

# THE Normal College Echo

VOL. II.

ALBANY, N. Y. DECEMBER, 1893.

No. 5

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### THE STAR IN THE EAST.

UP from the east, where the ocean waves wild  
Ceaselessly break on the rock-beaten strand,  
Rising from ocean, shines Lucifer's light,  
Guiding Aurora, who shines o'er each land.

Bright is her coach, drawn by milky-white steeds,  
Rosy her fingers, and flowery her way;  
Gently she parts the dark curtains of night,  
Through drives Apollo — the god of the day.

Star in the east, thy clear light is a blessing,  
Heralding daily the beams of the sun,  
Shining afar through night's dark, gloomy cavern,  
Bringing fond hope to the soul of each one.

Out of the east, in the year of our Lord,  
Shepherds at night saw a star bright and clear,  
Angels sang loudly,— "A child is now born,  
Saviour of men — peace on earth — do not fear."

Kneeling they prayed, and the angels bent low,  
Gladly they welcomed the new Light of Day.  
Christ came to earth and the word was fulfilled,  
Eagerly sought they the babe where He lay.

Star in the east, with thy love-kindled beam,  
Shine on forever, the world needs thy light.  
Herald of life, rouse our souls from their sleeping,  
Raise them to God, till they rest in His sight.

JAMES ROBERT WHITE, *June*, '93.

### MARY'S LITTLE LAMB.

An Annotated Edition for the study of English Classics.

BY BO PEEP.

#### Prefatory Note.

The name of the writer of this poem is lost among the myths of antiquity. Indeed one school of critics contends that the production is that of many minds rather than of one author, and that the parts were cemented together by some master genius of a succeeding age. Evidently this idea is simply copied from a similar theory about the Iliad. We contend for the doctrine of unity of authorship. Yet the poem has doubtless been polished as it passed through the poetic mind of the ages; and had we the earlier forms of the work, the prototype would probably differ as much from the present readings as do the earlier and later forms of Chevy Chase. The rythm of the lyric is simple. No metrical index is needed, further than for the first line, which is slightly defective :

Ma | ry had | a lit | tle lamb.

It was a most felicitous conception, that of making this poetic story of a dainty quadruped begin with a line of four small feet. There is a pleasing, but perhaps an imaginative tradition that the lamb became a pet from having a fore foot injured in infancy, and that the first foot of the poem was made defective as a delicate reference to that fact. The metre of the poem is so perfect that the syllables, tripping from short to long, seem to photograph in fancy's mind the skipping of the lamb.

#### Text.

Mary<sup>1</sup> had<sup>2</sup> a little<sup>3</sup> lamb;  
 Its fleece was white as snow;<sup>4</sup>  
 And everywhere that Mary went,  
 The lamb was sure to go.

It followed her to school one day,  
 It was against the rule.<sup>5</sup>  
 It made the children laugh and play<sup>7</sup>  
 To see the lamb at school.

And so the teacher<sup>8</sup> turned it out;  
 But still<sup>9</sup> it<sup>10</sup> lingered near,  
 And waited patiently<sup>11</sup> about,  
 Till Mary did appear.<sup>12</sup>

#### Notes.

1.—*Mary*. We give the common reading. Many older editions have "Lucy." In fact the oldest MSS., written on parchment and owned by the State Breeders Association of Sackett's Harbor, have "Lucy." A Vatican edition makes the name "Jennie," but the "ie" is evidence of modern interpolation. Such nomenclature is expected in the catalogues of academies, and female seminaries, but is decidedly out of place here.

2.—*Had*, i. e., possessed; not, of course, in law, for Mary was a minor. Her pa was the real owner; Mary, as far as the lamb was concerned, standing *in loco parentis*.

3.—*Little*. One commentator objects to this word as tautological, used in connection with lamb. We cannot agree. The popular conception of lamb is mainly gained from the market. Taking into consideration the mastodonic bones found in the lamb from the butcher's, the word is not useless.

4.—*Snow*. This simile is the only ground for the theory that this poem is by the author of "Beautiful Snow." It is not a safe conjecture.

5.—*Followed*. This is strikingly true to nature. The lamb follows; it never leads; it is your true partisan; it is no mugwump.

6.—*Rule*. This line causes the critics trouble. It is improbable that the teacher, foreseeing such an event, should have formed a specific regulation against the bringing in of lambs. To get over this objection, certain commentators argue that the teacher, after the dictatorial manner of his kind, promulgated an *ex post facto* law to cover the case. More likely the teacher, having been bothered by pets, had passed a resolution prohibiting four-footed animals of any kind; this rule would have been binding in case of sheep.

7.—*Play*. Dr. Wolf, in commenting upon this passage, cites the expression, claiming that while the children would naturally laugh, they would not play (*i. e.*, play tag or truant, *et al.*) any more on account of the sheep's presence. He suggests the emendation:

"The pupils amusement did display." But this reading lacks the Anglo-Saxon fire of the original. Evidently the criticism of the learned doctor is captious. A tendency on the part of the Wolf to censure the lamb dates as far back as Æsop.

8.—*Teacher*. It is generally accepted that this was a male teacher; tradition says so; the context infers it. We are distinctly told that the teacher himself turned out the lamb. A woman would have stood on the desk and had one of the big boys do the "firing." The story that the teacher afterward went to college, received a diploma printed on this very sheep's skin, and came back to marry Mary is romantic, but not trustworthy.

9.—*Still*. Some editors try to twist this word around, construing it as an adjective used in the predicate; thus it would be that the lamb loafed about in a quiescent state. It is far better both logically and zoologically to take the word as meaning *notwithstanding*, and allow for any amount of bleating.

10.—*It*. The continued use of the neuter pronoun shuts off speculation concerning the gender of the lamb, whether it was male or female, or *whether* it was not.

11.—*Patiently, et al.* The pathos of this passage is touching; it brings out the deepest sympathy for the lamb. During the struggles of the patriotic tariff tinkers in the congressional lobbies, this martyr-like spirit of the juvenile South-Down is often cited as the strongest argument for the higher protection of the wool.

12.—We conclude the text here. The story is told. Other stanzas are sometimes published

in editions of the poem they contain a sequel; but they add nothing of literary value. They are tame. Here is one :

"What makes the lamb love Mary so?"  
The eager children cry  
"Because she loves the lamb, you know,"  
The teacher did reply.

