

THE Normal College Echo

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ONCE AND NOW.

OH ever and *ever* so long ago,
 In a tower up ever so high,
 There lived a *beautiful* princess
 And that beautiful princess was I.
 My hair was so long and so golden,
 My eyes were darker than night,
 My mouth was just like a rose bud,
 My hands, oh weren't they white !
 And then I was ever and ever so good
 And oh ! how accomplished too ;
 My voice, I couldn't describe it at all
 There was *nothing* I couldn't do.
 And I never wished for a single thing,
 Because I had *every* thing there ;
 And wonderful stories and beautiful songs,
 Just floated around in the air.
 And whenever I grew the least lonesome,
 I used to run down on the shore
 And play with three dear little mermaids,
 And hadn't we fun, we four !
 And of course there were hosts of princes
 Came riding every day,
 But whenever I saw them coming,
 I *always ran away*.
 * * *
 And now, just once and a while you know,
 When things get dreadfully dry,
 I wish it was ever so long ago
 In that tower up ever so high.

H. S. D.

SECONDARY INSTRUCTION IN FRANCE.

THE University of France may be compared to the University of the State of New York. The value of the Regents' certificate is never contested, and nobody thinks of asking: "Where did you pass your examination, Albany, New York or Buffalo?" It is the same with degrees conferred by the University of France, whose organization resembles so much that of our University. "Prominent French educators tell us that they very well know that the great Napoleon, when he looked over the world to find the ideal system which he might appropriate for France, recognized it in the University of the State of New York, and we find to-day the great University of France, which is a similar federation of the colleges of the entire republic, the result of Napoleon's wisdom in applying the New York idea."⁽¹⁾ The University of France provides for primary, secondary and superior instruction. There is nothing to say about primary instruction, whose reputation is established the world over.⁽²⁾

(1) Circulary addressed to the Presidents and Principals of the institutions of the State, April 20, 1891.

(2) See educational reports of New York State, 1892.

Secondary instruction, so named because it comes after primary instruction, may be dwelt upon. The French college, or *lycée*, which is usually a college on a larger scale, includes the studies made in America in the collegiate departments of academies and most of those pursued in the American colleges. In all times, classical studies were held in honor in France. Lately an irresistible movement put instruction within the reach of all, and public opinion, in France, is unanimous in acknowledging the superiority given by the study of arts and sciences. Secondary instruction, already popular, has now a greater part than ever in the life of the nation. If the program of the studies made in the *lycée* does not differ much from what it is in America, there are notable differences in the organization. The chief one is that the French college takes the pupil when he leaves the primary school and leads him without interruption to the end of his classical or scientific studies. It might be well, in order to better understand the course of study in a *lycée*, to follow a boy through its different departments.

In most *lycées* there is an annex called *petit lycée*. There, is given primary instruction, from the 1st to the 7th grade.⁽³⁾ Leaving the *petit lycée* for the *lycée*, our boy comes to the 6th grade, entering in what we may call, by analogy, the academic course. There begins the study of Latin, which the pupil shall not drop till his leaving the *lycée*. After the 5th grade (4th grade), the study of Greek begins. After this, the student is ready for receiving his secondary instruction. After the 3d grade, according to his desire of pursuing classical or scientific studies he enters one of the following courses:

a. Classical course, leading to the degree of *B. ès L.*

Grades { *Seconde*
Rhetorique
Philosophie

b. Scientific course, leading to the degree of *B. ès Sc.*

Grades. { *Mathématiques préparatoires.*
Mathématiques élémentaires.

(3) This, of course, is independent from the ordinary primary school, which gives boys and girls from six to thirteen gratuitous and obligatory instruction.

Latin is pursued in the scientific course, but Greek is dropped.⁽⁴⁾ It would be too long to enter into the details of the program, but let us say that the degree of *B. ès L.* corresponds very nearly to that of A. B. in America, and the degree of *B. ès Sc.* to that of Ph. B.

Yet all this is going to be modified. A slow change has taken place these last two years. In 1894, one degree only will be conferred, that of Bachelor of Arts. A happy compromise, it will give France still more of this uniformity, easy in a country hardly as large as the State of Texas alone.

Though, from the confession of a Regent of the University of New York, France has so much improved upon her model that she is able to tell: It takes us two years less to lead the young man to the same attainments — She still learned something from her sister republic about fifteen years ago. The United States were ahead in the advanced education of girls. France has promptly remedied this defect; she was the first in Europe to create large institutions, special for girls, and called *lycées de jeunes filles*; according to a foreign inspector, they are as useful as well governed, and indeed worthy of being proposed as models.

In doing so, France has not been afraid to emphasize the truth that a woman shall not receive the same education as a man. What may be true in France does not seem to hold in America, and in order to bring light on this point, let us translate an old French expression, *hard-headed as a Teuton*. Properly interpreted, this recalls the firmness and tenacity of the Teutonic character, a quality that may, to a certain extent, explain to a Frenchman why the Americans are not afraid sometimes of giving the right of suffrage to representatives of the fairer and gentler sex.

DANIEL JORDAN.

(4) Students remain at least one year in each grade. Special courses are also given in French colleges.

UNDER THE SUN.

THE night in the British jail is long,
Narrow and close is the cell;
The walls of the British jail are strong,
And the bars — like the gates of hell.
O God! for a breath of clear, free air,
For a sight of the shining stars!
And my native town in the moonlight fair —
Let me out from these prison bars!

“I must grasp once more a hand that’s true,
I must clasp a form that’s dear,
And look again in those eyes of blue —
She shall never see me here,
With wasted limbs in felon clothes,
Pale cheek and brow of care;
Ne’er come to a place that my spirit loathes —
Let me out from this stifling air!”

When morning dawned, to the jail there went,
 And stood by the prisoner's cell,
 An officer, duly empowered, sent;
 Who whispered, "I've news to tell."
 The patriot listened — calm, keen-eyed,
 While a thrill through his frame there ran —
 "Free! if we'll swear in the case that's tried,
 For the Paper,* against the Man†!"

"Well, no; I'll not. Do not ask me why;‡
 There are hearts that can understand,
 They are beating, out 'neath freedom's sky;
 They are 'mured in the jails of your land."
 Messengers went to the jails of the land,
 From morning till set of sun;
 But of all that imprisoned patriot band,
 There answered them "Yes" — not one.

The sun shone clear o'er the land of the West;
 It looked on stripe and star,
 It saw a country with freedom blest,
 And heard from the towns afar,
 A sound confused, like the roar of the sea,
 When it dashes along the shore —
 In the streets assembled the sons of the free
 To elect their rulers once more.

And out there stepped from the motley throngs
 Earnest men, of thoughtful mien,
 And cast their ballots to right the wrongs
 That on every hand are seen.
 Some huddled in groups till their price was paid;
 Then closely linked on the arm of Sin,
 Slunk slowly away from Truth betrayed,
 And slipped their ballots in.

O sun of the East, and sun of the West!
 Strange in this sight thou dost see —
 What seems a freeman, a slave confessed,
 And a prisoner — bound, yet free.

