing term:

- President GEORGE A. BROWN, '94.
- Vice-President HELENA S. CURTISS, '94.
- Secretary THEODORA EHMAN, '94.
- Treasurer MARY E. WILCOX, '94.
- Pianist ANNA E. HUSTED, '94.
- Precentor EDWARD B. HARRIS, '93.

DELTA OMEGA OFFICIALS.

THE following officers were elected by the Delta Omega Society for the ensuing term:

- President HELENA B. PIERSON.
- Vice-President SARAH J. HARPER.
- Secretary KATHARINE TOOHEY.
- Corresponding Secretary MIRIAM Groat.
- Treasurer ANNA E. HUSTED.
- Critic HELENA S. CURTISS.
- Marshals } SADIE MACGOWAN,
- } CHARLOTTE LANSING.

KINDERGARTEN RECEPTION.

THE RECEPTION given by the members of the kindergarten training class to the faculty and seniors, Friday afternoon, May 26, proved an unusually pleasant occasion.

A pleasing feature was the pen-and-ink programs, all having in the lower left-hand corner different designs. The following numbers constituted the program :

- | | |
|----------------------------|--------------------------|
| 1. Duet..... | Miss McBRIDE, Miss AKIN. |
| 2. Recitation..... | MISS BALL. |
| 3. Delsarte exercises..... | TRAINING CLASS. |
| 4. Essay..... | MISS SANFORD. |
| 5. Violin solo..... | Prof. GIOSCIA. |
| 6. History..... | Miss McBRIDE. |
| 7. Prophecy..... | MISS ARNOLD. |
| 8. Piano solo..... | MISS SULLIVAN. |

The prophecy and history abounded in pleasantries which were generally appreciated. Special mention should also be made of the Delsarte exercises, which were a unique feature.

Following the last number a social hour was enjoyed. All who were present pronounce the kindergarten reception a pleasant memory.

AMONG THE MAGAZINES.

With the third part of "Omega," the work of the French astronomer Flammarion, which appears in *The Cosmopolitan* for July, the reader is able to grasp something of the great purpose of the author. "Omega" is declared by those who have read the entire work to be one of the most remarkable writings of the century. While pretending to be a novel, it is a work having a deeply philosophical purpose, as is more fully developed in later chapters. It is something that no fairly intelligent person can afford not to read, and is surely destined to become a classic.

In a recent number of *The Cosmopolitan* a story was published, entitled "The House of the Dragons," which received wide criticism because of the importance of the life problems involved. A daughter of Bishop Potter, who was for some time connected with important mission work among the working girls of New York, has undertaken to reply, and discusses another side of the question in the July number.

An interesting article on the "City of Brooklyn," by Murat Halstead; the peculiar games of the New Mexican Indians, by Chas. F. Lummis; "Sorosis," by Margaret Manton Merrill; the fight of the Cumberland and Merrimac, told by Capt. Thos. Selfridge, one of the survivors; a paper on "The Deserted Homes of New England;" an account of the Brussels Monetary Conference, by one of its most distinguished members; a curious story of the southwest, by Opie Read, and a contribution by Mr. Howells, are among the many important papers of the June issue.

The opening number of *Scribner's Magazine* for June is the second article in the series of "Men's Occupations" by Arthur Hill on "Life in a Logging Camp." Mr. Hill, who is president of one of the largest lumbering companies, writes intelligently on this subject as he has been through all the steps of the lumbering business. The illustrations are all made from life by Dan Beard. Robert Blum's "An artist in Japan" is concluded with this third paper which contains the best of his sketches of Japanese life. To the ornithologist "The Birds that We See" is most pleasing. The author is his own artist and illustrates the article fully. This is the initial number of a series of Natural History papers. Sidney Dickinson also contributes a brief paper, "The Haunt of the Platypus," which describes that singular animal of Australia. Readers of the Scribner will recognize the clever pen of Robert Grant in "Opinions of a Philosopher." The apt illustrations accompanying are by W. T. Smedley. Miss Burnett's serial is concluded with this number. T. R. Sullivan and William Henry Bishop contribute short stories. Edith M. Thomas's lines on "Endymion and the Portrait of Keats," are surpassingly suggestive. H. C. Bunner and E. S. Martin furnish other short poems.

RECENT PUBLICATIONS.

"Gods and Heroes; or, The Kingdom of Jupiter."
By R. E. FRANCILLON. Ginn & Co., Boston, Mass.

This little classic for children tells the mythological stories of the "Kingdom of Jupiter" in a style both simple and concise. The fact that the stories in their entirety leave the reader with a related knowledge of the subject adds much to their value. The author makes no distinction between the gods of Greece and Rome, because he wishes to make his young readers familiar with the myths which fill modern literature, and which are the source of modern thought, rather than with comparative mythology. With a book before the public so aptly suited to arouse interest, this folk-love cannot fail to become as well known to the child as his nursery rhymes, and to make his reading verge toward classic literature.