This smacks too much of Sunday-school literature. To such talk from the teacher, the youngest freshman could have replied, that the converse of a proposition is not always true; and any fond but rejected lover would have rebuked him for his unnatural reasoning. Indeed, if we are to admit such stanzas to our editions, we might as well close with something like the following :

"And why to it said you 'ha-ha'?"  
Inquired the teacher stern;  
"Because it said to us 'bah-bah'"  
The pupils did return.

E. E. RACE, '93.

#### MY SNOW-CHILD.

I cannot find the snow-child  
I made the other day;  
My pretty little snow-child,  
She must have blown away.

I carved her from a snow-drift,  
And oh! I took such care  
To shape her trailing garment,  
And smooth her floating hair.

She held her arms toward me,  
Her lips, they almost smiled.  
I'm sure, I'm sure she loved me —  
My beautiful snow-child!

Did she think I wasn't coming,  
It rained so yesterday?  
And was she tired waiting  
For me to come and play?]

I've searched in every corner —  
Oh dear! what shall I do?  
Come back my little snow-child,  
Come back and take me too.

H. S. D.

#### DOES IT MOVE?

A FEW centuries ago a mad star-gazer said of the world, it moves, and for many years there were scoffing by many and serious consideration by a few. The gist of much current discussion was, "Does it move?" Many learned doctors, with fine drawn logic, demonstrated that it did not move, could not move. Meanwhile, diurnally and annually the earth and all the solar system, the universal world to the unlimited fathoms of space were sweeping through their

mighty circuits expressing the great laws that lay beyond the ken of these little minds.

To-day we smile at the ignorance of these people, but the question is still with us, having passed from its physical to its spiritual aspect. The question is still agitated, "Does it move?" And, although the Galileo of the Nineteenth Century from his watch-tower tells of the great progressive forces that govern life, and although the modern Columbus sailing the seas of thought through the darkness of superstition tells of a shore toward which humanity is sailing, many deride, some dare to hope, and a few strong and positive spirits speak words of strength and exultant prophecy to their fellow-men.

We have the question in various forms: "Is life a failure?" "Has there been so great a poet since Homer, any art to equal Greece?" Our magazine articles discuss, "Is there actual progress in society?" Decadence in this century? Lately there has risen in Europe a wail from a misanthropic perverter of Buddha's teaching telling how the world is "Drifting Backward to Nirvana." If we are drifting backward, life is worse than a delusion. It is the vile torture of a cruel force that has created us; at best we are living on the deadening perfume of an empty vase. But truth from the inmost soul cries, no — a thousand times, no!

It is incomprehensible how life can be so radically, indeed so wilfully, misjudged. If we would have an adequate conception of the trend of present-day influences, we must understand the past. History and social phenomena, indeed, present much to confuse even the clearest understanding. The growing activity of the human soul is a thing of such marvelous complexity, so many counter-currents of resultant causes clash, there are so many periods of out-flashing light, so many dark, downward revulsions, that history reads like a strange, inexplicable chimera. But, although there is so much to puzzle one, this truth we must deduce from the study of the world life, that it moves naturally and mightily, although so slowly that faith sometimes falters. But consider the history of creation from the time the universe was a floating vapor to the time of

the last earthquake. What could be more stupendously slow? Yet do we ever think of complaining of the order of beautiful development we see there?

How infinitesimal is even the existence of the human race compared with the age of the world? How young is the world compared with the universe?

If we measure our patience by years or centuries, what do we know of time? Of what consideration is time in the accomplishment of great purposes? Shall it take longer to evolve a world than to evolve man who is to dwell thereon and subdue it? The universe had its ages of chaos, darkness, wild strugglings, and seemingly destructive outbreaks and upheavals. Shall the human soul be perfected with less struggle? Which is the greater consummation, a physically developed world or a spiritually developed humanity?

If we fail to see the progressive principle in all things, the whole meaning of life is perverted. If that which has been is that which shall be, and there is no new thing under the sun, then let us worship the past and keep our heads over our shoulders but hope for nothing better. But such an attitude contradicts the fundamental necessity of our being. The living present is all that can avail for one, not the life that has been. Why set the past above the present? There is absolutely nothing that is or can be attained in life that is a final end in itself. What is the mission of any excellence but to produce a higher excellence?

Let those who stand in the dark corners of the earth, not, alas, few nor hard to find, and who raise their voices in a retrospective wail over the "good old days," look ahead on the earth. Think of the binding interests that in the last century have sprung up between nations, classes, and individuals. See the sweeping ties that unite all civilized humanity in these days, and are stretching on and laying their grasp on savagery. We annihilate space and time. Considering social life, where has there been such an awakening to the brotherhood of men, such a broadening spirit of humanity?

The greater regard for the oppressed, the larger spirit of love and happiness, the consideration for childhood, the higher education of women, the desire to relieve the poor, to bring light and beauty into lives that know only toil, the endeavor to open the unawakened masses to the same sources of culture that the highest enjoy, the national liberty, the freedom of thought, and the growing inclination of all

classes to think, are all the outcome of our modern civilization.

Look ever forward. Comprehend life in its large and vital meaning. Because a great thinker, an artist, or a poet lived in a past age, do not say wisdom and beauty culminated there. Do not say because in the past one of great virtue and spiritual force inspired the world, that truth and religion culminated there. What do you know of the possibilities of religion, which has been defined as "The life of God in the heart of man," or "The culmination of truth?" Study well the forces that led to the production of these points of excellence, and remember that laws of development are not for one age and absent from another, but that they run through all lives, that they have given us a present where all this venerated past is ours, a present with an excellence which continually increases and foreshadows an unlimited future.

Remember that life and development, being and progress are inseparable. Ever be ready to hold your beliefs more and more inclusively. Belief is not necessarily truth, and as belief is to truth, so is being to becoming. Be not satisfied with being, but be ever eager for becoming. Be copious, vehement, spiritual, bold, place no limit to life or any entity of life, for the universe is his who can take it. Let every human soul make this truth his most vital faith as he works in and for the world.

"Yet I doubt not thro' the ages one increasing purpose runs,  
And the thoughts of men are widened with the process  
of the suns."

H. W. B., '95.

#### A CHRISTMAS CAROL.

FAIR LUNA clad in bright array  
Usurps the place of vanquished day,  
And stars, the torches of the night,  
The vaulted heavens fill with light.

Sleep's mantle o'er the slumbering world  
In sweetest mercy is unfurled,  
And mortals, fevered with the strife,  
Forget in sleep the cares of life.

But lo! beneath the stars' kind light  
The shepherds watch their flocks by night,  
And, kneeling lowly on the ground,  
Adore the Saviour newly found.