—MARY A. McCLELLAND, in the *N. Y. Mail and Express*, Oct. 26, 1888.

*The London *Times*. †Charles Stewart Parnell.

COLORED HEARING.

WITHIN the last few years many investigators in the realm of psychology have been turning their attention toward an apparently new subject, which they call colored hearing, and which they define as the faculty possessed by any one who sees colors in connection with the hearing of sounds.

Now, while many individuals who are now found to possess this faculty have been seeing these colors for years, they have never before given a name to the sensation, nor indeed have they thought enough about the matter to realize whether such sensations were peculiar to themselves or experienced also by others. In fact it was not until a Mr Nussbaumer, of Vienna, Austria, called attention to this phenomenon

several years ago that any especial interest was manifested on the subject.

He tells us that one day as he accidentally hit his foot against a glass of water standing on the table, he produced a ringing sound, and immediately saw or thought he saw a distinct color in connection with that sound.

Thinking this very curious, he sought to reassure himself, and so stopped his ears while the sound was going on, when he found that he could still detect its intensity for some time, by the clearness or dullness of the colors seen. When by various experiments he felt sure his experiences were not imaginary but real, he began to question his friends about the matter, and this gave rise to the most careful investigation of the subject in its various forms, not only by him but by many others.

As a result of these investigations many interesting facts have been discovered, and numerous instances have been found of people who receive such impressions, when they hear such sounds as the pronouncing of letters, words, or numbers, while one story is told of a young lady who associates a certain color with each letter of the alphabet, such as a, brown, i, black, g, white, and so on, and when reading, she can see before her an illuminated page, even without hearing the letters or words pronounced.

But while these are the most common instances, by far the most striking are the experiences of those who associate colors with sounds in music, and it will be of interest for us to note a few of these cases.

One man, who says he can see colors in the voices of his friends, as for instance a red voice in one case, a yellow in another, declares his enjoyment of chorus music to be much increased by the beautiful harmony of colors, that he sees apparently proceeding from the voices of the singers.

He also notices a difference in the sensations of color, when the same piece is played on different instruments: for to him, a Breton melody played on a saxophone is yellow, on a clarinet, red, and on a piano, blue, but in any case the louder the noise the more brilliant the appearance of the color.

And we find others have classified music in various other ways. For instance, Bach's music to some is dark blue, Beethoven's like a sky in a storm, there being dark gray clouds with an occasional ray of light shining through: Schubert's serenade is black, while one of Chopin's nocturns is gray with a shading of red and another blue.

In general, full rich tones are red, and higher tones violet, and in the case of one individual,

music brings to him different impressions of landscape, so that on hearing Wagner's pieces he invariably sees rocks and old trees, all being overshadowed by a quivering yellow light.

Some musicians are said to play by color, and a piece of music might by such be easily worked into a painting, or on the contrary, the colors of the rainbow might be formed into a beautiful harmony of music.

Now while in many of these instances it is hard for us to conceive of such sensations as possible, yet we find that all those who do experience them are very clear in their minds as to the colors seen on different occasions and in connection with different sounds, but it is an interesting fact to note that in very few cases do we find the same impressions made upon any two people. Therefore it has been very difficult for those who have looked into the matter to discover any one law of association or memory by which they may account for these peculiarities. For the question arises, why should some people possess this faculty and others not, under the same conditions, or why, if they do see the colors, should some associate yellow and another blue with the same sound?

Some explain this difference by assuming an accidental confusion of the auditory and visual fibers in the case of certain individuals, and concluding that such a confusion, if possible at all, could not produce the same effect in every case.

But by far the most universally accepted opinion, and perhaps the most plausible, is that the existence of those sensations is undoubtedly due to association of some kind, whether remembered or forgotten, and until a more satisfactory explanation is presented, it is probable that many will be content to accept this.

MARY R. EASTMAN, '94.

FLOWER-SOULS.

OH the wind has oft wafted the fragrance of flowers
To revive a fainting heart.
Their beauty has crept on our darkest hours,
And become of our lives a part.

As they lift from the earth their spirit wings,
Each seems on a mission sent.
How in touch they are with human things,—
Rooted to earth, yet on heaven intent.

A gaze in the deep pure heart of a flower
May have given some soul a new birth,
But alas 'tis soon faded, and then is its power
To be lost forever from earth?

Ah no, for the flower souls there's a land,
And from hence they fly here unseen,
To do lovely deeds, not great nor grand,
But things felt like the breeze or the starlights' gleam.

Of their spirits' breath comes in the twilight hours,
Perchance as we think of the past;
More like thoughts than like fragrance of living flowers,
Or like light on a wave that a moonbeam has clasped.

With whispers soft, so low, so light,
Some call flowers still asleep in the ground;
They tell them of morning suns beaming bright
And soft evening dews falling round.

But oh the fair lily, that flower so blessed,
And the rose for whom each heart has thrilled,
The forget-me-not meaning so much not expressed,
And the violet whose perfume the spring air has filled,
A destiny gladder than all the rest
By this happy band is fulfilled;
For the lily soul rests on the maiden's brow,
And the rose souls glow on her cheek.
The violet's deep blue from her eyes looking now,
Shows the heart that for truth ever seeks,
And the maiden's eyes speak the forget-me-not's thought
Though the lips of the maiden be mute.

H. W. B. '95.

THE ALUMNI MEMORIAL WINDOW.

THE undergraduates of the State Normal College, upon whom the beautiful alumni memorial window in our chapel to-day looks down, can have but a feeble sense of what it symbolizes, and how much of labor and money it represents; the graduates who for eight successive years received notice that more funds were needed to finish it, must surely have had a lively sense of the efforts made in raising the money to pay for it.

It was first suggested at the "great reunion" (600 present), in December, 1883, by Edward P. Waterbury, '49, then president of the New York State Normal School. His proposition was adopted with enthusiasm, and a committee of one from each class was appointed to obtain subscriptions. President Waterbury, Charles R. Abbott, '48, and Wm. M. Giffin, '73, were appointed committee on the alumni memorial window, and to them was intrusted the duty of making arrangements for its construction and erection in the chapel of the new building then assuming form on the Willett street side.

Dr. Waterbury was chairman and treasurer of the committee, and as the other members resided at a distance from Albany, the work devolved principally upon him. He set to work with his accustomed energy, issued a circular to all living graduates, and such was his faith in the desire of all to be represented, that subscriptions were limited to not more than "ten dollars each."

The window was designed by Ezra Prentice Treadwell, of Boston, and has, as its "central motive," "the development of mankind and of the arts and sciences as the result of education." It will repay a few moments' study. Let us take

a favorable position on the floor of the chapel and examine in order, beginning at our left, the five upper and principal panels.