"Analysis of the Latin Verb." By CHARLES H. PARKHURST. Ginn & Co., Boston.

This analysis is compiled as an aid to the teacher or to the student who delights in linguistic research. It shows the development of the later forms of the Latin verb from the earlier. The Latin systems of conjugation are explained by comparison with the Sanskrit, since that language more nearly resembles the earliest language of the Indo-European family. The work is so treated that no knowledge of Sanskrit is required to comprehend it. The book contains the results of the most reliable investigations, hence the student is assured that it is authentic. Although not designed for the younger pupil of Latin, the study of the elementary portions of this short treatise would be of benefit. The perplexing subject of roots would then be cleared of obscurity and similar forms in cognate languages could be detected. This scientific insight into the structure of a language where processes, as well as results, are studied makes the learner a true student of language.

"The Essentials of Latin Grammar." By F. A. BLACKBURN. Ginn & Co., Boston.

The chief merit of this text-book lies in the fact that it is not theoretical but utilitarian, since the author publishes the best of the methods he himself has used in his class-room. There is no claim to original research, the object being to so arrange the principles of Latin grammar in a small compass and in a logical way as to make them most easy to learn and remember. Enough of grammatical information is given for the high school and for the college student whose study of Latin will not continue to the development of forms and the growth of the language. The exercises accompanying the grammar are a preparation for Cæsar and use sentences from the Gallic War for the application of principles learned. In classification of declensions and conjugations, the author departs from the long-established system and groups them according to stem endings, thus making the subject more comprehensive. In many other ways the above book is admirably adapted to the use of beginners and those students whose time for the study of Latin is limited.

"The History of Modern Education." By SAMUEL G. WILLIAMS, Ph. D. C. W. Bardeen, Syracuse, N. Y.

The study of pedagogics by those in the profession has long been a requirement, and histories of education reveal many principles which have advanced the science of education. The "History of Modern Education" is written for the general reading public and to show the source and development of the present methods in teaching, the rise and progress of different systems of education, and the trend of Nineteenth century ideas, as gained from the works of representative men. This book begins at the Fifteenth century with the Revival of Learning, since the author thought that "many persons who would be eager to know the more recent precursors of the present condition of education would be less interested in ancient and mediæval methods and means of instruction." The facts required for an intelligent reading of subsequent chapters are summed up in the first chapter on "Preliminaries of Modern Education." The educational opinions, the distinguished teachers, and the reformers of each succeeding century are there treated. To one who is not of the profession, the basis of the principles used by normal schools and by the present generation of teachers is made plain, and the public are brought into closer sympathy with the schoolmaster. The relation of the new education to the old is traced so vigorously and tersely that even the cursory reader is interested. From an excess of materials the author has separated the leading facts and presented them in a way that impresses one with the idea that the information is cosmopolitan and of moment to the typical citizen.

"Introduction to Homer." By R. C. GEBB, Litt. D.
Ginn & Co., Boston, \$1.25.

The purpose of this book is to furnish, in a compact form, a general introduction to the study of Homer. The four chapters into which it is divided, deal respectively with four aspects of the subject: (1) the general character of the Homeric poems and their place in the history of literature; (2) their historic value, as illustrating an early period of Hellenic life; (3) their influence in the ancient world, and the criticism bestowed on them in antiquity; (4) the modern inquiry into their origin. This is one of the few books which collect the principal results of modern studies in each of these departments. The value of such a work in teaching Homer is inestimable and gives the student a breadth of outlook which makes the difference between intelligent study and routine work on forms and constructions.

"Dictionary to the Anabasis." By PROFS. WHITE and MORGAN. Ginn & Co., Boston.

This dictionary professes to be no mere compilation from other vocabularies but an independent collection and examination of all the places where each word occurs. All the meanings that each

word has in the Anabasis are given beginning with the etymological meaning and passing thro' the simpler variations to the more remote. Frequent citations are given. The first time a word occurs it is always cited. When but one citation occurs the word occurs only once.

Another feature of the book is the treatment of the derivation of words, special attention being given to their connection with one another and with related words in Latin and English. Because of the importance of this subject a separate chapter is given at the close of the book consisting of one hundred and twenty-four groups of Greek, Latin and English words. These groups include the greater number of words in the Anabasis, presented in the natural order of their development from a common element. This will prove a valuable aid to the teacher and pupil alike in fixing words in memory. Many other features commend the dictionary which cannot fail to recommend itself to teachers of the classics. The dictionary may be procured bound alone or with the author's edition of the Anabasis.

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