O carols sweet by seraphs sung!  
Thy tidings through the years have rung,  
And man by sin and wrong debased  
Has found in heaven a resting place.

C. E. L.

## CHAUCER'S LOVE OF NATURE AND OF MAN.

OF all the renowned poets given us by our great language, of all the noble characters found among men of letters, there are none of whom the English-speaking race can be more proud than of Geoffrey Chaucer, the gentle poet who wrote in the earliest dawn of English literature, the great man whose whole soul went out in a deep love to Nature and to man, and who first caroled forth his delight in them in sweet, melodious strains. Unlike the modern poets, Chaucer does not analyze his feeling toward Nature. He seeks for no hidden soul beneath her glories, but gives us only the direct impression made on his senses — "senses as open and delicate as a little child." The truth and freshness of his morning pictures have been aptly compared to the celebrated "Castle Landscape" of Rembrandt. We seem to see the rosy light creeping slowly over the velvet uplands, and to feel the buoyancy of the cool air. We listen while

"The busy lark, messenger of day,  
Saluteth in her song the morning gray,  
And fiery Phœbus riseth up so bright,  
That all the Orient laugheth of the light."

Another important phase in Chaucer's love for nature is his affection for birds. He rejoiced in their coming that heralded the bright spring, and delighted to watch them flitting in and out of their bowers, calling to their mates, and singing so blithely in the wood that it rang

"Like as it should shiver in pieces small."

Not only in tender appreciation but also in faithful observation this fourteenth century author may well be compared with Thoreau and John Burroughs. Winter with "sword keen and cold," and "large black nights" could not attract his gentle spirit as could dainty Spring. The ocean and mountain had little charm for him, yet with rare fidelity to nature, he studied and interpreted every varying mood of gloom or grandeur. His "Wan Sea" has a savoring of the true Anglo-Saxon element of awe and superstition.

Gladly we turn to the peaceful seclusion of characteristic English homes and their surroundings. The fair dwelling of the Reeve, situated on a heath, and shaded by green trees; the

hamlet — so poor that it might almost be called a stable — which sheltered that bundle of patient matronly virtues, Griselda; the baronial castle with its old-fashioned garden in which "sweet Emily" walked — all are vivid, all homelike.

Much as Chaucer loved Nature it did not crowd out from his heart and life a deep affection for man. In that motley array of pilgrims, journeying along in jolly fellowship to Canterbury, there was not one with whom he did not speak between sundown and bedtime. What cared he whether they were gentle knights or poor ploughmen? It was enough for him to know that they were men, with human joys, loves, and sorrows. He took them as he found them, laughed at folly, condemned wickedness, pitied suffering, and praised goodness.

It is his power of sympathy that makes his satire so kindly. His humor is genial, and peeps out at us in all his stories, making us laugh in spite of ourselves at what may be our own failings. We almost see the twinkle in the poet's eye as he introduces a certain gallant knight who had made a journey to find what the gentler sex liked best in the world. We listen to the long weary search among the people of many countries, and anticipate the result — that everywhere the most pleasing thing to women is to have sovereignty, as well over their husbands as their lovers, and to be first in mastery.

In the true humorist, it is said that humor and pathos go hand in hand. Chaucer was highly sensitive to the bitterness and dissonance of life, but mingling his laughter with his tears, he accepted all things in childlike trust, and as a result his characters are immortal.

The lesson of this poet is not merely one in philanthropy or benevolence, it is one in practical democracy, in the value and sacredness of the common, the near, the universal. The tales of humble life so faithfully drawn, and springing from a nature rich in human love and sympathies, could not fail to broaden the minds and interests of the people of the fifteenth century, and kindle in all hearts a more kindly feeling toward the poorer classes. "He hates without bigotry; he loves without folly; he worships without idolatry."

As we study the works left us by Chaucer, as with him we wander into realms of quiet and delight, more and more do we agree with the great poet who sung long years ago:

"Dan Chaucer, well of English undefiled,  
On Fame's eternal head-roll worthy to be fyled."

ELOISE C. WHITNEY, '95.

THE  
NORMAL COLLEGE ECHO.

PUBLISHED MONTHLY BY THE STUDENTS.

Terms.—\$1.00 per annum, in advance; \$1.25 when not paid by  
February 1st; single copies, 15 cents.

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Contributions and items of interest are earnestly solicited from students, graduates and others.

In accordance with the U. S. postal law THE ECHO will be sent until all arrears are paid and notice of discontinuance is received.

Address matter designed for publication to the Editor-in-chief, business communications to the Financial Editor, NORMAL COLLEGE ECHO, College Building, Albany, N. Y.

WEED-PARSONS PRINTING COMPANY, - - - PRINTERS.

EDITORIAL NOTES.

HAVE you been to the new observatory?

THERE seems to be an unusual amount of midnight oil burned this year.

WHEN you see a number of students wearing chrysanthemums into chapel in the morning, just understand that some one has given a party the evening before.

THE ECHO rejoices as from time to time it hears of the successes of our alumni. We also highly commend that spirit that aids another in securing a position.

THE interesting communication to the readers of the ECHO, "A Visit to Elephanta," is from Miss Christina H. Lawson, June, '86. Miss Lawson is connected with a mission school at Bombay, Hindoostan.

THIS year the S. N. C. will have no commencement exercises in February. The students who complete their course at that time will receive their diplomas in June. The societies, however, will give their customary mid-winter publics.

THE ECHO is preparing for each delinquent subscriber a Christmas gift which shall consist

of a bill for \$1.25. If you do not wish to receive such a reminder you may avoid it by promptly remitting \$1.00 to our business manager.

ONE of our students from the country saw the other day on a street car the placard: "Skating in the park." He thought the authorities were remarkably kind to inform the public where pleasure was to be had free of charge. Then he learned that the street-car company was setting a trap to "ketch" an honest nickle.

SHOULD a principal or superintendent come into the class-room and take the class out of the hands of the teacher? No! In so doing he defeats the very end that he is supposed to accomplish. Any man can conjure up a few "wonders" that will startle and win the admiration of the class for a single recitation. But the principal who will do so at his teacher's expense stoops to an act beneath his position. He destroys every particle of confidence that the pupils may entertain for their teacher, and he places before her an obstacle almost impossible for her to overcome.

EVERY student should make the vacation a time of rest; if you have used your time judiciously there will be no occasion for spending your vacation in study.

A TEACHER should never forget there are rights, inherent to the pupil, which he or she is bound to respect. There is a point beyond which the teacher may not pass. There are limits at which the right of the teacher to dictate ceases, although his right to advise remains. Do you always respect those rights?