First, the "poet," scanning her verse, and the "musician," playing the harp; second the "painter," at her easel, and the "sculptor," in the act of giving the finishing strokes to a marble bust; third, as the central figure, "the teacher and the scholar," the teacher having the idealized face of David P. Page, first principal of the school, the pupil, a good likeness of Miss ———, who graduated 18—; fourth, the "orator," who with bared arm adds emphasis to the eloquent words addressed to the "scientist," seated at his feet; fifth, the "historian," whose eager pen catches the fast-falling words of the "narrator," at her side.

You have doubtless already observed that each of these ten figures is life-size, and that each is represented as engaged in a manner suggesting the character assumed. Notice, also, the "Academy" as a back-ground, and in the arch above, the "marks" of the early printers, "symbolizing books, the great means for the advancement of education."

Turning now our attention to the five groups in the lower section, we notice that they are in striking contrast to those above them — recalling the Dark Ages. At our left the "warrior" (not a soldier who wore the blue of our Union Army); then the "fanatic" and his victims; in the center "folly, ignorance and vice," fit companions of each other, and also, as they should be, beneath the feet of the "teacher;" next, the "iconoclast" breaking in pieces the noble works of those he would destroy; last, the "ignorant and bigoted who martyr the saints," thus proclaiming their hostility to progress and education.

At the death of Dr. Waterbury, he had received, including interest on deposits, \$2,313.78. Six years had elapsed and less than one-half the required sum had been secured.

Prof. Husted was now appointed to succeed Pres. Waterbury as treasurer.

Prof. Burt devised and successfully carried into execution, a plan for obtaining subscriptions conditional on pledging the whole sum necessary to complete the structure.

The contract price for the window was \$4,723. Printing, postage and incidental expenses amounted to nearly \$300, making the total cost about \$5,000.

The whole number of contributors in sums varying from fifty cents to fifty dollars, and representing all the graduating classes, from the first to that of June, 1891, was 1,418.

The reunion notice of December 10, 1892, announced "the alumni window is now complete

and funds sufficient to pay for the same are in bank." Thus was finished, after the lapse of nearly nine years, "the largest single window in this country"—thirty-two and a half feet by fourteen—this magnificent memorial of the loyalty and love of our *Alma Mater's* sons and daughters.

H.

MUSINGS.

IF we were judged alone by man,
Who judg'st from outward show,
Our better natures no one could
Discover here below.
But by an all-wise Providence,
We're not alone by man,
But by the One whose vision is
Upon the heart and can

See good where only evil seems
To clothe our thoughtless moves,
And whose divine, pure influence
Our characters improves.
We're guided by His mighty hand,
In all we say or do;
If only we'll be led by Him
The toilsome journey through.

Though rough the road and hard the toil,
No fear we need to have,
For Jesus' staff and rod abide,
And peace and comfort give.
We can not tell by looks or deeds
What lies within the heart,
For only One there is who knows
What motives fill each part.

God gives some beauty, others grace,
To aid them on their way;
To some He gives a faithful heart,
And takes the rest away.
And unto those who beauty, grace
And faithfulness all have,
A double portion has been given,
And they must doubly give.

What is man's worth, man ne'er can tell,
Tho' many think they know,
And judge they ken a man's full worth,
Beneath the world's vain show.
And true they can, to some extent,
Tell kind and Christian works,
But in the heart may ne'er divine
What good or evil lurks.

For in that sacred, holy place,
God is the Great High Priest;
'Tis He alone can enter there,
Till life and time have ceased.
If men could know just what occur
In all our hearts to-day,
Would they not think us viler far
Than God does all the way?

And would we not, down in our hearts,
Feel lower than our brothers,
And have a fuller sense of love
And charity for others?
Then let us all, both strong and weak,
Strive hard to do our best;
Judge worth of man by Christian deeds,
And leave to God the rest.

ALVIN A. LEWIS, '93.

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EDITORIAL NOTES.

SUBSCRIPTIONS now due.

MANY and sweet are the compliments for the ECHO.

JUST one alumnus has been dropped from the subscription roll.

NORMAL methods are hard on grasshoppers, students, frogs, and the like.

OUR Alumni Window should mean more to the students after reading this number of the ECHO.

IT is surprising to hear some of our students, who have never been elsewhere than in a country village, find fault with the capital city of the Empire State.

WHAT a field the Normal College would be for Brigham Young! Some thoughtful youth has figured out ten ladies for every gentleman. Was it our financial editor?

STILL the English graduates are coming back for the languages. However worthless they may be in the ordinary pursuits of life, they are indispensable to the teacher.

THERE are those people in this institution who are so contemptibly mean that they not only re-

fuse to support their college paper themselves, but criticise those who are giving their time and energy to its support.

OUR exchanges, with few exceptions, fill their pages with borrowed articles from the FORUM and other magazines. An original poem seldom appears. The ECHO never borrows. We have enough to fill our pages.

THERE is a strong feeling in each Normal School Literary Society to form chapters in other Normal schools. Few succeed, however, for each one insists upon being the Alpha Chapter. Several have attempted to form chapters of the Phi Delta and Delta Omega, but they could hardly expect the "child to be father of the man."

THOSE people who have passed criticism on every one from the faculty to the janitors, who condemn our literary societies, and who see nothing worthy of praise in the grandest building on the American continent, could spend their time better conducting an educational institution in accordance with their ideas, than in attendance at this college.

IT is a mistake to suppose the success of the ECHO rests alone with the board of editors. The faculty, students and alumni must all lend a helping hand. It is the mission of the ECHO to greet old friends and new, to keep us bound together, to carry messages of interest to us one and all. Any news that would be of sufficient interest to tell your friend if he stood by your side, is just what the news editor wants. Send it along.

PRAYER MEETING.

OUR institution is broad enough to cover all that is required in our profession. But there is a feature outside of the class-room, outside of the lecture platform, outside of the training department quite as essential as any. In the class-room we travel up and down the centuries, meeting in turn the great educators who have bequeathed us their wisdom, who beckon us onward. But, as they live to-day in the class-room, how often the intellect only is stirred. The intellectual sky is clear; the mind moves with astonish-

ing rapidity and accuracy. But, after all, it is only fitted to win in the mad scramble for the best positions. How often the only aim of our education is to enable us to harness the toiling millions to do our bidding.

Such an education only adds to the individual's and to the nation's danger. No; the needs of the times are not a cold, clammy intellectual training. An education that divorces itself from the religion of Christ is more than futile. We bow in respect to Plato, Bacon and a score of others. But Christ is the central figure of history. He is the central figure of pedagogy. He is the foundation upon which all true education must rest.

Then, as we strive for success, as we strive to prepare ourselves to lift our pupils into a higher life, can we afford to absent ourselves from the Sabbath afternoon prayer meeting? Can we neglect the study of that beautiful life, the sublime lessons He taught, the wonderful methods He employed? What wisdom, strength and inspiration are gathered in that brief hour! Teachers taught of the world's greatest Teacher.

"THE FAILURE OF POPULAR EDUCATION."

PRESIDENT ELIOT, of Harvard, has been writing some sweeping statements on the "Failure of Popular Education."

