

THE Normal College Echo

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LOVE'S FLOWER.

SLOWLY out of a winter's grave
 A pure white flower grew,
 Its roots were red by a fond heart fed,
 And its cup held tears of dew.

Blanched as white as a first day's snow,
 It sprang by a mossy stone;
 An angel's smile changed into a flower,
 And it blossomed there alone.

It fed on sunshine and on showers,
 It drank the warm bright air,
 There never a flower at Eden's gate,
 Grew yet more pure and fair.

White and pure as a virgin's soul,
 Soft as an angel's wing,
 It seemed to breathe of the songs above,
 Where seraphs in rapture sing.

I could but think it was a sign
 Of happiness and rest,
 But now the flower is crushed and torn
 By the hand it loved the best.

It sprang from a lover's trusting heart,
 'Twas the purest thing on earth;
 Now its fibrous roots are deep in the grave
 Of the hopes that gave it birth.

ROMAN LITERATURE.

NATIONAL literature bears a close resemblance to the life and language of its people. Simplicity of style and beauty of thought are its presiding characteristics. When, on the contrary, greater stress is laid on form and skill, it takes no deep root in the nation's heart, but becomes a distinct literary class and language. Thus it was with Rome. In the year 494 B. C. the Latin dialect, hitherto very imperfect, became a written literary language. It was so associated with the Greek that, at length, it became its rival in dignity of pronunciation and in lofty accent. Rome was destined to be "Mistress of the World." Destiny impelled her in her career of conquest, until she fell under the overmastering influence of Grecian learning. The conquest of Magna Græcia brought about this sudden improvement in language, accompanied by an equally sudden revolution in taste and literature. During the five centuries following the founding of the city, the Roman mind was being prepared for receiving the seeds of

learning. Henceforward Rome's literature was purely imitative.

Nearly all the prose writers were disciples of some Greek philosopher. The poets, appearing at a later date, when the Greek Mythology was more firmly established in Rome, founded many of their finest productions on the Grecian legends.

This imitation was the greatest defect in the Latin literature. Nearly every Greek author was a model for some Roman. Xenophon had his Cæsar; Demosthenes, his Cicero; Thucydides, his Sallust, and Homer, his Vergil. One never finds in imitation strong, original impulse. Doubtless in the mind of the true Roman were many dormant literary powers, which, had they been set forth and moulded into original, rhythmic passages, would claim the high station which the originality of Greece has won.

To say that the Romans produced nothing original is far from the truth. But it is a lamentable fact that the old heroic and national poems, which should have been most carefully cherished and preserved, were allowed by the later Romans to be lost in oblivion. These, surely, were the productions of an age far preceding any knowledge or imitation of Grecian models; and yet, so much were they neglected, that we can trace their existence only in certain relics transferred from true poetry to the half-fabulous histories of the infant ages of Rome. There were then heroic poems, wherein the poetical genius of the Romans found means to express itself many years before it became the pupil of the Greeks. The fabulous birth and fate of Romulus, the rape of the Sabine women, the combat of the Horatii and Curatii, together with many other interesting legends of early Rome, furnished abundant material for these poems.

In all the works of the great Roman writers of later periods, there breathes a spirit of the solitary grandeur of their country, which animates them all, and, like the unseen spirit of life, pervades and illumines the whole body of their writings.

Much of the intrinsic beauty, both of thought and expression, is lost in translation. Horace, especially, has been given the title of the "Untranslatable." His rhythmic and graceful odes, breathing of love and contentment, and free from cares of public life, cannot pass, without peril, over the bridge of translation, from Latin to English. No English writers, with however extensive vocabularies, can describe, in that

sportive and sprightly manner, the Bacchanalian revels and choral dances of the mountain heights; nor can they transcribe those sudden flashes of fire and wit which proceeded spontaneously from the pen of Horace.

Rome did not imitate without being imitated. As Greece was her model in literature, so she herself served England's Muse. The influence of Roman lyrics reveals itself in the poets of the seventeenth century. While George Herbert "decorates the altar with the sweetest and most fragrant flowers of fancy and wit," and Lovelace breathes devoted loyalty, Suckling might be regarded as the English Horace in his passionate, half-jesting love fancies of grace and wit —

"Why so pale and wan, fond lover?
Prythee, why so pale?
Will, if looking well can't move her,
Looking ill prevail?
Prythee, why so pale?"

Shakespeare, too, has woven into his dramas many a thrilling tale from Ovid and other Roman poets. Thus it is with each succeeding age. One does not run its race and die. Its influence lives on in the life and character of that following it.

The literature of Rome has ever been considered a classic, and, as such, occupies a prominent place in the history and civilization of mankind. Of what would an education consist, or what would characterize culture and society, were there no classics? The history of Rome would be comparatively insignificant without her literature. Although she reached the climax of superiority, and is the center of history, the true greatness and genius of the "Imperial City" lies in the beautiful and sublime thoughts which found shape and utterance under the walls of lofty Rome.

HELENA S. CURTISS.

WHO SHALL WRITE NAPOLEON'S EPITAPH?

"The moon of St. Helena shone out, and there we saw the face of Napoleon's sepulchre, characters unincised."

And who shall write thine epitaph? thou man of mystery and might.

Shall orphan hands
Inscribe it with their fathers' broken swords?
Or the warm trickling of the widows' tears,
Chancel it slowly 'mid the rugged rock,
As the deep torture of the water-drop
Doth wear the sentenced brain?

Shall countless ghosts
Arise from Hades, and in lurid flame
With shadowy finger trace thine effigy,

Who sent them to their audit unannounced
And with but that brief space for shift or prayer
Given at the cannon's mouth?

Thou who didst sit

Like an eagle on the apex of the globe
And hear the murmur of its conquered tribes,
As chirp the weak-voiced nations of the grass,
Why art thou sepulchred in yon far isle,
Yon little speck, which scarce the mariner
Descries 'mid ocean's foam?

Thou who didst hew

A pathway for thy host above the clouds,
Guiding their footsteps o'er the frost-work crown
Of the throned Alps; why dost thou sleep unmarked,
Even by such slight memento as the hand
Carves on his own coarse tombstone?

Bid the throng

Who poured the incense, as Olympian Jove,
And breathed thy thunders on the battle-field,
Return and rear thy monument. Those forms
O'er the wide valley of red slaughter spread,
From pole to tropic, from zone to zone,
Heed not thy clarion call. But should they rise,
As in the vision that the prophet saw,
And each dry bone its severed fellow find,
Piling their pillared dust, as erst they gave
Their souls for thee, the wondering stars might deem,
A second time the puny pride of man
Did creep by stealth upon its Babel stairs
To dwell with them. But here unwept thou art,
Like a brave lion in its thicket lair,
With neither living man, nor spirit condemned,
To write thine epitaph.

Invoke the climes,

Who served as playthings in thy desperate game
Of mad ambition, or their treasure strewed
Till meagre famine on their vitals preyed,
To pay thy reckoning.