REGENTS' REPORT.

A FEW days ago the Hon. Melvil Dewey issued his report as secretary of the board of regents. This report makes a fine showing in regard to the remarkable growth of regents system during the last five years.

The report forms a basis upon which to build a vigorous plea for financial support from the State.

We are told that our common schools exist only through the natural care of our colleges;

that New York stands first in prosperity because of her regents system; that in their last war the German University conquered France; that France during the last quarter of a century has contributed most lavishly for a higher education, and as a direct result, her progress stands the marvel of the nations. He boldly advocates that the whole people should be taxed that a very few may be highly educated.

Every true friend of education is proud of the record that our secretary has made, and all join in supporting him. But does he not ask too much of us when he asks us to accept all of these statements? Do they not carry wide of the truth? Have we forgotten that some of the stars of the first magnitude that our country has lent to the galaxy of nations were not representatives of higher education?

The master mind that led our Revolutionary armies, that made our constitution a reality and stamped its character upon a mighty nation was not the product of higher education.

The man who stood at the helm during the stormy years of the Rebellion and about whom the heart of the nation beats to-day never had a year's training in the schools. The man who marshalled the greatest army since Xerxes received little education outside of West Point. The man of to-day who works the miracles of the nineteenth century never went to school ten weeks.

Nor is the number of diplomas conferred by our colleges the true basis upon which a tax should be levied. How many of our graduates use their training simply to adorn social circles or to sharpen their wits to get a living other than by honest means? How many use their training to double the world's sunshine and to lift those less favored in life to a higher plane?

#### THE BEST PROFESSION.

**D**ISHONESTY in business, fraud and corruption in politics, a synonym used quite often for a lawyer, is a word beginning and ending with the same letters, "humbuggery and

quackery" in medicine, sensationalism and worldliness in the pulpit are some of the charges that the above-named vocations hurl at each other. The clergy have even more serious things said about them, as the following incident in Dr Beecher's life will illustrate. After listening to a sermon delivered by a young preacher Mr Beecher asked him how long it took him to prepare it. The young man replied lightly, that he spent an hour the previous night in thinking over his text, but the greater part of his discourse was extemporized. Mr Beecher did *not* smile, but said he was interested in knowing, as he spent two weeks in preparing the same sermon.

Now what injurious epithets or opprobrious terms are attached to the profession of teaching or to teachers? If any, they are few and not in common use. Is it because the persons who devote themselves to teaching are so scrupulously honest and have so much more moral integrity and nobleness of purpose than those engaged in other pursuits? It is generally believed that an honest man will be honest under whatever circumstances he is placed, but every day we are surprised to find that we made a wrong diagnosis, or else no man can be called more honest than another until he has been placed under similar conditions. A young man taught ten years and during that time his reputation was good in every respect. He went into business and suddenly went to Canada. Is there good ground for saying that the teacher's profession is a bright one? Sentiment has a strong influence, and we are, perhaps, inclined to ascribe the virtues to the teacher's profession that we think ought to be there, but reviewing as impartially as we can, the various callings in life, we believe that teaching is the cleanest, purest, and noblest work that there is to-day. It is almost free from temptations, it is growing better and is being better rewarded from year to year. The earnest, energetic teacher has every reason to feel encouraged at the outlook for his chosen profession.

F. J. B.

## A VISIT TO ELEPHANTA.

ONE morning, rising before daylight, and taking a *gari*, we drove to Apollo Bunder, where we were to take a boat for the cave of Elephanta, situated on an island six miles from Bombay. How strange every thing seemed as we drove through the native town! Scarcely a sound was heard in the streets, and all along the road the natives were still lying fast asleep, rolled up in their cotton sheets.

Reaching the dock, we stepped into a steam launch and were soon moving across the harbor past craft of every kind and size, from the tiny row and sail-boats to the ocean steamer and war-ships lying at anchor in the harbor. Suddenly from out the sea the sun rose in all his oriental blaze and glory, and there was a hasty lowering of canvas to shut out his fierce rays.

After a sail of an hour and a half, we stopped near the island of Elephanta and getting into a smaller boat we were rowed to the pier, which is built of concrete blocks placed about a foot apart and only wide enough to allow us to pass over them in single file. The tide was out and those blocks that had recently been under water were slippery. We drew a breath of relief when at last we reached solid ground. Here were coolies with chairs attached to long poles waiting to carry people up to the cave which is on the top of a hill. Much to their disappointment only one of our party let them carry her up in state, — she was afflicted with rheumatism. The rest of us preferred to walk. The ascent is made by means of a long flight of stone steps. So gradual is the ascent and so broad are the steps that it is like mounting terrace after terrace. On either side grow palms and the famous banyan trees, with a thick undergrowth of shrubbery.

Reaching the top a magnificent view was spread out before us. Near at hand was the sea in its beauty, yonder were the white domes and tall spires of Bombay glistening in the sunlight, and beyond were the mountains dimly seen through the haze. The bungalow of the man who has charge of the cave stands here. Thither we went, and on the veranda in picnic fashion, made ready *chota hazri* (little breakfast), for which

our early rise and the sea air had given us a keen appetite.

*Chota hazri* over, we proceeded to the cave. First we entered a large hall about fifty feet square. The roof of the cave rests on twenty-six pillars. On the wall facing the entrance is carved a three-headed bust representing Siva, which is the leading character in all the groups of figures in the cave. The center group represents Siva in the character of Brahma the creator, the one on the right as the destroyer and the one on the left as the preserver of life. The figure representing Siva as destroyer has twisted snakes instead of hair. One figure, having four arms and representing the active and the passive in nature, is sixteen feet nine inches high. On the right is a vestibule, and on the three walls are carved hideous figures on portions of which is a red paint. The Hindu worshiper strikes his head against these painted portions and receives a red mark upon his forehead.

Stepping down from the central hall and crossing a court-yard to the left, we come to another small chamber or chapel, on the walls of which are groups of divinities showering flowers upon Siva and Parvati. Some of the figures in the cave are gigantic. In some of the groups elephants, snakes, and men are strangely mixed, and some of the figures are truly hideous.

This cave and all its figures were cut out of the solid rock by the Hindus about 1,500 years ago and was used by them as a temple. They say that it was miraculously built. It is still visited by them on a certain great festival day which occurs every eight moons.

When the Portuguese invaded India nearly 400 years ago, in their zeal to destroy idol worship, they fired shot from cannon into this cave. Several of the pillars were destroyed and many of the figures were marred or broken.