No one will contend that our public school system is all that can be desired, or that we are satisfied with it. An intelligent, manly criticism coming from President Eliot is very much to the point. But this gives us an opportunity to inquire what the colleges are doing for our country. Is Harvard running so precisely upon true educational principles, so closely in touch with American institutions that her president can spare so much of his valuable time swinging the common schools into line? Is college education all that we might hope for?

Ten years ago Harvard's most eloquent son, in the ripeness of his years, came back to her halls to tell her that college men show a lack of a distinctive American character, a love for things foreign, a chronic distrust of the people. Instead of leading in the great agitations that stir our country to its foundation, they stand aloof, or scorn at what they are pleased to call a vulgar and dangerous interference by incompetent hands with matters above them. Said he:

"Book learning does not make five per cent of that mass of common sense that runs the world. Two-thirds of the inventions that enable France to double the world's sunshine, and make Old and New England the workshops of the world, did not come from colleges or from minds trained in the schools of science, but struggled up, forcing their way against great obstacles from the irrepressible instinct of untrained power. Her workshops, not her colleges, made England for a time the mistress of the world; and the hardest job her workmen had was to make Oxford willing he should work his wonders." Herbert Spencer, speaking for England, says essentially the same thing.

However great the "Failure of Popular Education," it has at least remained true to the simplicity of American institutions. It can boast of no hall, as Harvard can, with an aristocratical constituency that says to the poor boy, "you cannot enter here!" that has only a jeer for honest labor. It has not yet learned to shower all its honors on the athlete of the Sullivan type, while it sends industrious study a beggar by the wayside. It has ever nestled close to the heart of our nation. All that our country has accomplished, all that it can hope to accomplish, it owes to what our leading college is pleased to call a "failure." We commend to Harvard the words of one of her own alumni, speaking before the Columbian Educational Congress, "it is my deliberate opinion that the three hundred odd colleges in the United States could be obliterated without perceptible change in the forward march of American progress."

But education does not consist merely of intellectual gymnastics. There is an education that is more dangerous to a republic than ignorance itself. Greece and Rome did not fall victims to poverty and ignorance, but to the licentiousness that always accompanies great wealth and superficial education. The French Revolution was a legitimate protest against the tyranny of the "refined" classes of France. George W. Curtis declared that "the wrongs and crimes in the annals of the race, the wars that have wasted the world and desolated mankind were not the work of the masses, but of the upper classes." Ignorance is a national danger, but more dangerous still is the corrupting power of immense wealth and a "higher education" that gathers up its garments scornfully about it and looks askance upon republican institutions. Wealth and such a higher education are not the soil upon which democracy thrives. Is it not well that the democracy of this land should keep a studious eye upon the spirit of our colleges?

'94'S RECEPTION.

TO the class of June, '94, belongs the honor of being the first class in the State Normal College to effect an organization at the beginning of the term, and extend the "freedom of the college" to entering students. The invitation given to the faculty, students of the college, and high school for Saturday evening, Oct. 7, was accepted by the majority of the invited, and many regrets for inability to be present were verbally sent.

The guests were welcomed at the threshold of the reception hall by a committee and were introduced to the receiving members of the class. The cordiality of both these committees revealed the spirit which pervaded all the '94's, and even the stranger found many who were pleased to greet him.

To one familiar with the kindergarten rooms by day, the transformation at night was a marvel. With the use of portieres, rugs and lamps, the rooms and the court adjoining took on a home-like appearance that banished all thought of the wonted daily routine.

The tiles of beautiful autumn flowers standing about the room, and the red and green foliage decorating the walks lent the charm of a sylvan scene. The middle room gorgeous in red, white and blue called forth many patriotic sentiments. For those who wished to retire "far from the madding crowd" there were cosy nooks where many quiet talks were enjoyed and many confidences exchanged.

The court seemed the favorite place of assembly, and judging from the confusion of sounds that emanated therefrom, the students of the college are well versed in the art of conversation.

A pleasant variation in the evening's entertainment was the singing of college songs, which, senseless as they are, have a ring that always fires the soul of the college man and woman. Many of last year's students and friends in the city were present and were heartily welcomed. In addition to the fact that the evening was an occasion for social intercourse among acquaintances, the new junior class was given an opportunity of meeting their fellow students and knowing them socially.

The class of '94 may congratulate itself on the success of its first "at home," and be assured that another of these pleasant functions is anticipated by those who attended its inaugural reception.

THE PHI DELTA BANQUET.

ON SATURDAY evening, September 30, the Alpha chapter of the Phi Delta fraternity held its first banquet in honor of the new fraters who were that evening initiated into the mysteries of the order.

At 9:30 the fraternity assembled at the festive board and proceeded to do ample justice to the tempting array provided by C. H. Zautner, the popular caterer.

After disposing of a part of the many good things Mr Zautner had provided, the brothers sang the fraternity song, "Our Dear Old Phi Delta," and G. A. Brown, president of this chapter, assumed his station as toast master, and the flowing bowl went round while Mr Brown, in a few well-chosen words, made an address to the fraternity, and ended with the first toast to the "Delta Omega," which was responded to by G. C. Streeter in a manner which left many in doubt as to whether the charms of sorority or fraternity had the greater hold in his heart.

The next toast, the "Phi Delta," was ably responded to by G. R. Green, who showed both ready wit and originality.

Samuel Slawson, in response to "Our Married Men," gave a glimpse of how large a hold his better half has obtained in the few brief weeks of their married life.

Next, Mr Spicer responded to the toast "Man wants but little here below, nor wants that little long," showing his partiality for good things done up in small packages.

Prof. Race, of Crown Point, made a short and appropriate response to "The Alumni Phi Delta."

Next, Mr Stanbro gave his impressions of the "Phi Delta's First Banquet," and Mr McLaury graphically described his experience "Riding the Goat."

Mr Sleight spoke very enthusiastically in response to "College Fraternities," impressing all with their advantages and their necessity as an adjunct to colleges.

Last, Mr Losey gave his "First Impressions" of the fraternity, and we hope all will be as pleasant.

After the toasting was over, the brothers sang college songs until they woke the slumbering policemen three blocks away, after which the chapter disbanded and the members departed with many pleasant remembrances of the occasion.

DELTA OMEGA RECEPTION.

THE warm cordiality, without too much formality, characteristic of the Delta Omegas, was well displayed on the pleasant occasion of an informal reception given Friday afternoon, September 22, in their room, the kindergarten.

The blinds being closed tightly, daylight, as well as street spectators, was shut out, and the room lighted artificially, and prettily arranged for the occasion.

After some time had been devoted to introductions and social conversation, light refreshments, consisting of lemonade and wafers, were daintily served, after which those delighting to "trip the light fantastic toe" took possession of the floor, and dancing was enjoyed until the adieus were said, and the guests departed.

Contrary to the usual custom of the society, which has been to hold an open meeting at the beginning of the year, this reception was given; and though the first, it was acknowledged by all a success, and the guests went away feeling that they had been warmly received and welcomed by the Delta Omega Society.

AN APOLOGY.