France! who gave so free

Thy life stream to his cup of wine, and saw
That purple vintage shed o'er half the earth,
Write the first line if thou hast blood to spare.
Thou, too, whose pride did deck dead Cæsar's tomb,
And chant high requiem o'er the tyrant's band
Of sculpture and of classic eloquence
To grace his obsequies, at whose dark frown
Thine ancient spirit gnarled; and to the list
Of mutilated kings, *add the name of Rome.*
Turn Austria, iron browed and stern of heart,
And on his monument, to whom thou gav'st,
In anger, battle and in craft, a bride,
Save *Austerlitz*, and fiercely turn away.

As the ruined war horse sniffs the trumpet flash,
Rouse Prussia from her trance with *Jena's* name,
And bid her witness to that fame which soars
O'er him of Macedon, and shames the vault
Of Scandinavia's madman.

From the shades

Of lettered ease, Oh Germany! come forth
With pen of fire, and from thy troubled scroll,
Such as thou spread'st at *Leipsic*, gather tents,
Tents of deeper character than bold romance
Hath ever imagined in her wildest dream,
Or history trusted to sibyl-leaves.
Hail, lotus crowned! in thy green childhood fed,
By stiff-necked Pharaoh, and the Shepherd Kings,
Hast thou no tale of him who drenched thy sands
At *Jaffa* and *Aboukir*? when the flight
Of rushing souls went up so strange and strong
To the accusing Spirit.

Glorious Isle!

Whose thrice unwreathed chain, Promethean like
Did bind him to the fatal rock, we ask
Thy deep memento for a marble tomb.
Ho! fur clad Russia! with thy spear of frost,
Or with thy winter-mocking Cossack's lance,
Stir the cold memories of thy vengeful brain,
And give the last line of our epitaph.
But there was silence; for us no sceptred hand
Received the challenge.

From the misty deep,

Rise, Island-spirits! Like those sisters three,
Who spin and cut the trembling thread of life;
Rise on your coral pedestals and write
That eulogy which haughtier climes deny.
Come, for ye lulled him in thy matron arms,
And cheered his exile with the name of King,
And spread that curtained couch which none disturb.
Come, twine some trail of household tenderness,
Some tender leaflet nursed with Nature's tears,
Around his urn. But, Corsica, who rocked
His cradle at Ajaccio, turned away,
And tiny Elba, in the Tuscan wave
Threw her slight annal with the haste of fear.
And rude Helena, sick at heart, and grey
'Neath the Pacific's smiling, bade the morn,
With silent finger point the traveler's gaze
To an unhonored tomb.

Then earth arose,

That blind old Empress on her crumbling throne,
And to the echoed question, "Who shall write
Napoleon's epitaph?" as one who broods
O'er unforgiven injuries, answered *none*.

E. E. RACE.

A WESTERN LETTER.

L. I. CITY, Aug. 31, '93.

DEAR ECHO.—In writing to you of our experience in the West, the first thought which presents itself is the comparative idea involved in the term West. When we remember that even Chicago claims its position as east, it seems as if the little corner of north-western Ohio, which was our home for six months of last year, were only another of Mother Earth's children nestled in her all-embracing arms.

The eastern character of Warren was heightened by the character of its inhabitants, who originally came from Connecticut, and still retained the true New England love of education and culture, and strict religious tendencies. These characteristics, tempered with a delightful touch of cordial western hospitality, succeeded in entirely revolutionizing whatever previous expectations we may have had of cattle ranches, bowie knives or Buffalo Bill sombreros.

Having presented this description of the adult portion of the population, it becomes an easy task to imagine the character of the children. These comprised, besides the representatives of the families to which I have referred, the typical public school children of the city, all having attended public schools since their first introduction to a class-room.

The schools were of necessity unequally graded, because of the fact that Yankee shrewdness and good general information from the better class of society were marching side by side with stolidity and lack of culture from the other. All still showed the influence of the inefficient methods of "ye olden tyme," which until within the past two years held undisputed sway.

This being the material, we carefully considered the best means of practically applying the normal methods. We reached the conclusion that the spur must be enthusiasm emanating from the teacher, met by interest and love of work in the pupil, while the curb and bit should be constant drill and application. Keeping these ever in mind, we worked and watched, with what measure of delight you who are teaching will prove the best judge.

And what were the results? Was the idea always developed before the term was given? Did we never do for the child what he could do for himself? Methinks I hear these questions echoing from Normal walls, and in answer I can say that although we did not always reach our ideal, we often came close enough to it to gather inspiration from its encouraging countenance.

Satisfaction was derived also from the fact that the children gained each day more of the

power to think. School was to them a pleasant place, where they felt their powers expanding under the silent forces of logical, systematic work; and needless is it to say that their delight was doubly ours.

These, then, were the flowers which sprang up along the often thorny pathway, making it always possible to find a higher equivalent for service rendered than what was gained in dollars and cents, and verifying again and again the truth of the statement, "It is more blessed to give than to receive." Normally yours,

ALUMNA.

THE PANSIES.

ALL among the grasses
By the valley stream,
Hidden in the clover
Where the dew-drops gleam,
For the passing stranger
Waits a happy dream.

Years ago the summer
Shone upon a maid,
Weeping, faint and lonely,
Where the shadows played;
Sorrows rose to greet her
Whereso'er she strayed.

Dearest of earth's blessings
Given from the sky,
More than all else meaning,
Balm for every sigh,—
Mother-love had left her
For the home on high.

With a tearful blessing,
She had breathed a prayer,—
"May the gracious Father
All your sorrows share!
Send in mercy heart's-ease,
With your earthly care.

As she wept in sadness,
All the weary hours,
Silently there blossomed
Fairy little flowers,
Fresh as they had fallen
From eternal bowers.

Soft as purple velvet
Painted in with gold,
Smiling from the grasses,
They their story told,—
"We are little heart's-ease,
From the heavenly fold."

Through the world of sadness
'Mid the tears of woe,
Where the smiles of pleasure
Send a radiant glow,
In our every pathway,
There the "pansies" grow.

Pansy-thoughts for heart's-ease
May they ever bloom,
May we ne'er forget them
In our hours of gloom!
For they bring a blessing
From beyond the tomb.

C., '94.

POPULAR LITERATURE.

COULD the ghost of Dr. Johnson be remitted to one of our public reading-rooms he would find that since he dominated the world of letters with despotic grace vast changes had taken place, that new ideas are agitating mankind and new theories shaping its destiny, while new and but yesterday unknown names are regarded with reverence. And could the spirit of a Boswell chronicle the reflections which would be awakened in the mind of the august shade, we would receive much of practical value. If such a revisiting were possible nothing perhaps would interest the doctor more than to discover how eagerly in this present era of our history novels are written and, we may assume, read. In his day the good novels of the English language were numbered with a single figure. To-day there are scores of good English novels, and of bad and indifferent ones the name is legion. To his natural disgust he would find the lot of *Rasselas* cast among weeds and briars — no longer in the “happy valley” of public estimation; that the *Vicar of Wakefield* was sometimes spoken of, but seldom read, and that the productions of his friends (especially those of the vivacious Mrs Burney, whose manuscript he had perused and adorned with his massive didactic touch) were almost forgotten. He would retire from the library with the conviction that some thousand or two men and women spent their days writing novels while the rest of the world spent their nights reading them. He would consider that we had deteriorated, and on his return he would express his dissatisfaction in majestically balanced sentences, which the ghost of Boswell, now as of yore his henchman and amanuensis, would eagerly listen to and inscribe on his ghostly tablets.

