

ernment and the people than our present aristocracy of wealth.

#### CULTURE IN NATURAL SCIENCE

was the subject chosen by Mr. E. H. Fulmer. He began by pointing out the wonderful progress which has been made in all branches of scientific research, showing how such research has become more and more thorough, and has reached the highest degree of development in the present age. Nineteenth century civilization is a natural result of such research, and Science, hand in hand with Religion, is today ennobling and enriching mankind. One of the most convincing evidences of the growth of science is seen in the facility of intercourse enjoyed by every nation on the globe, whereby the advantages possessed by the people of one country are equally accessible to the inhabitants of every other one. As developed truths are the foundation of human progress, so human progress in turn demands the solution of all the puzzling problems with which thinking men of the day are grappling. It then becomes the duty of science to work out these problems, and this it will do by its own methods. The simplest truths in nature are always exerting a powerful influence upon man, although he may not even be conscious of the fact. By the study of science modes of thought are developed which have their outcome in a deep and earnest thought-culture. The artist must observe closely and interpret truthfully. The successful scientist goes farther than this: he must in addition, draw wise conclusions from his observations thus calling into active play all his mental faculties. Mr. Fulmer then showed how an exclusively intellectual activity tends to a one-sided development of man's powers; and tends to unfit him for dealing with all practical issues. To avoid this, he must exert all the powers given him; he must take a whole-souled interest in everything he undertakes and strive to develop his mental and physical faculties together so as to form the symmetrical and well balanced man. Thus the best aims of culture are realized and the true development of man's faculties attained. Nature's wonderful rules must be thoroughly understood before they can be enjoyed, and if they are not so understood, all her beauties are lost. The only way then, to appreciate the works of the Creator, is for everyone to bestow personal effort and study upon them otherwise. In this age one must rely on himself, otherwise he will not be able to accomplish anything. The importance of science does not depend alone on its practical results. Its results are two-fold; practical results and those which attest the divine presence, and cause the mind to take on a nobler and a purer cast. Science should not be considered as an interesting collection of facts; its various phases and attributes are all so blended as to form one perfect and harmonious whole. Mr. Fulmer concluded by pointing out the folly of training any one faculty to the exclusion of all others; as by so doing a man becomes incapable of symmetrical development, and so defeats the aim of culture as secured by a thorough and comprehensive study of scientific facts.

Mr. E. H. Eddy then rendered in his usual artistic style a tenor solo, "The Palms". Miss Laura M. Roberts followed with a very practical oration entitled

#### ART CULTURE.

Character is the foundation of our national and individual life. Many influences enter into its formation, and among them art holds a high place. The wild and rugged landscape of Switzerland has been the greatest factor in forming the Swiss character. What nature has done for character in Switzerland, art may do anywhere. An analysis of the present spirit of American life will show to us why art should re-

ceive greater attention. We spend our lives chiefly in gaining political, financial and social success. As a result of this we are dwarfing our artistic and poetic tastes. We seek to gain intellectual keenness instead of the cultivation of our finer sensibilities, our souls. Other nations see the necessity of artistic education and provide for it. The Germans are wise when they teach music in the schools, and the French are wise when they equip free art schools. In America a revival of art is taking place. It can be traced in our current literature. We need more art and we need a more thorough understanding of the artistic things we have. What is not understood cannot be fully appreciated. What is needed is a general education of the public. This may be brought about by establishing art schools, maintaining free public galleries and studios, and making good works easily accessible to all. The schools of industrial and mechanical drawing in New York and Boston, and the beginnings that have been made in teaching drawing in the public schools, have already yielded the most gratifying results. Magazines containing illustrations of real artistic merit should be in every home and in every public library. Do you value strong character, true sentiment and refinement? Then cultivate the fine arts which have such a mighty formative influence.

W. S. Perrin's oration was upon

#### ANDREW JACKSON, THE ULTRA-DEMOCRAT.

Race and temperament are not without their effects; and place more than anything else has a character-determining influence. If by fate you mean nature, then indeed does fate largely rule over our destinies. In the light of these facts the speaker undertook a defense of Andrew Jackson's administration, and also attempted to place and characterize him in the constitutional development of the Union.

We are much more prone to criticize than commend. Our form of government tends to make us very exacting in political matters. In private relations we pretend to be more charitable, and yet as a people we are anything else than lenient and easy in our demands upon those who serve and are served. Andrew Jackson in his political life and character is deserving only of charity. He was not faultless,—indeed he was exceedingly full of faults. Education, that all-potent factor in the evolution of the race, had worked no unusual transformation among his ancestry, and Jackson carried with him to the presidency an untutored mind and a choleric temperament.

Jackson represents the "demos kratio" principle victorious. Political revolution—the complete supremacy of the democratic principle—secured for him the presidency. The action necessary to raise the people from the political lethargy into which they had been so long sunk was taken, and Jackson represents the consummation of the movement which crowned them victors,—victors in name only. Statesmen had preceded him in that high office of trust: demagogues followed him. Jackson then represents the transition period, from the rule of statesmen to that of demagogues and mere politicians. We cannot exculpate Jackson of all blame. His party, and the people to a large extent, should share the discredit of his administration. The people themselves thought wrongly and Jackson as one of them anticipated and executed these false conclusions.

#### TOLERATION AND THE QUAKERS

was the subject upon which Mr. E. C. Wiggeahorn spoke

The struggle for freedom of conscience was fierce and prolonged. At the beginning of the seventeenth century toleration as a principle was almost unknown. The first colonists brought with them the seeds of intolerance, and a har-