WE would herein express our regret that in the September issue the members of the kindergarten training class of last year shared their oft-lamented fate, "forgotten," and were unintentionally omitted from the list of '93's GRADUATES.

Knowing their locations, we will give them in this issue, and trust we are not too late to obtain pardon for the oversight:

Helen C. Arnold..... Dolgeville, N. Y.
 Anna McBride..... Greenbush, N. Y.
 Louise Sanford..... Niagara Falls, N. Y.
 Maude Stewart..... Cleveland, Ohio.

ALUMNI LETTER.

COHOES, Oct. 10, 1893.

DEAR ECHO.—As we feast our eyes upon nature's gorgeous display these beautiful October days, we are at once pleasantly and painfully reminded that Father Time has made rapid strides since we, the class of '93, broke ranks and realized that we were henceforth to be deprived of the inspiration to be obtained only by daily personal contact with our *Alma*

Mater. We watch the daintily tinted leaves yield to the gentle zephyrs as with a silent good-bye they leave that which has been their source of life, strength and beauty to be wafted hither and yon to further fulfill nature's plan, and again another of the close analogies between life and nature presents itself. Particularly is this true as regards the Normal student. How often have we silently lived again those days when we felt the great need of the best possible equipment for our chosen work.

We entered the college not with the feeling that the common school diploma for which we labored so many years was useless, but with a realization of the fact that we were living in an age which demands even greater qualifications on the part of an instructor than was considered necessary in the days of our forefathers, when the schoolmaster was a combination of janitor, choirmaster and spiritual adviser. And then, too, if no other incentive presented itself, the one is ever before the feminine portion, at least, that at the end she may have the blessed privilege of holding a life certificate for work in her beloved profession.

However incompetent and discouraged we felt when we first entered those classic halls, many of us took courage when we heard some one whisper that not always the one possessed of the highest scholastic ability succeeded best in the professional field. In due time it became our great pleasure to be honored with a personal acquaintance with that famous Method family, whose presence we soon found to be the secret of success of the institution. Particularly do I recall one charming member of the group, whose greatest delight consisted in leading those who were not happy in the possession of a complete encyclopedia to supplement our poor, insufficient geography, through green valleys, over snow-clad mountains, pausing now and then to make a more vivid picture, with a description of some ancient village, where it became necessary to halt for rest. How delightful were these stories of those dwellings, customs and costumes of the quaint lads and lassies. These were made doubly instructive and attractive oftentimes by the bright crayons so effectively and artistically used.

Doubts often presented themselves as to the possibility of making a practical application of

many of the excellent ideas brought forth. How often have we seen the teacher who has been successful in his own estimation along a particular line hold tenaciously to his way of thinking and doing. He could not see wherein the new excelled the old.

Methinks I hear one ask "Were all converted?" Did all readily yield to the new ideas? No! nor would such a course lead to the best results. It is not possible that any one person can fix a law which shall prove the best way for every person and under all circumstances. But in the discussions provoked by the differences of opinion did we often realize the greatest factor of development. And it is this broadening of mind and soul by contact with the same which is to tell on future generations.

This has been a year favorable in the extreme for making broad-minded, unbiassed men and women. Who can spend one day amid the splendors of the "White City" and not be overcome by the mind's capacity for attainment? And at the same time be prompted to exclaim, "What is the limit of its power and possibilities?"

How many times we thought we had reached the limit, when the order came to again write one of those model sketches. But when we saw how well John behaved, and how readily Mary caught the idea, the mist began to clear and brightness came to fill the place of chaos. But how often did we pause and wonder if we should ever have the pleasure of meeting any of those ideals when we had left the fountain-head of life and inspiration. Well, we wonder no more. More than one-tenth of our first school year has passed and an opportunity to test, to a small degree, newly acquired theories has been ours to enjoy. And were an experience meeting possible, what tales would we hear. Of failures to always proceed logically and systematically — of the dreadful specimens of humanity to be found in the border schools — the mischievous boys, the talkative girls — the children who cannot distinguish *do* and *re*. But, equally balancing these, I fancy would be heard the happy exclamations of delight from the lips of the true teacher who does not allow the clouds to hide the sunshine, and, seeing in every child something good, is ever seeking the development of that good part.

But if, amid the babel of experiences, a voice, however weak, should propose a round of cheers for the good old college days, how quickly would we lay aside school, with all its pleasures and trials, and join in one prolonged hearty cheer for the S. N. C.

JESSIE OWEN, '93.

THE PHI DELTA ELECTION.

The officers elected by the Alpha chapter of the Phi Deltas for the quarter ending November 11, are as follows:

<i>President</i>	G. A. Brown.
<i>Vice-President</i>	Frank Stanbro.
<i>Secretary</i>	Samuel Slauson.
<i>Financial Secretary</i>	G. C. Streeter.
<i>Treasurer</i>	John McLaury.
<i>Chaplain</i>	Myrtus R. Spicer.
<i>Marshal</i>	Hazlett J. Risk.
<i>Inner Guard</i>	Geo. R. Greene.
<i>Outer Guard</i>	Chas. M. Frost.

ECHOES.

RECEPTION.

Society festivities.

Don't wait to be solicited, but leave your subscription at the ECHO Office.

The institute season has opened and the services of our faculty are again in demand.

The first meeting of the graduating class of June, '94, was held Friday, September 29.

The Euterpean and Cantica Laudis have been laid on the shelf, and replaced by the Student's Hymnal.

A party of eighteen young ladies of the entering class visited the iron works at Troy, Tuesday, October 2.

The ECHO is largely indebted to H. P. French for information concerning the whereabouts of our alumni.

In place of glee class on Fridays, all the students now assemble in the model chapel to listen to general talks on department from Pres. Milne.

Music is being taught in the high school by pupil teachers. The department has been divided into four sections, each reciting once a week.

Eight of our students witnessed the foot ball game between Williams College and the Laureate Athletic Club at Troy, Saturday, September 30.

Notwithstanding the inclemency of the weather many of the students witnessed the unveiling of the King Fountain in the park, Friday, September 29.

A bit of advice to the young men, given by one of the critic teachers a short time since, was indirectly to marry; we offer this as a warning to our pretty young ladies.

No more "standing in front of the ice cream saloon," after six o'clock, as the "rules," otherwise known as "instructions to landladies" were sent out, Friday, October 6."

Cheek grows with age, as was evident when the doors of 305 were closed and locked, and not even the college faculty admitted without the password.— Thus behold the present Physics Method Class.

Dr. Riggs' brief pastorate at the Madison Avenue Reformed Church last winter was highly appreciated by the Normal students in attendance there, as was shown by their eager return to hear him, Sunday, October 1.

To the Delta Omegas,— Beware. The kindergarten is an unsafe repository for official books and records at all times, and especially when the esteemed and scrupulous Phi Deltas meet on the self-same evening in the self-same place.

PERSONALS.

MR WOODWORTH is on the sick list.

Dr. Milne attended the Indian conference last week. A sister of Miss Aitkins from Johnstown spent Sunday in town.