However false the supposition of such a visit, the phenomenon still exists and is not without its significance. A hundred deft pens are even now careering over foolscap sheets pursuing the careers of imaginary personages and producing every week a hundred novels. Of course the greater proportion of contemporary novels are worthless or nearly so, yet as a set off, we have

more eminent names in this special literary walk than in almost any other. Strike off the poor and indifferent novels and there still remains a few exhibiting greater literary skill, more wit, humor, imagination and observation of character,—in fact more general intellectual resource than we shall find in any other department of literature. The essay, the drama, and the didactic poem have had their season of popularity. To-day the novel is the favorite vehicle of genius. Of the mass of books written in our time posterity will concern itself with but few — not a single drama, one or two poems, perhaps an essay or two, and at most half a dozen novels, and it is just possible the creation of the novelist will be the most highly valued of all.

That the novel is popular at present we know. That there is reason for this popularity we also know, and this sufficient reason is not difficult to discover. It may be assumed our most esteemed novels concern themselves with the delineation of modern life, and by virtue of our immersion in it, the complexity of its relations can be more fully and more satisfactorily represented by prose than through the higher medium of verse. Society beholds her mirrored self in the novel, and thus becomes acquainted with her own countenance. Verse can deal with the splendor of the court of Dido, but only a novel can depict the modern drawing-room. The time for the epithalamium is gone when the flow of passion is clogged by thoughts of doweries, Cupid relegated to a place subordinate to the family lawyer, who draws the marriage contract, and love cannot flourish without a thousand a year. Of course such a situation is not without its possibilities, but it is the possibility of the novel rather than of the poem. It is the province of verse to depict the heights of human passion, but of prose to descend to the depths to which the experiences of the majority of mankind are confined. Men are moved most deeply by what touches them most closely, and the novel, in so far as it concerns itself with modern social relationships with which the readers are inevitably brought in contact, and as it delineates all the contrarieties of character, and the complications arising out of them, evokes an amount of interest which by innate necessity is greater than that produced by any other variety of literature.

C., '94.

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

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NEW MANAGEMENT.

IN going to press for the first time under our new management we wish to express the loss we have sustained in the retirement from our staff of ex-Managing Editor E. E. Race, to whom immeasurably more than to any one else the literary success of the ECHO has been due.

Bringing to our aid ripe experience in newspaper work, coupled with a wide and diversified knowledge of literature, possessing at once originality, versatility and good sense, he proved a tower of strength in the past, and his loss will be keenly felt in the future.

G. C. STREETER,
Business Manager.

EDITORIAL NOTES.

WHAT real pleasure it is to shake the hands of old friends and to greet the newcomers.

SUBSCRIPTIONS now due.

Two new faces in the faculty.

MORE new students than last year.

READ our advertisements; there is money in it.

EVERY department opens in a flourishing condition.

SOMETHING we would like to see — a reform in the library.

ALL subscriptions not paid by January 1st will cost you \$1.25.

WANTED, at the ECHO office, voluntary contributions of poetry by the students.

A LITTLE care on the part of the students will keep the books in our library in much less confusion.

FIVE marriages since our last issue, and not a single announcement on our table. Verily, this is humiliating.

WE take pleasure in calling special attention to Mr. E. E. Race's masterly poem, "Who Shall Write Napoleon's Epitaph?"

ANOTHER year of growth, such as the last, will necessitate the provision of a new building to accommodate some of our departments.

ONE of the most valuable offices of the ECHO is to furnish a field for the display of the literary abilities of our students. When your turn comes be prompt to improve it.

AT the fair even he who runs must notice what the new education is doing for the children. Every specimen, animal, vegetable and mineral means something. Thousands of specimens have their quaint, sweet stories to tell that make the juvenile eyes fairly dance.

WE exceedingly regret that the contributors to our Literary department are so modest in regard to signing their names. It is hoped that hereafter every production will be signed. It will receive ten-fold the number of readers, and will be of immeasurable interest to us all.

VACATION is over; another year's work confronts us. He who logically arranges his work will accomplish most and do it best. Have regular hours of study, of sleep, and of recreation. Keep your body in good condition by taking sufficient physical exercise. Keep your mind exuberant by congenial and stimulating society.

SPECIMENS PRESENTED.

IT is gratifying to witness the spirit of our students toward our institution. Many have been the gifts of our students, the products of their own hands and brains, to the college. But Mr

C. A. Woodard and Miss Julia M. Smith are especially worthy of mention.

Mr Woodard presented fifty different species of zoological specimens tastefully arranged and elegantly mounted. Miss Smith presented two hundred and fifty excellent specimens.

YOUR DUTY.

ONE of the most fatal mistakes a student makes — alas, how often he makes it — is to starve his social nature. He who confines himself wholly to his text-book and to the class-room commits suicide upon one part of his nature.

There is no room for little souls. "Man is a bundle of relations." The teacher must be a man among men or he is of little use. Mere book-learning will not save him.

Then, fellow students, put yourselves in sympathy with the institution. Take an interest in the college paper. Attend the prayer meeting. Identify yourselves with one of the societies. It is a duty you owe to yourself, to your fellow-students, and to the college.

CLASS ORGANIZATION.

THE most potent power in the progress of the nineteenth century has been the influence of organized effort.

Through all the various phases of human activity, in all the ramified relations of life, organization has extended its enervating power and made this decade a fitting culmination of the century's progress.

In no sphere has organization accomplished greater results than among the students of our educational institutions. The heterogeneous mass of individuals who enter college with diversified aims and talents are converted by its benign influence into the homogeneous body in which every differentiated talent finds its compliment. Yet we, as students of the leading Pedagogic institution of the State, have neglected this essential element of strength. Not a class within our walls is organized. We neglect the broadening influence of class fellowship, and narrow our minds by the limit of narrow associations.

To the different classes of our college we earnestly advise class-organization. To the class of '94 nothing is more necessary. The duties incumbent upon them as a class demand it, and the Junior class will find in organization strength found in no other way.

In organization is strength, and strength is success.

THE COLUMBIAN EXPOSITION.

CONGRESS voted to commemorate the four hundredth anniversary of Columbus' great discovery by a World's Fair. Every State in the Union has fallen loyally into line, and all nations have followed our lead. Many cities strove for the honor of being for a few months the Mecca of the intellectual world. Chicago stepped gracefully but boldly to the front, and none denied her the honor, fairly won.