The influence of the Gospel is doing for the Hindus what the Portuguese with force failed to do, for it is bringing them from the darkness of superstition and idolatry to the light of the true and living God. "Not by might, nor by power, but by My Spirit, saith the Lord of hosts."

CHRISTINA H. LAWSON, June, '86.

## A SOCIAL GATHERING.

ON TUESDAY evening, November 28, between the hours of 8 and (?), No. 84 South Hawk street was the scene of a very pleasant social gathering. The young ladies at that place, realizing the fact that Normal College students have few opportunities for social enjoyment, extended invitations to a number of the young gentlemen in college and entertained them in a manner which, for the time being, banished all thoughts of study.

"The lady of the house" is usually an object of terror to the "young man," but not so in this instance, for Mrs Bates welcomed the guests with a cordiality that left no doubt of its sincerity. The young men forgave her if she did inadvertently remark on being introduced, "Ah! yes, I believe I've seen you before."

After a half hour spent in conversation, games were introduced and enjoyed until refreshments were announced. Here the young ladies displayed their tact in obviating any possibility for embarrassment by passing around a plate containing blank cards and instructing the gentlemen to draw one. By holding the cards to the light each gentleman discovered the name of the lady whom he was to escort. As regards the excellence of the refreshments it was another case where "actions speak louder than words."

On returning to the parlor Miss Ketchum entertained the party with two very amusing recitations, which were thoroughly appreciated. After this Miss Hintermister rendered some excellent instrumental music, and Mr Sleight, in an obscure corner, amused the ladies with fortune-telling and "sleight" of hand performances.

Altogether it was an enjoyable occasion and one long to be remembered by those who were fortunate enough to be present.

Those invited were Messrs Sleight, Daring, Freeman, Turner, Woodard, Streeter, Blessing, Frost, and Stanbro.

## ABBREVIATING.

HER mother named her "Mary," that good old-fashioned name, And all through school she wore it, contented with the same.

But when she'd graduated and left the school behind, She dropped the "r" and May became — 'twas so much more refined.

She's married now, and off the hands of her endearing pa,

Still more her name has been reduced — her youngest calls her "ma."

## AFTER COOLING.

I FELT a fire within one day,  
And thinking 'twas the muse,  
Made haste to give my soul full sway  
'Gainst all of earth's abuse.

I soared into the infinite —  
Oh, what ecstatic bliss!  
Alas! next day I found that it  
Was only "stuff" like this.

Like Hogg, the Scottish poet, when  
My muse turns out an elf,  
I find, "I dinna always ken  
Just what I meant myself."

P. E. R.

## ADDRESS TO TIME.

Thou fiend of iron empires in all time  
The king of love, and terror, and dismay,  
Who crumbled Nineveh and Babylon, and climbed  
The heights of Babel, with its crest at play,  
Wreathing the lichen, sweeping it away  
Grain by grain, until to common mould  
The structure vast is levelled! in thy way  
The road of nations. Life grows pale and cold—  
A sombre span, a rosy dream, and man's brief tale is told.

Great chronicler of earth's phenomenon! height,  
And depth, above, around, mysterious all!  
Here rolled the sea in ancient days; there the night  
Spread its crape curtains in the coral hall  
Of shrouding sea-weed; yonder mountains tall,  
Arose from out thy brine, blue Ocean! wave  
On wave, thou o'er it rolled of waters, where the call  
Of screaming vulture now succeeds the rave  
Of thee, thou City of the Silent, thou wide and common grave.

Thou laved the foot of Pompeii; Pharaoh fell  
Upon thy bosom; but thou art forced by Time  
From out thy lair; sad, like a passing bell,  
Thy wavelets beat with slow and measured chime,  
Against the stones of Venice! in thy slime  
The ocean monarchs play; but Time has all  
In his control; he scathes the mountain pine,  
And shakes the towers of Pisa; note the fall  
Of great Memnonium, of Rhodes' Colossus; Time has done it all.

War shook Jerusalem; Time saw the scattered heaps  
Of temples, palaces; he frowned, and they were not.  
Thebes fell before his sickle; he vigil keeps  
O'er Tyre and Sidon; Gomorrah's temples rot  
Beneath a putrid lake; Time's ashes blot  
Gray, lonely Tadmor from the cosmic page!  
His foot is on the Pyramids! to his plot  
Voluptuous Rome has mouldered in her rage,  
Nurse of dead empires! the mighty wonder of the living age!

Cholula's Pyramid, the Temple of the Sun,  
Has felt his ravage; the Rocky Mountain Gates  
Absorb his viperous breath; his voice has rung  
Along Niagara's cataract; his hand the dates  
Has watched in solid rocks: Man, trembling, waits  
To list the mountain plunge, to view the bow  
Hung o'er its awful front. Time yearly flakes

The stones away, and like some wrathful foe,  
Drives it unto the north, as wolves the timid doe!

I am a drop in Life's great ocean! O thou,  
Grand leveller of all distinctions! I  
Crave no gift of thee; I only bow  
Before the Lord of Nature; thou dost deify  
Thine own peculiar greatness. I do defy  
The powers that shook the majesty of Rome,  
And hushed Memnonium's sunrise melody;  
They cannot grasp the soul; its mighty tome  
Will radiate to God, beyond the blue of yonder dome.  
G. C. S. '94.

#### AN AGASSIZ CHAPTER.

SINCE our last issue active measures have been taken for the formation in this college of a chapter of the Agassiz Association.

The teachers and students interested in scientific study and investigation held a meeting, at which Prof. Wetmore presided, and discussed the need and means of promoting original scientific research among the students of this college. It was decided that the formation of a chapter of the Agassiz Association would be the most feasible means of accomplishing the desired end. Accordingly a committee consisting of G. C. Streeter, W. E. Freeman and Minnie E. Waite were appointed to secure a charter and take all other necessary steps for organization. And we trust before we again go to press to see the chapter in active operation.

#### LECTURE.

ON Thursday, December first, Prof. E. W. Wetmore delivered in the chapel an interesting and instructive lecture before the Albany Kindergarten Association on the subject of "The Sun."

The lecture, illustrated by stereopticon views made from photographs, and treated in a clear and concise but comprehensive manner, held the attention of the audience from beginning to end.

First, the subject of eclipses was spoken of and the early theories and the history of observations discussed. Next, the modern methods of observations were described and the instruments shown and explained, after which the composition of the sun, as shown by spectrum analysis, was explained in a manner which was clear and forcible.