Miss Roberta Cochrane returned to college the first of the month.

Miss Corkerdale has gone to her home in Newburgh because of illness.

Miss Sadie MacGowan has been suffering with an attack of "La grippe."

Mr Samuel Slauson was called home October 7, by the death of his brother.

Miss Grace Jones has discontinued her school work this year because of ill-health.

Mrs F. J. Bartlett and children returned from Warsaw, N. Y., Friday, October 6.

Miss Mary Boughton's father and uncle, of Mariner's Harbor, spent Sunday with her.

Prof. Myron E. Scudder, of the Board of Regents, visited the college, Friday, September 22.

Mrs W. C. Windsor, of Canaseraga, is spending a week with her sister, Miss Edith Holliday.

Miss Mabel Taylor, of Port Jervis, was the guest of Miss Florence Lockwood a week in September.

Miss Mary J. Newman entertained her sister, Mrs Wasson, of Salem, Ore., Thursday, September 28.

Rev. J. M. Sturdevant, D. D., of Aurora, Ill., graced the rostrum in chapel exercises, Monday, October 9.

Prof. J. R. White visited Prin. R. H. Bellows of Fort Plain and Prof. M. E. Newbury of Johnstown last week.

Miss Kate Stoneman and Prof. Wetmore addressed the institute at Rhinebeck during the week October 2-6.

Mr G. N. Sleight attended the centennial anniversary of his *Alma Mater*, Williams College, October 9 and 10.

Miss Mabel Arrowsmith, a former student of the High school department, visited the college Monday, October 9.

Mrs H. A. Curtiss and Mrs C. O. Wilcox, of Oxford, were the guests of their respective daughters, September 16, 17, 18.

James McLaren, of Adams, Mass., and Charles E. Smith, of New Haven, Conn., both students at Yale College, visited our institution Wednesday, October 4.

HIGH SCHOOL NOTES.

WE like the idea of learning to sing by note.

Miss Greason is suffering from a severe attack of typhoid fever.

Mr Morey, a former member of this department, is now teaching in Rensselaer county.

Mr De Voe, a former member of this department, is now teaching near Voorheesville.

The members of the Elite Society always make their meetings very pleasant.

Mr D. D. Fisher, a graduate of '93, is now attending the Albany Business College.

If one were to take notice of the number of compositions that have been written on the "King Fountain," it would seem that this grand fountain has been an object of great interest to the second year class during the last week.

At a recent meeting of the Elite Society, the following officers were chosen:

- President*..... Mr Chas. Kilpatrick.
- Vice-President*..... Mr J. C. Bogardus.
- Secretary*..... Mr R. J. Hotaling.
- Treasurer*..... Mr C. Hallenbeck.

The election of new officers of the Quintilian Society was made at the beginning of the term, and the following were chosen:

- President*..... Miss Lottie Hungerford.
- Vice-President*..... Miss Florence Williams.
- Secretary*..... Miss Setta Eckert.
- Treasurer*..... Miss Grace Shaller.

Many pretty girls have recently joined the Quintilian Society; twenty-six new members were initiated at one meeting. The Quintilians have decided to have a society pin, which will be very dainty and pretty, as it is to be the outline of an oak leaf in gold, with the letter "Q," of green enamel, in the center. At a meeting on September 28, Miss Mae Roff, an honorary member, gave a very interesting account of her visit at the World's Fair. A program of each meeting of the Quintilian Society may be found in room 301.

KINDERGARTEN NOTES.

THERE are fifteen free kindergartens in New York city.

Miss McConnell, of Alabama, visited our department last week.

Misses Saunders and Strain visited the kindergarten October 12.

Miss Lillian Prichard has been ill several days with "La grippe."

There are twenty-three little people in attendance in this department.

On the second Saturday of each month visitors are invited to meet with the association.

We hope in our next issue to announce a popular course of lectures for this department.

A lecture is to be given at the next meeting of the Albany Kindergarten Association, of which Miss Ida Isdell has been elected vice-president.

New York has a kindergarten union similar to the Albany association. This union meets monthly for the mutual improvement of the members.

A new free kindergarten has been opened in connection with the Benjamin Street Mission, to be conducted by Miss Isabel Saunders, of Grand Rapids, Mich.

The Albany Kindergarten Association met here Saturday, October 14. Dr. Gilbert, of the Albany High School, addressed the union on *How to read*. At every meeting hereafter some prominent educator will speak.

Last year Cohoes established a trial kindergarten, in charge of Miss Frances M. Crawford, which was so successful that it has been made a permanent part of the school system, Miss Crawford being in charge, with one assistant.

ALUMNI NOTES.

'74. CHRISTOPHER KELLER is teaching in Mineville, N. Y.

'79. Miss Anna E. Pearse is teaching at Blue Mountain Lake, N. Y.

'87. Miss Nellie Farnham is teaching at Athens, N. Y., and Miss Jennie Potts at Niverville, N. Y.

'88. S. H. Lyman has a position at Cherry Valley, N. Y. R. W. Wickham, now teaching in Greenbush, was greeting old friends at the reception, Saturday evening, October 7.

Miss Cornelia Hasbrook is teaching at Maynard, Mass.

'90. Thos. J. Kivlin is teaching at Echo Lake, N. Y. Miss Mable G. Wylie is another York State Normal, teaching at Maynard, Mass.

Miss Margaret Ruland sways the sceptre at Johnstown, N. Y.

Miss Mary A. Hayden, of Hackensack, N. J., visited the Echo office, Friday, September 22.

'89. Miss Ada J. Riggs, of Albany, called at the college, Friday, September 22.

The friends and classmates of Mrs. Olivia Avann Wilbur will regret to hear of her death which occurred the past summer.

'91. Miss Helen E. Randall teaches at Johnstown, N. Y., and Miss Cora A. McKown, at Carthage Landing, N. Y.

C. H. Anthony made a hasty call at the college, Thursday, September 28.

'92. Ernest E. Daring has recently returned to college for the classics.

Mrs. T. Cramer, *née* Miss Sophie Ammenheuser visited the college, Thursday, October 5.

Miss Mary Worrall has a position at North Bennington, Vt.

Miss Maud Tallman has a position at her home in Nunda.

Miss Alice J. Nichols is another *alumni* at Johnstown, N. Y.

Miss Ella G. Houghton is teaching at Lansingburgh, N. Y.

Miss Mary Keeler represents our institution at Milton Center; Miss Jennie Rathbune, at Newtonville; Miss Agnes D. McCarthy, at Oliveria; Miss Anna M. F. McCann, at Pleasant Plains; Miss L. Belle Whitbeck, at Tonawanda; Miss Margaret Hefferman, at Reedstown; Miss Mary J. Gladstone, at Hunter; Miss Frances M. Streever, at East Berne; Miss Cora M. Roy, at Lansingburgh, N. Y., and Miss Ida E. Clark, at Bohemia, N. Y.

Miss Elizabeth J. Dunham will sail for Europe the latter part of October.