With her characteristic enterprise and public spirit — an enterprise and public spirit that have made her the wonder of the world — she has taxed to the utmost her magnificent resources to make the World's Fair the greatest fair of history, as Columbus' voyage was the greatest triumph of navigation. She has furnished a site beyond the possibilities of any other city; she has adopted and carried out her plans practically without regard to cost. Her transportation facilities have amazed the multitude. She has dropped the expense of living below any year in her history. She has flung open her hospitality to the world without a condition.

She has accomplished her undertaking with but one exception, and that exception no fault of hers, but of the unfortunate financial embarrassment, and of the unwillingness of the railroads to lower fares. Nevertheless, when her gates shall have closed she will have registered the greatest attendance of any exposition, with the single exception of the Parisian Exposition. But her receipts will be the largest on record.

She has the most magnificent exhibition ever brought together in one place, of all that wealth and human intelligence have accomplished through the centuries. No higher praise could be given to the Fair than the exclamation of Morgan, the infidel and socialist, standing before the culture of Chautauqua, flaying the church for its enmity to the laboring man: "We must admit that no man or woman can pass through those gates, and see the marvels collected there, without coming away a better individual, and a better Christian."

FACULTY CHANGES.

IN THE MODEL SCHOOL DEPARTMENT.

JAMES ROBERT WHITE, B. Pd., principal of the Grammar School department of the Normal College, received his early education in the school of East Albany, and later graduated from Public School No. 15, in this city. After this he entered the old Albany Normal School, and in June, '82, was graduated from that institution; the next two years he taught at Sand Lake, and then determined to try mercantile life, and for half a year he was a salesman in Hidley's music store in this city.

After the music store was closed, on account of the death of the proprietor, he re-entered the teaching ranks, for one and a half years teaching at De Freestville.

About this time becoming interested in elocution he spent two summers at Boston, studying elocution at the Boston School of Oratory, under Prof. Moses True Brown, and during a long time taught elocution privately.

In '87 Mr White assumed charge of the school at Couse, and during the four years he remained at that school he made a reputation as an able instructor, while the friendship with which his former pupils regard him is evidence of his worth as a friend.

To the many who were intimate with Mr White during the years of his college course no introduction is necessary. Of commanding presence and charming personality, he attracts all who come in contact with him, while his tried worth make firm friends of all who are fortunate enough to be intimately acquainted with him.

Mr White possesses all the qualifications which fit him for his present position. A thorough and liberal education, combined with a comprehensive knowledge of methods, keen discrimination and good judgment, a great amount of firmness and decision coupled with a large appreciation of the difficulties under which a pupil teacher labors, make him a just and able critic.

We know those whose lot it is to teach under his supervision will find their work both pleasant and profitable and pupils who are in his depart-

ment are especially fortunate in being under so able an instructor.

We feel confident Mr White is destined to achieve distinction as an educator and ere long will reach the height to which he is so nobly struggling.

DEPARTMENT OF ELEMENTARY METHODS.

Miss M. H. Bishop, who succeeds Mrs Bliss as teacher of elementary methods and critic teacher, graduated from the classical course of the Hillhouse High School in New Haven, Conn., in the class of '83, and later from the Welch Training School in the same city.

After teaching for several years in the public schools of New Haven, she took a course in methods in the Oswego Normal School, and after graduation from that institution she returned to the Welch Training School in New Haven as teacher of methods and critic.

During the brief week Miss Bishop has been connected with our college she has created a most favorable impression as an able and systematic teacher, thoroughly familiar with every department of her work. She is of calm and dignified demeanor in the class-room, yet energizing her work with spirit and animation. She possesses the faculty of acute criticism and a mind fertile in devices to remedy defects in teaching. She bids fair to be a very valuable addition to our faculty.

MISS ELLEN J. PEARNE.

A CHANGE in the faculty of the college has occurred this year, by which the position of principal of the Grammar department of the model school, for the past two years held by Miss Ellen J. Pearne, has been taken by the president of the class of June, '93, Mr James Robert White. In leaving the State Normal College Miss Pearne followed in the steps of many before her, which lead to "the school of one pupil."

Cards have been received by members of the faculty announcing the marriage of Miss Ellen J. Pearne to Mr James W. Beardsley, Thursday, Sept. 7, at Zenia, Ohio. Her future home will be at Lemont, Chicago, Ill.

A lady of character and purpose, she was highly honored and respected by all who knew her. Having taught for two years in the Cortland Normal School, and spent some time in travel abroad, she accepted the position of principal of the Grammar department of the model school in this institution, and began her labors as such, in the fall of '91. She was well qualified for her position, and was not only respected, but looked up to both by the pupils and by those who taught under her, as a critic.

Though we regret that her services are discontinued, we join with her many friends in offering most sincere congratulations and kind wishes.

MRS SARA F. BLISS.

MRS SARA F. BLISS, who for the past three years has been connected with the college as teacher of elementary methods, has resigned to assume a position on the faculty of Practice School at Providence, R. I.

Mrs. Bliss is a woman of wide and varied experience in teaching. The keynote of her success in her chosen profession was that her views in regard to teaching were not only correct in theory but admirable in practice.

She also possessed in a remarkable degree that subtle element of success known as sympathy. Students far removed from home and friends did not long in vain for a sympathetic ear into which they might pour their trials and aspirations. While inexperienced teachers, discouraged by the press of work, found in her a ready listener.

Notwithstanding the fact that she had strong and decided views in regard to education herself, she was very liberal as to the opinions entertained by others.

One of the pleasantest features in her method classes was that her pupils could express their views with perfect impunity, and whether in accord with hers or not they were treated with due respect and consideration.

An enthusiast herself, she inspired all who came in contact with her, and to this influence is due the success which many of her pupils have attained.

'93'S GRADUATES.

Efforts to obtain a complete list of the positions of the graduates of '93 have been made, but being unable to obtain the desired information of a few, we present the following as nearly complete as possible.

COLLEGIATE COURSE.

Raymond E. Brown, Ph. B. Granville, N. Y.
 Hattie E. Burdick, Ph. B. Belmont, N. Y.
 Daniel Jordan, B. S. Albany, N. Y.
 Alvin A. Lewis, A. B. Margaretville, N. Y.
 Ernest E. Race, A. B. Crown Point, N. Y.
 Catherine M. Rider, B. L. Worcester, N. Y.
 Sarah P. Williams, A. B. Warren, O.
 Elizabeth M. Sherrill, A. B. Warren, O.
 Ruth D. Sherrill, A. B. Warren, O.

CLASSICAL COURSE.

Alice H. Hall. Franklinville, N. Y.
 Edward B. Harris. Albany, Boys' Academy.
 Nathan J. Lowe. Tottenville, N. Y.
 Merritt E. Newbury. Johnstown, N. Y.
 Georgianna Roberts. Norwich, N. Y.
 M. Agnes Taylor. Margaretville, N. Y.
 James Robert White. State Normal College,
 Albany.
 Stelle E. Whitaker. Geneva, N. Y.
 Elizabeth L. Young. Conneaut, O.