On the whole, the presentation of the subject was one of the most clear and forcible we have ever heard and the audience departed highly pleased with their evening's instruction.

#### THE PHI DELTA ELECTION.

The officers elected by the Alpha chapter of the Phi Deltas for the quarter ending February 3, 1894, are as follows:

<i>President</i> .....	George C. Streeter.
<i>Vice-President</i> .....	Andrew D. Warde.
<i>Secretary</i> .....	Newton J. Ferguson
<i>Financial Secretary</i> .....	Charles M. Frost.
<i>Treasurer</i> .....	John McLaury.
<i>Chaplain</i> .....	M. Randolph Spicer.
<i>Marshal</i> .....	Jesse F. Turner.
<i>Inner Guard</i> .....	Mervin Losey.
<i>Outer Guard</i> .....	George A. Brown.
<i>Literary Critic</i> .....	George N. Sleight.

#### ECHOES.

##### WINTER.

Sleighing.

Have courage, the holidays are nearly upon us.

We're going home, December 22, not to return until January 8.

The first real snow storm of the season arrived Sunday, December 3.

What meant those white chrysanthemums, Friday, December 8?

Remember your subscription is \$1.25 if not paid before January 1.

The Albany Business College celebrated a reunion, Wednesday, November 23.

"To Vespers" at All Saints seems to be a favorite trip of some of our students.

Many were the sighs of relief at the stroke of one o'clock, Wednesday, November 29.

"Old Moses" has housed himself in his winter quarters.

Recently students frequent the library in unusual numbers in the latter part of the afternoons.

A large number of the students spent the short vacation either at home or with friends elsewhere.

Although we all did justice to the Thanksgiving turkey, even now we are ready for the Christmas victim.

Work was begun again, but rather reluctantly, Monday morning, December 4, after the few days of rest and pleasure.

Lantern slide exhibitions were given by the Camera Club in the college chapel, Thursday evenings, November 23 and December 7.

Our Alumni seem glad to get back, as was proven by the number of familiar faces at the college, Friday following Thanksgiving.

Christmas exercises with a tree and all the accompanying delights are being arranged for the little people of the kindergarten, for Friday, December 22.

In reviewing our Alumni Notes we find six of our graduates have been elected school commissioners. We also find no less than four who have joined the ranks of Cupid's victims.

#### PERSONALS.

**M**R GEORGE N. SLEIGHT is quite seriously ill.

Miss Grace Jones visited the college, Monday, December 4.

Miss Mae Roff, of Cohoes, visited the college, Monday, November 27.

Misses Foster and Whitney visited the kindergarten, Friday, December 8.

Miss Janet Davidson, of Albany, visited the college, Friday, December 8.

Miss Harriet Bishop spent the vacation at her home in New Haven, Conn.

Miss Eugenie Hintermister visited friends in New York, during the vacation.

Miss Janet Robeson spent the Thanksgiving vacation at her home, in Newburgh.

Miss Duckworth has been obliged to spend a week at her home in Ilion, because of sickness.

Prof. Abram Onderdonk, of the Albany High School, visited the college, Monday, December 4.

Miss Holliday gave a spread, Thanksgiving Eve, to several of the young ladies of the college.

Miss Aitken entertained her sister, Miss Kittie Aitken, of Johnstown, Monday, November 27.

Miss Mattie Sheffer, of Gallupville, Schoharie county, visited the college, Tuesday, November 21.

Mr Stockwell, a student at the Library school, spent the day, Monday, November 27, at the college.

Miss Margeret Aitken and Miss Harriet Carpenter enjoyed the few days at their homes in Johnstown.

Mr Roy Ehman, '97, of Hamilton College, spent Thanksgiving with his sister, Miss Dora Ehman.

Miss Katherine Lozier, accompanied by Miss Helena Pierson, spent Thanksgiving at her home in Newburgh.

Miss Madge Speidell was entertained by Miss Alice Lynch, at Canajoharie, during the Thanksgiving vacation.

Prof. A. N. Husted and daughters visited friends at Pleasant Valley, November 30 to December 2, inclusive.

Mrs Mooney visited friends in Watertown, from Wednesday, November 29, to Monday, December 4, inclusive.

Miss Eloise Whitney was entertained at the home of Miss Katherine Toohey, at Schuylerville, during the vacation.

Misses Nellie Jones and Lilla M. Bohanana, of Utica, spent Tuesday and Wednesday, November 28 and 29, at the college.

Miss Mary Boughton spent Thanksgiving at Newark, N. J., stopping at her home at Mariner's Harbor, before her return to college.

Prof. E. W. Wetmore delivered a lecture on the Sun, before the Kindergarten Association in the college chapel, Tuesday evening, November 28.

Mrs Burke and Miss Gratia L. Rice, institute instructors in primary methods and drawing respectively, visited the college, Wednesday, December 6.

The Teachers' Institute at Schenectady, the week of December 11-15, was addressed by three members of our faculty, Miss Russel, Prof. Wetmore and Dr Milne.

Supt. George E. Dixon, of Cohoes, visited the college, Monday, December 4, for the purpose of obtaining ideas with regard to a chemical laboratory for the Egbert High School.

#### ALUMNI NOTES.

'80. **P**ROF. ABRAM H. WIGGINS, who is now teaching at Rensselaer Falls, called at the college, Monday, November 27.

Chas. Rivenberg, of Central Valley, is school commissioner in the first district, Orange county.

Miss Arnold, '93, spent Thanksgiving with her cousin, Miss Root.

'81. Miss Julia Donner was married to Mr George Herbert Studley, Thursday, November 9.

'83. Charles D. Hill, of Port Leyden, has been elected school commissioner in the first district, Lewis county.

'85. Miss Kate Hasbrouck visited the college, Wednesday, November 22, and thinks of returning in February.

Miss Myra Ingalsbe, of Hartford, N. Y., has been elected school commissioner in the second district, Washington county.

Miss Annie E. Deale is now a member of the faculty of the Albany Business College.

Miss Celia A. Lobdell has been recently married to Mr R. E. Coon, of New Hamburg, N. Y.

Willard M. Clark, of Middletown, has been elected school commissioner in the second district, Orange county.

'87. Miss Nellie Farnham is an assistant in the public school at Athens, N. Y.

'88. Miss Elizabeth F. Knox was married, Saturday, November 11, at Brewster, N. Y., to Mr Harvey Oliver Powel. Mr and Mrs Powel will hereafter reside at River Falls, Wisconsin.

'89. Miss Cora H. Davis, of Whitesboro, is school commissioner in the first district, Oneida county.