'93. Miss Nellie Blood was shaking hands with old friends at the Normal, Tuesday, October 3.

Miss Jessie Sherman was seen in the halls at recess, Thursday, September 26.

Russell H. Bellows was in the city a few days in September.

Raymond E. Brown visited familiar scenes and places, Saturday, September 30.

The ECHO is pleased to hear good reports of our alumni in Margaretville, and acknowledge with thanks their remembrance.

An interesting letter has been received from Daniel Jordan, who is teaching his native tongue in two private preparatory schools in New York city.

Miss Catherine M. Rider made a short visit with friends in the city, Saturday, October 7.

Miss Jessie Owen and Mr. Edward B. Harris were among the guests at the reception, Saturday evening, October 7.

We regret to announce that Miss Anna Belle McBride has been compelled to suspend her work in Greenbush owing to illness.

EXCHANGES.

"OUT OF SIGHT — out of mind," is an old adage and yet we hope that this is not the cause of our having received thus far so few of our exchanges. We have had the pleasure up to date of seeing but three of our old friends for whose coming we so eagerly watch.

"The Progressive School" is with us again full of useful hints and helps to wide-awake teachers.

The September number of "University Herald" contains a very interesting and instructive article on coal mining and also some very good specimens of college verse.

We would suggest to some of our exchanges the idea of putting the date of the issue on the title-page. It would be a convenience in many ways, especially helpful in filing.

The oration on "American Sympathy for the Oppressed," by Rowland L. Davis, and also the one on the "Heritage of the Present Age," by Arland D. Weeks, in the September issue of the "Normal News," are scholarly efforts and well repay perusal.

AMONG THE COLLEGES.

UNION registers seventy-eight Freshmen.

Wesleyan University is to have a new gymnasium. Hazing has again been carried to a dangerous excess at Princeton.

Wesleyan is endeavoring to organize a guitar and mandolin club.

Greek is no longer required for admission to the A. B. course at Williams.

An electrical engineering school will soon be added to the attractions at Stanford University.

The new associate judge of the Supreme Court, Hon. W. B. Hornblower, is a Princeton man.

Leland Stanford University stands first as the heaviest endowed educational institution in the United States. Columbia College ranks second.

Ten thousand four hundred and ninety-nine degrees have been conferred by the University of Michigan since 1841, the year of its opening.

Prof. A. H. Pepper, Union, '87, formerly instructor in the department of modern languages at Rutgers, has accepted a similar position at Union.

Oberlin ranks first among colleges for independence. It was the first to admit women on the same plane as men, and received negroes twenty-eight years before their emancipation.

Williams College began the celebration of its one-hundredth anniversary on October 8, 1893. The festivities lasted two or three days, and consisted of exercises, speeches, orations, teas, lunches, etc., and closed with a grand ball and banquet.

Union is going in for athletics in earnest this year. A training table has been set apart at which the football men will be put on a systematic diet, in preparation for the coming test of strength. The fall athletic field-day will be held at the college grounds on October 20.

EDUCATIONAL NOTES.

THE little college at Rockbridge county, Virginia, founded by George Washington, has educated 37 governors, 80 United States senators and 31 college presidents.

Prof. W. H. Mace, who delivered a course of University Extension lectures before the summer conference at Cambridge, England, will lecture on American History at Rochester this winter.

Ex-State Superintendent Waller, of Pennsylvania, is now principal of the State Normal at Indiana.

In San Francisco, teachers must serve a probationary term of two years before being considered regular teachers.

Philadelphia has discarded the Grube system, claiming that it is opposed to the natural development of the child's mind.

Corporal punishment will hereafter be allowed in Arizona only when administered in the presence of a parent or school trustee.

The meeting of the Association of College Presidents which was to have taken place on September 22 at Syracuse has been postponed until some time in October.

There has been a much larger attendance in the schools all over the State. The fact that the demand for labor is much less, owing to the financial depression, has been given by many as a reason for this.

The Temperance Instruction Law of South Dakota provides that instruction as to the nature and effects of alcoholic drinks, and especially their effect on the human system, shall be as thoroughly given as in arithmetic and geography.

The new principal of the Michigan State Normal School at Ypsilanti is Dr. Richard G. Boone, formerly of the Department of Pedagogy, at the Indiana State University. The Ypsilanti Normal is to be congratulated upon securing the services of so able and efficient a man.

In the name of New York's commissioners, Governor Flower has presented the New York State building to Mrs. Potter Palmer, to be held for the use and benefit of the permanent organization of women now being formed. Headquarters are to be in Chicago.

AMONG THE MAGAZINES.

There are many fine contributions to Scribner's Magazine for October. J. G. A. Creighton, an officer of the Canadian Senate, writes the history of the Northwest Mounted Police of Canada, which is finely illustrated by Frederic Remington. This paper recounts the work of those brave men "whose scarlet tunic for twenty years has been the symbol of law and order" in an extent of territory equal in area to France and Germany. Our popular novelist, W. D. Howells, introduces "The Man of Letters as a Man of Business," and reveals the interior life of the literary profession. He openly discusses the dollars and cents to be gained from a literary pursuit and presents the subject from a point of view not usually taken by the uninitiated public. The reminiscences of Sir Walter Scott, by Robert Stevenson, the grandfather of Robert L., under the title of "Scott's Voyage in the Lighthouse Yacht," makes a unique and striking article. A portrait of Robert Stevenson by T. A. Butler accompanies it.

A new feature of this number is the first article of F. N. Doubleday who tells, from personal acquaintance of the famous French artists, Monvel, Delort, Lynch, Marchetti, Jeannot and Courboin, and illustrates the articles with the work of this group of artists. Joel Chandler Harris describes with vividness a great fox hunt in "The Mystery of the Red Fox," while A. B. First contributes many fine illustrations. "Historic Houses of Washington" are described by Teunis S. Hamlin, who has devoted himself to special research on this subject. Recent sketches of the houses described fully illustrate the article. Will H. Low furnishes the third of the series of "Artists' Impressions at the World's Fair," and illustrates his paper from his own sketch-book. John Kendrick Bang's weird story—Carleton Barker, First and Second—pleases the reader and gives him opportunity for psychological study. "The Copperhead," to be concluded in the November issue, affords glimpses of war times that one cannot gain from histories. H. C. Bunmer's "Shriven" touches upon death in a familiar, light hearted vein that hides sadness beneath it. Duncan Campbell Scott contributes a short story "In Vigier Again," Bliss Carman a quaint poem, "Nell Guy," and Edith M. Thomas and Margaret G. George, beautiful though sad little poems. The uniformity of Scribner's Magazine as well as the notable list of contributors secured every month makes the magazine one of the leading periodicals published.

RECENT PUBLICATIONS.

English Classics for Schools. American Book Company. Boards, 30 cents.