ENGLISH COURSE.

Henry E. Adams. Canaseraga, N. Y.
 Russell H. Bellows. Fort Plain, N. Y.
 Jennie J. Campbell. Hobart, N. Y.
 Joanna R. Cleary. Newburgh, N. Y.
 William S. Colman. Stassburg, N. Y.
 Evelyn B. Gatchell. Fonda, N. Y.
 James K. Gatchell. West Troy, N. Y.
 Etta Gracey. Yonkers, N. Y.
 Roxey J. Griffin. Utica, N. Y.
 Ida E. Hill. Pelhamville, N. Y.
 Myrtle E. Hook. Margaretville, N. Y.
 Grace E. Long. South Bethlehem, N. Y.
 Roselia Noon. Lynes, N. Y.
 Jessie Owen. Waterford, N. Y.
 Katherine Smith. Croton Falls, N. Y.
 J. Elizabeth Surdam. Lower Nyack, N. Y.
 Eliza A. Tuthill. Peekskill, N. Y.
 Carrie M. Underhill. Port Chester, N. Y.
 Allen H. Wright. Bouckville, N. Y.
 Anna B. Akins. Tuckahoe, N. Y.
 Nellie H. Blood. Mill Point, N. Y.
 Luella C. Bolenbaker. South Egremont, Mass.
 Anna S. Brett. Flushing, N. Y.
 Adelaide F. Carson. Woodside, L. I.
 Oscar E. Coburn. Kinderhook, N. Y.

Nellie L. Cochrane.....	Gloversville, N. Y.
Frances M. Coleman.....	Amsterdam, N. Y.
Evie Corney.....	Atlantic City, N. J.
Walter J. Decker.....	Springs, N. Y.
Alice J. Drake.....	Pittsford, N. Y.
Mary Dugan.....	Lenox, Mass.
M. Lillian Duncan.....	Fishkill, N. Y.
Jessie C. Dunlop.....	Hackensack, N. J.
Wilson R. Failing.....	Binnewater, N. Y.!
Sara M. Gillespie.....	Rock Spey, N. Y.
Grace A. Gilliland.....	Rock City, N. Y.
Katherine F. Haines.....	Sayville, L. I.
Mary S. Hall.....	Canandaigua, N. Y.
Hannah M. Henry.....	Newburgh, N. Y.
Alfred V. B. Howell.....	Locust Valley, L. I.
Martha Hunt.....	Warren, O.
N. P. Banks Johnson.....	Lower Nyack, N. Y.
Mary E. Keliher.....	Woodbridge, N. J.
Mabel L. Lewis.....	Haverstraw, N. Y.
Alice C. Mackey.....	Bath Beach, N. Y.
Ida E. Martin.....	Port Chester, N. Y.
Mary E. McFarland	Central Valley, N. Y.
Charles T. McFarlane.....	Ypsilanti Normal School, Mich.
Elmer A. Myers.....	Bachellorville, N. Y.
Kathleen E. Nolan.....	Shelter Island, N. Y.
Sarah E. Nolan.....	Shelter Island, N. Y.
Burton B. Parsons.....	Cambridge, N. Y.
Robert G. Patrie.....	Livingston, N. Y.
Eliza D. Payntar.....	Long Island City, L. I.
Anna B. Phillips.....	Patchogue, N. Y.
Lucinda P. Pratt.....	Athens, N. Y.
Paul E. Riemann.....	Cedar Hill, N. Y.
Georgia Ross.....	Pine Plains, N. Y.
Grace M. Seaton.....	New York City, N. Y.
Harriette Slater.....	Eureka, N. Y.
Emeline L. Smalling.....	Baldwin, L. I.
Effey B. Smith.....	Sheepshead Bay, N. Y.
Anna K. Swartwout.....	Johnstown, N. Y.
Clara B. Sweatman.....	Amsterdam, N. Y.
Cora E. Utman.....	Locust Valley, N. Y.
Mae E. Vincent.....	Cambridge, N. Y.
Clara E. Warren.....	Tappan, N. Y.
Adella K. Whitney.....	Amsterdam, N. Y.
Clifford A. Woodard.....	West Troy, N. Y.

ECHOES.

GREETINGS.

Repairs.

Water needs boiling.

Section rooms abolished again.

A familiar quotation, "What are you teaching?"

The high school department opened Monday, Sept. 11.

Now is the time to subscribe for the ECHO, at the opening of the year.

Invitation to old subscribers — renew your subscriptions, you can't do without the ECHO.

Why not do as other colleges? Organize the June, '94, class now, and not wait until the eleventh hour.

The kindergarten training class has the limited number, ten, and other applicants were turned away from the course.

On Monday morning, September 11, the heretofore method students donned all their dignity and proceeded to their class-rooms as teachers.

A few more copies of the Normal College edition of the New Albany, containing pictures of the faculty, can be obtained by addressing James McTeague.

Another suggestion — Let the '94's give a reception before the close of the quarter, as was the old custom. Surely the new students wish to become acquainted before that length of time. Think on these things.

PERSONALS.

MISS ELIZABETH SUTLIFFE will teach at her home in Cherry Valley this year.

Miss Laura Aken spent the summer in Canaan.

Mr Edward Burt and wife visited the college Sept. 8.

Miss Susie McDonald has engaged a school at North Bush, N. Y.

Miss Delle Govro has a position as teacher in Broomville High School.

More congratulations! "Charles" has recently become the happy father of a son.

Miss Marie Wilfert and Miss Alice Lynch do not return to college, because of ill-health.

Miss Minnie Hammersmith has joined the ranks of those not returning to college. Don't ask why. Just congratulate her.

Miss Mary Foley, who was obliged to leave college early in the spring because of ill-health, has returned to her studies this fall.

Miss Charlotte E. Lansing, our Exchange editor, has recently been made a member of the quartette choir of the First Presbyterian Church.

Miss Kate Stoneman was asked to address a meeting of women lawyers in Chicago, August 3 and 4, under the auspices of the Queen Isabella Association. †

Mr Samuel Slauson has followed the example of those returned for the classics, and yea more! He has returned with reinforcements. The ECHO extends congratulations.

ALUMNI NOTES.

'63. J. D. CONLEY, vice-president and professor of Geology and Physics in Wyoming State University, visited the college, Aug. 21.

'70. Charles H. Pierce is now principal of the State Normal School at Los Angeles, Cal.