Mr B. Sheridan Clark, of Cape Vincent, N. Y., holds the same office in the third district, Jefferson county.

'90. Miss Helen Dunn is an assistant in the public school at Athens, N. Y.

'91. Miss Emma P. Cronkheit was married to Mr Joseph H. Kellogg, Wednesday, November 29, at Sandy Hill, N. Y.

- '92. Mr George P. Allen visited the college during the Thanksgiving vacation.  
Mr Orin Q. Flint, principal of the public school at Athens, visited the college, Thursday, November 23.  
Miss Marion E. Carpenter is teaching at Giffords, Staten Island.
- '93. Miss Ida E. Martin, of Port Chester, was entertained by Miss Carrie Balcom the few days vacation.  
Miss Grace Seaton spent Thanksgiving with Miss Anna Hasbrouck, who is teaching at Plattekill.  
Miss Catherine M. Rider spent Thanksgiving with friends in the city.  
Prof. R. H. Bellows, of Fort Plain, spent Friday and Saturday, November 24 and 25, in the city.  
Prof. Alvin A. Lewis, of Margaretville, spent Thanksgiving and the day following in the city.  
Prof. E. E. Race, of Crown Point, was the guest of G. C. Streeter during the Thanksgiving vacation.  
Prof. Nathan Lowe, of Tottenville, was a familiar personage at the college, Friday, December 1.  
Prof. Raymond E. Brown, of Granville, called on his old college friends, Friday, December 1.  
Miss Georgianna Roberts, of Norwich, visited her *Alma Mater*, Friday, December 1.  
Miss Grace Long called at the college, Monday, December 4.

#### HIGH SCHOOL NOTES.

AT the quarterly election of the Quintilian Society the following officers were elected:

*President*..... Miss Lottie Hungerford.  
*Vice-President*..... Miss Mae Miller.  
*Secretary*..... Miss Clara Selkirk.  
*Treasurer*... Miss Hattie Morey.  
*Senior Editor*..... Miss Anna Van Allen.  
*Junior Editor*..... Miss Dora Ullman.  
*Critic*..... Miss Nettie Goldthwaite.

At the last election of officers held by the Adelphi Society the following were chosen:

*President*..... Mr Ira Jagger.  
*Vice-President*..... Mr R. J. Hotaling.  
*Secretary*..... Mr Edgar Van Hoeseu.  
*Treasurer* .. Mr A. Moyer.

Miss Mary Nichols is detained at home on account of illness.

Mr Hallenbeck again took his accustomed place, after having recovered from his illness.

The Adelphi Literary Society will have the pleasure of listening to a series of lectures to be given by the members during the remainder of the school year.

#### KINDERGARTEN.

A CIRCULAR from San José, Cal., announces a class for the study of child-culture. We quote from the announcement:

"This is an age of study. Clubs and classes multiply on every hand; classes in literature, art, history, science; clubs for scientific study of music, physical culture, chemistry of cooking, political economy, scientific charity. One has scarcely a friend or an acquaintance who is not a member of some class or club. It is the aim of this circular to call the attention to a new study for this year — *the study of child-culture*. \* \* \* A child, an immortal being, is certainly as legitimate an object of respectful study as a star-fish, or a microbe, or a plant. He is as important as a freshly exhumed hieroglyphic stone, or a bone of an extinct species, and is not he, 'The living poem,' worthy of as careful and concentrated thought as the masterpiece of literature or the languages of foreign countries? Not that we decry research, observations, and study in all these fields. Not at all. We simply wish to express that the scientific study of children is of deep importance; that it should claim a portion of the time of every person of culture; and that it is an interesting study, not dry and heavy as some suppose."

#### THE BIRDS' PARTY.\*

The birdies had a party  
One pleasant summer day;  
The first to come was Canary,  
In dress so bright and gay.

Next came Master Red-breast,  
And pretty Blue-bird true;  
Then Oriole came flying,  
And Humming-bird came too.

The last of all came Parrot,  
So brightly dressed in green.  
It was the gayest party  
That ever had been seen.

The grand march was the first thing,  
And two by two they tread.  
First Parrot came with Red-breast,  
So soft and quiet they led.

Canary came with Humming-bird,  
And last upon the roll  
Came pretty little Blue-bird  
And golden Oriole.

Then they had some dancing,  
And round and round they flew;  
Then up into the tree-tops,  
Then back again in view.

At last they had refreshments,  
Some crumbs upon the ground.  
They hopped around and ate them,  
And never made a sound.

The birdies said, "We thank you,  
We've had a lovely time,  
And now we'll say good evening.  
We'll come again some time."

EMMA LOUISE DORR, '94.

\* The young ladies of the kindergarten course each having written an original game for the pupils, we publish the above specimen of their work.

#### AMONG OUR EXCHANGES.

THE exchange column of "The Student" would be improved by giving it more space.

The "Nassau Literary Magazine" has been received, and the highest compliment would fall far short of its merits.

The topic of the Fair seems to be a mine of almost inexhaustible resources to contributors in our exchanges.

Some of our exchanges are actually frivolous enough to follow the dictates of fashion and don a new winter gown. Among these are "The Crucible," "The Student" and "The Vidette."

The few straggling hairs on the upper lip of the freshman may be likened to the Bible definition of faith, inasmuch as they are the substance of things hoped for, and the evidence of things not seen.

The department variously known as "College World," "Among the Colleges," etc., as a rule gives too many musty statistics. We would also advise the writers of some of these in this manner—"Be sure you are right; then go ahead."

The October number of the "Bucknell University Mirror" shows that it has caught the true spirit of journalism. But it is a pity that a paper so wide awake in other respects should not have a distinct exchange column.

The writer of the article entitled "The Cholera Patient," in the November number of the "Brooklyn High School Recorder," would do well to turn his evident literary abilities to better advantage by selecting less harrowing subjects, and leaving such topics to the realm of paper-covered novels.

#### AMONG THE COLLEGES.

WHO beat Harvard? Yale.

Who beat Yale? Princeton.

Who beat Princeton? Nobody.

Who beat Pennsylvania? Everybody.

Attendance on chapel at Columbia is voluntary, and yet is increasing continually.

All but one of President Cleveland's cabinet are college graduates. So much for a college education.

The Regents of the California State University have appropriated \$5,000 for the University exhibit in the Mid-winter Fair.

The Columbian League, an organization of college men, has for its aim "purer purposes and a more refined honor in politics."

A court of under-graduates has been organized at Princeton for the purpose of punishing students who are accused of dishonesty in examinations.