Two copies of the English Classics series, bound in most attractive covers and carefully annotated, are sent us this month. Some excellent features of the "Lady of the Lake," are the glossary defining obsolete words and those which are foreign to the pupil, and the map showing localities mentioned in the poem. An introduction gives a short biography of Sir Walter Scott and outlines the story of the poem. The other copy contains three of the most familiar essays of Emerson: The American Scholar, Self-Reliance, and Compensation. A good likeness of Ralph Waldo Emerson appears on the first page, and the introductory chapter tells a few incidents of his life and discusses his religious belief.

For supplementary reading, language work or literature, these Classics are invaluable, and with such books offered at so small a price, every school can afford to be supplied with the entire series.

The Educational Labors of Henry Barnard. By WILLIAM O. MONROE. C. W. Bardeen, Syracuse.

Prof. Monroe of the Leland Stanford University furnishes a study in the history of American pedagogy from the life of Henry Barnard, the well-known editor of the American Journal of Education. The work embraces an account of Mr. Barnard during boyhood and school days, as State Superintendent of Connecticut, State Superintendent of Rhode Island, Principal of State Normal School and State Superintendent of Connecticut, College President, U. S. Commissioner of Education and Editor of American Journal of Education.

Many interesting facts are gleaned from the life of this foremost of American educators, as well as many facts that serve as incentives to the young pedagogue. The matter is so condensed and well classified that the salient points in the biography of Henry Barnard are covered in thirty-five pages. The book appears in a very pretty cover, and with photographs of Dr. Barnard at different ages, is a most valuable addition to any library, whether pedagogical or otherwise.

A practical Course in English Composition. By ALPHONSO G. NEWCOMER. Ginn & Co., Boston, Mass.

Prof. Newcomer's book is just what the title designates it, "A Practical Course in Composition." The work is intended to supplement the usual grammars and rhetorics and furnishes practice in rules previously learned. While the book is arranged for use in high schools and academies, it is also well adapted to the lower classes in colleges and universities. Models of the several styles of writing are sometimes taken from classic selections, but more often, are the best productions of the students—a merit in its favor. An introductory chapter to the pupil suggests how to find material for compositions. The familiar address of the writer invites the attention, and the pupil at once receives the impression that composition is a delightful subject. The exercises, seventy-three in number, are arranged in three parts and each part is divided into sections. These parts are absolutely perfect in their classification. The topics selected as subjects for written compositions are from the beginning within the pupil's comprehension and he is led by successive steps through all literary departments. The subjects chosen are also original and varied and are, without an exception, thoroughly practical. The author's method bears the same relation to all other methods that objective presentation bears to abstract teaching. The principles of composition are left until the pupil has had some practice in writing, and the formal essay is treated in an introductory chapter in the same colloquial style that runs through the whole book. The entire scope of literary work is carefully covered, while the style is so simple that the pupil seems conscious of the personal instruction of the writer. The student who uses this book is of a necessity enthused with a love of composition writing.

The History of Educational Journalism in the State of New York. C. W. BARDEEN. Syracuse, N. Y.

The editor of the School Bulletin has published in pamphlet form the entertaining and instructive history read at the World's Columbian Exposition, before the Department of Educational Publication of the International Congresses of Education. Beginning with The Academeian, 1818-1819, the writer gives, in chronological order, brief sketches of the various educational journals down to the present time. Mr. Bardeen's wide knowledge of his subject and his personal acquaintance with school journalistic work enables him to present the facts of his subject with comprehensiveness and in a pleasing style. The photographs of some of the prominent editors of the journals discussed are an attractive feature of the article. To the teacher who desires to be informed on the history of educational progress in his own State the paper is especially useful.

Arnold's First and Second Latin Book. Revised by JAMES E. MULHOLLAND. Price, \$1.00. American Book Company.

In his first American edition of this work the author states that imitation and frequent repetition are the principles governing his arrangement. Parts I and II are included in the same volume. The First Part is adapted to the ranks of beginners in the Latin language. The Second Part, containing a Practical Grammar, is a sequel to the First Part and introduces some of the chief difficulties in the Latin tongue. The American editor has merely revised the book, making only those changes necessary to unite the two parts into one volume, adding a few explanatory notes and enlarging and improving the Latin and English vocabularies. The lessons and exercises contain many excellent points,—the vocabulary gives the English word derived from the accompanying Latin word, the exercises are remarkably adapted to the beginner but are progressive and in the later lessons give practice in the more difficult constructions of the language, though they are introduced sufficiently early in the work to enable the pupil to become familiar with these difficulties before the work of translating the classics begins. In the Second Part the studies in word-building are a noticeable point of excellence and furnish a splendid aid in studying the derivation of English words. The exercises for translation are well chosen and systematically arranged by alternating the Latin and English text. This revised edition of a well-known text-book provides an easy way of learning the Latin language.

Vergil's Æneid and Bucolics. HARPER and MILLER. American Book Company. Price, \$1.50.

According to the authors of this work "the object of a text-book on Vergil should be two fold,—to present the facts in the Latinity of the author in as suggestive and accessible a form as possible, and to afford stimulus and material for the study of the poet from a literary point of view." The introduction contains all the principles of syntax used in the first six books of the Æneid presented inductively. The method of teaching the Vergilian verse and the principles of quantity by comparison with the English verse is especially noteworthy. The literary study of the poet's lines is a prominent feature of the text-book. Numerous aids for this study are given in a bibliography,—lists of topics for investigation, an account of the Royal House of Troy, rhetorical studies and copious notes. Among these notes, those giving quotations from Greek, Latin, Italian and English authors for whom Vergil served as a model are exceedingly helpful, and demonstrate to the student the importance of being well versed in the classics. The book has twelve full-page illustrations and many woodcuts, making a most artistic volume, and giving to the public we believe the only text so profusely equipped as to cultivate the aesthetic taste of the pupils. To study from so beautiful a book is a delight to the pupil.

Outlines of Rhetoric. JOHN T. GENUNG. Ginn & Co., Boston, Mass.

The aim of the author in placing his rhetoric before the public is to furnish practice in rhetorical rules by supplementing "at every step with written exercises both critical and constructive." In some points the arrangement of the material shows something of a departure from the usual arrangement. The principles of rhetoric are given in the form of rules printed in the margin and numbered from the beginning to the end of the book; a short explanation accompanies each rule and many illustrative examples are furnished. The rules are expressed with brevity to enable the pupil to memorize them more easily. The exercises are based upon groups of rules instead of single rules. This is an excellent plan, since the pupil must discriminate in order to apply the correct principle; also the sentences for correction call for a constant review of previous lessons. The rewriting of compositions is a unique feature of the book and leads the pupil to a critical study of written work as well as affording an opportunity for the application of principles learned. The Appendix includes a Digest of the Rules, a Glossary of words and forms containing many words and phrases needed in the vocabulary of the pupil. In the method and arrangement the author is decidedly original and displays much inventive genius. As the author says, the "new departures must await the verdict of actual use." We are confident that the plan of the rhetoric will prove a success and that the book will find a ready sale.

BOOKS RECEIVED.

Xenophon's Anabasis—By Harper & Wallace.—American Book Company.

Arnold's Latin Prose Company.—American Book Company.