- '87. Miss Elizabeth Lettis visited the college, Sep. 7. Miss Edith S. Dickey sailed for Europe, July 6, expecting to spend a year in study at Paris.
- '91. Miss Minnie E. Grandy has been taking Greek and Drawing at Round Lake this summer. Miss Adee is teaching in Locust Valley, L. I. Mr Smith, of the June class, returns to Port Washington, L. I.
- '92. T. J. Morse has returned to Texas. Miss Mabel Westcott will teach in Haverstraw, N. Y., the coming year. Miss Mary Woode has a position in Tottenville, and Miss Carrie Pussing at Bethlehem Center. Miss Evelyn Palmer has charge of a new kindergarten at Dolgeville, N. Y. Miss Jean McLaughen has charge of part of the kindergarten training work at Pittsburgh, Pa. Lewis R. Herzog and Henry F. Blessing have returned to college for the classics. Miss Lucy Smith enters the Woman's College at Baltimore this fall. Mr Hawkins, of the February class, has a position at East Marion, L. I.
- '93. Clifford A. Woodard treads the Normal halls as one of the classical students. Daniel Jordan has improved the summer by teaching French at Chautauqua. W. S. Coleman spent the summer at Round Lake. Miss Georgianna Roberts visited her *Alma Mater*, Aug. 25. Miss Catherine Rider has been spending two weeks in the city, before beginning her duties as preceptress of Worcester Academy. Russell H. Bellows called at the college, Sept. 16. Miss Jessie Owen has been teaching a kindergarten at Round Lake a part of the past vacation. A. B. Hunt has entered a drug store in Buffalo, preparatory to studying medicine. Mrs Maria Henry has returned to her position in Yonkers, after a pleasant visit to her parents in England. Merritt E. Newbury, business manager of the ECHO, '92 and '93, spent a few days in the city, the first week of September. Ernest E. Race, managing editor of the commencement issue of the ECHO, June, '93, visited his former editorial sanctum, Saturday, Sept. 9.

KINDERGARTEN NOTES.

THERE are eleven young ladies in the training class.

The kindergarten exhibit at the World's Fair was very creditable.

The kindergarten congress held in July was especially beneficial.

In some departments the U. S. kindergartners have outdone even their German teachers.

The kindergarten is turning pupils away. Every last year's graduate from this course has a position.

The first meeting of the Albany Kindergarten Association will be held September 30 in our kindergarten rooms.

The exhibition from the "Pestalozzi-Froebel House," Berlin, was especially creditable to the German members of the profession.

The exhibit at the Fair which especially interested our kindergartners was the display of paper cutting work, showing new ideas developed in different sections.

There has been a class formed in the city for the study of Froebel's "Mother Play and Nursery Songs," and later Mrs Lucretia W. Treat will deliver a course of lectures on the above book.

Mrs Hooper, editor of the "Kindergarten Magazine," who has a table in the child's building at the fair, reports the manifestation of the greatest interests in the kindergarten and all departments of juvenile education, showing a greater appreciation of the educational opportunities of childhood.

CUPID'S VICTIMS.

THE missiles of the *blind god* are ever being hurled, and as certain of the former students, as well as a teacher of our own institution, have proven themselves unable to avoid and escape them, we feel constrained to notice them under an especial heading.

Miss Maude E. Lewis, '91, was married to Mr William H. Nevele, June 22, at Middleburgh, N. Y.

Miss Jennie Shepherd, '91, to Mr Fred Peck at Dean's Corners, August, '93.

Miss Charlotte V. Stemm, '90, to Mr William A. Reeves of Plattsburg, N. Y.

Miss Margaret Vosburgh, '93, to Mr William Nodine.

Miss Ellen J. Pearne, formerly principal of the Grammar department of the model school, to Mr James W. Beardsley, Thursday, Sept. 7, at Zenia, Ohio.

A FAMOUS RUNNER.

Mr. Charles Kilpatrick of our High School is rapidly becoming famous as a runner.

Since April he has competed in twenty-seven races, not losing one, and bringing to Albany six gold medals and several other valuable trophies.

The races varied from eighty rods to three miles. They were won in the Manhattan Club races, the Royal Arcanum field day sports, the Saratoga Athletic Club, the Columbian Exposition of "crack" runners, and several other places.

OUR EXCHANGES.

If you want to be well informed, take a paper. Even a paper of pins will give you some good points. Ex.

Normal College Echo, Normal Echo, etc., seem to be favorite names among our list of exchanges.

We congratulate the Oneontean upon the excellent picture which it prints of James M. Milne, A. M., Ph. D., principal of the State Normal School at Oneonta, N. Y.

We are glad to see again the University Herald of Syracuse. It stands among the first in artistic excellence.

We welcome the Normal College Echo of New York, and also the Barnard Aion as newcomers.

The newsy High School Recorder of Brooklyn is again with us. The poetical features reflect great credit.

We take great pleasure in acknowledging the receipt of the Student, resplendent in a new dress and red type.

The Lever of Colorado Spr. is a new acquaintance, and bids fair to become a fast friend.

A German gentleman innocently gave this reading of a familiar saying: "The ghost is willing, but the meat is feeble."—*Normal News*.

The Pratt Institute Monthly gives a very excellent idea of the operations of the institute which it represents.

We noticed with pleasure a plea in the Cornell Era for literary societies.

One of Amherst's professors uses no chair in the classroom. We suppose he sits on the class.

Some of our June exchanges showed the weakening effects of warm weather.

We wish "The South" had more representatives on our exchange table.

AMONG THE COLLEGES.

COLUMBIA, Dartmouth and Williams have dispensed with commencement exercises.

The Class of '94 at Dartmouth has adopted class buttons.

Allegheny College has a man who can make love in six different languages.

Twenty per cent. of Dartmouth's undergraduates go out teaching during the winter months.

The Wesleyan faculty have voted to allow the students a hand at the helm of government.

The Princeton Club, of New York, has offered a prize of \$100 for the best entrance examination to that college.

Baedeker's new guide book of America rates the large colleges in the following order: Harvard, Johns Hopkins, Cornell, Columbia and Yale.

Oberlin College has conferred the degree of LL. D. upon Miss Helen C. Shaffer, the president of Wellesley College. She is the second woman in America to possess this degree.

The faculty at Princeton have resolved to place students on their honor in examinations. All supervision

will be abolished, and students will be required to sign a declaration at the close of the examination.

A New York State Inter-Collegiate Oratorical League was formed at Syracuse, June 10th. The following institutions at present form the League: Syracuse University, Rochester University, and Union College. A meeting will be held early next year, when other colleges, desirous of entering, may have their applications considered.

EDUCATIONAL NOTES.

There are 200 distinct University degrees.

France has nearly a million students in her kindergartens.

The first woman's university in Germany is soon to be established.

Of the 3,000 students enrolled at The University of Berlin, 800 are Americans.

Johns Hopkins University is now open to women on the same terms as to men.

There are now 17,000 Chautauqua circles in the world. One has been established at the Cape of Good Hope.

There are but thirty-seven schools in Alaska, and out of about 10,000 native children but 1,788 attend school.

The Government Industrial Training School at Santa Fe, N. M., will be changed into a normal training school for the preparation of Indians to take the place of white teachers in their own schools.

The common school teachers of New York State are respectfully invited to meet in the Capitol at Albany on the 20th of September. The convention is called for the purpose of increasing the pay and influence of teachers in the State.