The sophomores of Columbia have declined to accept the freshmen's challenge to a "rush," and for their action have been severely criticised by the senior classes of this and other colleges. All praise be to them! The "rush" is a time-honored institution, but may the time soon come when it, and hazing also, shall be consigned to a peaceful oblivion.

#### EDUCATIONAL NOTES.

GENEVA is making efforts to establish a kindergarten there.

At the Chicago University the title of professor has been dropped.

An International Exposition will be held in San Francisco, from January 1 to June 30, 1894.

Dental inspection has been introduced into the public schools of Detroit by Mrs S. G. Holden.

M. Jules Steeg, who is a correspondent of the "Rome Pédagogique," a French educational journal, has many flattering comments upon Colonel Parker's Normal School.

The model library of 5,000 volumes shown by the American Library Association at the World's Fair is to be sent to the Bureau of Education at Washington for use and exhibition.

The seminary for the study of American Educational Problems, which was established by the American Society for the Extension of University Teaching, numbers among its students graduates of Brown, Harvard, Cornell, University of Michigan, and many other institutions.

A number of Egyptian papyri, bought for the public library in Geneva, have been examined by Mr Nicoli, who claims to have discovered among them fragments of the Iliad and Odyssey, and also a small portion from the Orestes of Euripides, a thousand years older than all the other texts.

Pope says : "The proper study of mankind is man." Why wait until man has reached his growth before we begin to study his mind and nature? Why not begin with the child?

The board of public instruction in Albany has already enforced the requirements made by the State board of health in regard to vaccination.

Inquiries have been made lately by men interested in education, as to whether boys who excel in athletics are as a rule of a high grade of scholarship. The replies were varied, but in the main discouraging to the advocate of athletics, their arguments being that the length of time required for proficiency in athletics precludes very much study.

#### BOOK REVIEWS.

A First Book in Latin. TUELL and FOWLER. Boston, Mass.: Leach, Shewell & Sanborn. Price \$1.00.

This volume on First Work in Latin is one destined to be of great use and value both to the progressive teacher and the zealous student of the Latin language. The binding is tasteful and attractive and the typography is in nearly every case correct. A few pages of introduction are devoted to Pronunciation, Parts of Speech, and other necessary grammatical points. The real work in Latin begins with a paradigm illustrating the First Declension. A few forms of verbs are introduced in the first lesson to make the translation lively and interesting. Every word and principle of syntax is repeated in three successive chapters to make sure that they will be remembered. The story of Book I of Cæsar's Commentaries is given in condensed form for two reasons, viz.: some teachers, because of the difficulty of the first book, prefer to commence with the second, and having had this work the students are familiar with the first and get the connected story; or if the first book is immediately begun the work is made much easier by this introductory work. The selections given for sight reading are very useful, as is the work on the conjugation of regular and irregular verbs. The vocabulary is complete and comprehensive, consisting of about seven hundred words.

One who has thoroughly mastered the work contained in this book will have little difficulty in advancing rapidly in Cæsar.

The Abbot. By SIR WALTER SCOTT, BART. American Book Company.

In adding this volume to their already unexcelled list of English classics, the publishers have placed within reach of our schools a work which is too well known to require any comments.

This novel, founded upon the fascinating story of the beautiful but unfortunate Queen Mary, setting forth so attractively the manners and customs of that time, illustrating Scott's power of bringing near to us the remote and historical, and full of the powerful imagination displayed to such a great extent in all his works, will find a warm welcome both from the progressive teacher and from the interested pupil. The originality and the animated style of the work make it a book which will command the interest and attention of the reader whether young or old.

We congratulate the publishers on their wise selection, for this work is certainly one which can be used very appropriately and advantageously in our schools. The binding, which is a very attractive and suitable one, is uniform with the other volumes. At the end of the book is a glossary explaining the unfamiliar words of the text, thus enabling the pupil to understand fully all that he reads.

Education and Educators. By DAVID KEY, F. R. G. S. Syracuse: C. W. Bardeen.

The personal interest which the author feels in education and his conviction that in it lies the hope of uplifting and perfecting the human race have led him to present to the public in this volume his ideas on a subject of universal interest and importance.

As the aim of education is to prepare a person for performing all the duties which may devolve upon him in this life and for enjoying a future existence, the utmost care should be taken in formulating methods for training and developing the faculties of the mind. The world is a school; and whatever calls a faculty into exercise trains and educates it, and is therefore an educator. The hereditary transmission of qualities is an important principle upon which educators may build. The author believes that in consequence of this evolution we may yet hope to see in the human race a degree of perfection of which we can now form only a partial conception, and which shall efface the effects of the evil and crime which have swayed the race for so long a time.

The notes, which are very profuse and complete, have been selected with excellent judgment from the best sources which literature affords on this subject, and all who would avail themselves of the knowledge and experience of the vast number of live thinkers and workers in this field can not fail to appreciate the author's very successful attempts in this direction.

A work so logically arranged, so comprehensive, and so interesting in its presentation of the subject, must commend itself to all who are interested in the development and training of the mind.

A Syllabus of Psychology. By WILLIAM M. BRYANT. Chicago: S. C. Griggs & Co.

In this book, designed to be a guide for the teaching of Psychology in high schools and academies, the author gives the public the results of his years of experience as a teacher of this subject. In his effort to present a clear, concise, practical outline he has succeeded admirably. Nowhere else in so little space is such a comprehensive treatment of the subject to be found.

To the student studying the subject, or the teacher who is compelled to teach it without thorough preparation, we can recommend no better work, while the well selected list of reference and hand-books furnishes a suitable guide for further study of the subject.

Handy Helps in the History and Literature of the United States. By ANNIE E. WILSON. Louisville: John P. Morton & Co.

This brief manual, which comes to us this month, should be in the hands of every intelligent young person in the United States. Older persons will find it a convenient aid to memory and an invaluable assistant in many ways.

Everybody should be familiar with the history of his own country. This manual gives under each administration the President, Vice-President, Cabinet, Chief Justice of the Supreme Court, with a list of American books and authors, together with as comprehensive a glance through that period as can be given in a single paragraph. On the last page is found a list of the present reigning sovereigns of Europe. The material for the outlines is selected from the best sources, and the work is pleasingly and systematically arranged.

#### BOOKS RECEIVED.

Elements of Civil Government. By WM. A. MOWRY. Boston, Mass.: Silver, Burdette & Co.

Ninety Lessons in Arithmetic. By ELESJA CURTISS, A. M. Rochester, N. Y.: Educational Gazette Co.