The American Association for the Advancement of Science have adopted a uniform system of pronunciation in chemical and geographical words. Strugglers over quinine, bromine and other words of similar termination will rejoice.

Emperor William, of Germany, has conceived the scheme of compelling every child in the German Empire to undergo a theological education. In other words, religion in the public schools of Germany is to be put on a par with geography and chemistry.

HIGH SCHOOL NOTES.

OUR number is larger than ever before.

A new carpet has been placed on our rostrum.

Why don't we have a foot ball team?

Now is the time to boom the literary societies.

Let us have an organization, class colors and a yell.

Several of last year's graduates are now college students.

Many of the members of the first year class are frequently seen at Geological Hall.

We think our department has a monopoly of the pretty girls of this institution.

Last year the members of Prof. Bartlett's Latin method class gave a series of lessons to the junior class of the grammar school, and as a result, we have in the high school a class of sixty-four beginning Latin.

SEEN AT THE FAIR.

Miss M. A. McClelland; Prof. A. N. Husted; Miss C. Russell; Prof. W. B. Jones and wife; Miss A. E. Pierce; Miss M. H. Bishop; Miss E. J. Pearne; Miss K. Stone- man; Miss E. H. Hannahs; Miss I. M. Isdell; Miss H. L. Sewell; Prof. J. R. White, '93; Prof. W. M. Griffin, '73; C. H. Willett, '63; N. Y. Kingsley, '83; Prof. Chas. H. Pierce, '70; Prof. James H. Van Sickle, '73; H. L. Taylor, '79; Prof. Geo. H. Benjamin, '60; C. C. Conover, '84; Sarah J. Stewart, '73; M. E. Newbury, '93; F. J. Morse, '92; R. E. Brown, '93; G. A. Brown, '94; Miss J. Owen, '93; Miss J. Warnham; A. J. Lewis, '93; Miss A. Heusted, '95; Miss A. Drake, '93; Miss A. Hall, '93; Miss R. Sherrill, '93; Miss M. Roff, '95; Miss Taylor, '93; W. E. Freeman, '94; N. J. Lowe, '93; Miss E. Sherrill, '93; Miss Arnold, '93; Miss San- ford, '93; Miss Evarts; Miss Lee; Miss L. Smith; Miss E. Bradner, '91; A. A. Dodds, '91; Miss M. Brown, '92; Miss R. Griffin, '93.

QUICKSILVER ELECTION.

THE Quicksilver Reading Circle met last Wednes- day and elected the following officers for the coming year: President, Hazlett J. Risk, '95; vice-presi- dent, Charlotte E. Lansing, '94; treasurer, Minnie E. Waite, '94; secretary, Miriam M. Groat; managing di- rector, Mrs Margaret Sullivan Mooney.

GETTING THROUGH COLLEGE.

GIRL in library,
Reading book.

No one near her,—
Cozy nook.

Man comes along,
Seeking knowledge,
Must get through the
Normal College.
* * * *

Girl in library,
Cozy nook.
Man now near her,—
No more book.

C. A. WOODARD.

FANCIES.

SAD TO RELATE.

THERE'S a maiden I cherish past glory or gold;
So loving, so tender, so gracious;
Her presence is rapture, her smile, wealth untold,
Her service than freedom more precious.

The crown of life's triumph, the balm of life's woes,
Far dearer than sisters or brothers;
My heart's living Idol! But sad to disclose
She's exactly the same to two others.

- A soft snap — a woolly dog.
- Does a bee-line have wax ends?
- A summer resort — the front gate.

- Adam's first *ale* was made from an apple.
- Music seems to be organic with Italians.
- A motley history — that of the Dutch republic.
- In "higher education" the *skull* is on the college course.
- A *litterateur* becomes a noble man when he is baron of ideas.
- The merriest place in the world, — where all bodies lose their gravity.
- Common *cents* people are the ones who get along best in the world.
- Reverses try men's souls, except when they reverse their cuffs.
- The "school marms" consolation — they may sit in the lapse of ages.
- How are ideas conveyed from one mind to another? — by trains of thought.
- Young ladies do not object to "setting up," but you never catch them treating.
- It is not discourteous to say that the unwedded "school marm" is a matchless beauty.
- Three school girls abreast constitute an object of passing interest. It is a close squeeze if you can pass it.

AMONG THE MAGAZINES.

In Scribner's Magazine for September we find a paper on the famous angler, Izaak Walton, by Alexander Cargill. Though restricted by a scarcity of facts, and dependent on tradition, the writer pleases his readers with the liveliness of his style. The accompanying illustrations and engravings are especially fine. The cosmopolitan subject "Clothes," considered historically by Edward J. Lorell, is a novel feature of this number. The fifth article in the series of "Men's Occupations" appears in this number, and reveals the artistic elements of "The Machinist." Gustave Kabbé writes most instructively on the "Tides of the Bay of Fundy." Mr. Andrew Lang contributes a letter to Samuel Pepys, Esq., for a forthcoming new edition of his "Letters to Dead Authors." Among the story writers, the author of the popular "Day and Night Stories" furnishes a "Thackeray Manuscript in Harvard College Library." Robert Grant concludes his clever reflections "Opinions of a Philosopher." Harold Frederic adds a third installment of his serial "The Copperhead." The "I. O. U." of Margaret Sutton Bischoe, "The Sharpness of Death," by Elizabeth Knight Thomkins, and Harrison Robertson's "The Rich Miss Girard," are readily distinguished as belonging to the *fin de siècle*. Duncan Campbell Scott's "Harvest" is worthy of a careful reading. Mrs. James T. Field's lines on an "Autumn Birthday" are timely and very pretty. The illustrators are many, and their work makes this number of Scribner a particularly artistic one.

The September number of the *Cosmopolitan* has more than 100 illustrations, giving the chief points of interest in the Columbian Exposition, and the Fair is treated by more than a dozen authors, including the famous English novelist, Walter Besant. "The Midway Plaisance," by Julian Hawthorne; "Electricity," by Murat Halstead; the "Liberal Arts Building," by Kunz, the famous gem expert of Tiffany & Co.; the "Department of Mines," by the chief of that department, and other articles. A feature of this number is a story by Mark Twain, entitled "Is He Living or Is He Dead?" The publishers of the *Cosmopolitan* are satisfied with the experiment of selling their magazine for one-half its former price. That the magazine is unchanged, and even bettered, is seen from only a cursory glance at the writers and illustrators. The publishers anticipate an increase in the sale of copies, thus making advertising space more valuable. The American people will appreciate the effort to furnish them a magazine of the highest class at a price so unusual and so small as to be almost nominal.

RECENT PUBLICATIONS.

Classic Myths in English Literature. By CHARLES MILLS GAYLEY. Ginn & Co.

In editing this admirable work, Prof. Gayley gives a long needed book to the public. Mythical allusions, in both English poetry and prose, are so frequently made, that much of the delight in our best English writings is lost because of ignorance as to the meaning of these allusions. Many classics for children have hitherto been

published, but the older student has had no books of reference excepting, perhaps, the classical dictionary and Bullfinch's "Age of Fable."

The Introduction shows the benefits to be derived from "the study of the imaginative thought of the ancients, through the artistic creations of the moderns." The first three chapters lead the student gradually, by treating of the origin, distribution and the preservation of myths, to the study of the Greek myths of the creation. The greater portion of the book is devoted to the Greek and Roman myths. A few pages tell of the Norse myths, and the poems whose subjects are taken from these myths.

The appreciative student will note with pleasure the commentary appended, whose references and information show unlimited research. The illustrative poems, through the entire work, are selected for their adaptability and beauty, only the master-pieces are used, and the reader is thus brought in touch with the classic writers of all periods and led to see the importance of a thorough and comprehensive knowledge of ancient myths, by these comparisons. In its technical execution the book is artistic—the facts are stated in a most interesting style, and the illustrations and maps are both decorative and helpful. No work has recently been published that so meets the requirements of the secondary schools as this. Every teacher and student should read for himself these classic myths as edited by Prof. Gayley.

School Classics, Vergil's *Æneid*, VII. By WM. C. COLLAR, A. M. Ginn & Co., Boston, Mass.

In this number of the School Classics the seventh book of Vergil's *Æneid* is gotten up in a most attractive form, under the editorial supervision of William C. Collar and John Tetlow. The series will be limited to those Latin and Greek authors deemed most suitable for secondary schools, and will include in small volumes the several books of those authors, separately edited by competent scholars of experience as schoolmasters. The object of the series is to furnish a wider and more varied selection of books to be read, thus affording greater growth in the scholarship of both teacher and pupil. The copious annotation, the full and carefully prepared vocabulary, the word groups and numerous references in the vocabulary, are distinctive features of these classics. The editors believe that the *Æneid* should be studied much less than usual, from the grammatical and philological side, and much more from the literary side. Accordingly the text and translation are printed, in some editions, facing each other with Latin synonyms under the text. As the entire series is to be prepared with the same idea in the foreground, these little books will do much toward hastening the important change that is already slowly taking place in the classical instruction of this country.

Exercises in Greek Prose Composition. By WILLIAM R. HARPER, Ph. D., LL. D., and CLARENCE T. CASTLE, Ph. D. American Book Company.

To most students of Greek or Latin, the name "Prose Composition," strikes fear. With Harper and Castle's delightful method of pursuing Greek Composition the fear vanishes. The turning of English sentences into Greek sentences is not done as an end, but as a "means for learning the principles of the Greek language, that they may become the key to unlock the literature." The method is inductive and incites the student to observation and investigation. The authors would have composition begin with the first page of Greek that is read, and continue daily, till the principles of the language are mastered. The exercises are selected from Xenophon's *Anabasis*, and are so many in number that the teacher can choose from these as he finds them adapted to his class. We note two excellent original features of the "exercises," the "suggestions on composition" which are intended to aid the learner in his first acquaintance with the subject, and the "Inductive Studies" in the uses of the Greek modes, which are designed to help the student to arrange for himself the detached facts of Greek syntax.

The authors have, indeed, succeeded in arranging a pleasing and useful book for classes in Greek Composition.

Practical Lessons in Language. By BENJ. Y. CONKLIN. American Book Company.

This book has been written in response to the demand for a series of graded language lessons covering the last two years of the primary course and based on the principles of modern pedagogics.

The lessons are arranged under the heads of "Things to Notice" and "Things to Do." The exercises under the second head are varied and cannot fail to interest the little pupil. All through the book the child must see and do for itself. The principle that the pupil must clearly comprehend the thought before he expresses it intelligently, is never lost sight of. The matter is excellent in its arrangement and well adapted to the understanding of the grades for which it is written. The "Practical Lessons in Language" is a valuable gift to the little people, as they are led to discover, daily, some new facts of their language and to form their own rules for constructing it. Every teacher can profitably follow the suggestions given, if each pupil cannot be given a copy of the book.

Swinton's School History of the U. S. By WILLIAM SWINTON. American Book Company.

The author of this history prepared it some twenty years ago for those teachers who aim at some definite results in the study of history. The style of writing is simple and free from those details found in many school histories. The author claims for his book the following points of superiority: 1. The plan of paragraphing. 2. The use of short and direct sentences. 3. A new method of Topical Reviews. 4. The separation of the history of the States from the history of the Administrations. 5. The separation of the leading facts of American Progress from the history of the Administration. A new edition in a more worthy dress is now offered to the public by the revisers, who have added chapters on Pre-historic America and the settlement and growth of the Three Colonial Centers. The arrangement and literary excellence of this history attract the notice of the progressive teacher.

History of the Philosophy of Pedagogics. By CHARLES WESLEY BENNETT, LL. D. C. W. Bardeen, Syracuse, N. Y.

Dr. Bennett, late professor of historic theology in Garrett Biblical Institute, was peculiarly fitted to write a treatise on this subject. From his little work of only forty-three pages, on account of its conciseness and clearness, the student can gain as much as from a book of four hundred pages. The writer is conscious of the mass of material from which he must choose, and so discusses, briefly, the most important and influential systems of the Post-Reformation period. The terseness and directness of this short essay are its chief charm. The reader is forced to constantly admire the condensation of so vast a subject. Pictures of the typical reformers of each period embellish the pages of this brief treatise, which appears in a very effective dress. To the student of limited time the book is especially helpful, as he must of necessity have a sure and clear knowledge of the subject after a single reading.

Sohrab and Rustum. An Episode. By MATTHEW ARNOLD. American Book Company.

A very neat little copy of the "English Classics Series" comes to us this month, containing Matthew Arnold's "Sohrab and Rustum." The Introduction cites a few facts on the Life of Matthew Arnold, comments on the style and character of his writings. A short explanation regarding the source of material for this poem gives the reader an intelligent understanding of the "Episode." The foot-notes also interpret any obscure allusions, and by their fullness and clearness assist the student to better appreciate this mysterious and most beautiful piece of literature.

The Riverside Song Book. By W. M. LAWRENCE and O. BLACKMAN. Houghton, Mifflin & Co., Boston, Mass. Paper, 30 cents. Boards, 40 cents.

The Riverside Song Book contains classic American poems set to standard music. Among this selection of songs are found many that are national favorites, and all are chosen with a special adaptation to schools, and are suitable for all grades. The collection is worth many times more than its price to any school. We cannot commend the authors too highly for placing in the hands of teachers a book of songs which contains from the first page to the last the choicest words of our best poets set to the most pleasing melodies.

BOOKS RECEIVED.

English Composition. By ALPHONSO G. NEWCOMER. Ginn & Co.

The Educational Labors of Henry Barnard. By WILL S. MONROE. C. W. Bardeen, Syracuse, N. Y.

English Classics—The American Scholar, Self-Reliance and Compensation. By RALPH WALDO EMERSON. American Book Company.

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