

COMMENCEMENT DAY OF FREE ACADEMY

High School Graduates at the Lyceum Theater Yesterday.

Notable Essays and Orations by Members of the Class of 1901—Evidences of Careful Training—Excellent Results Shown by the Class in Vocal Music—Address by Dr. Taylor—Conferring of Diplomas.

A very large number of the relatives and friends of the out going class of the Rochester high school gathered at the Lyceum theater yesterday morning, on the occasion of the graduating exercises. The capacious stage was a mass of palms, potted plants and flowers, and the air was laden with sweet perfumes.

Principal Wilcox, whose services in connection with the high school have come to be greatly appreciated, was in charge of the graduating exercises, and it did not require unusual perception to realize that he, was proud of the young ladies and gentlemen who were thus formally leaving the institution.

Among those present on the stage, besides the graduates, were: Rev. Dr. William R. Taylor, pastor of the Brick Church, President Townson and Commissioner Forbes, of the board of education, and Professor Allen, former principal of the high school.

The names of the graduates of the class of 1901 are as follows:

English: Anna B. Atkinson, Mary L. Barrett, Otilia M. Berna, Evangeline M. Etzel, May B. L. Gallagher, Margaret E. Gosnell, Carrie Marie Graham, Blanche Esther Horcheler, Anna Knowles Hunt, Millicent C. Jackson, Vinnie Mae Maxham, Helen M. Mills, Anna Marea Reid, Florence G. S. Seiler, Katherine H. Shepard, Esther A. Smith, Mayme F. Smith, Sophia Coe Stone, May Estelle Wellman, Generive S. Yost.

German scientific: Herman J. Butler, James Lawrence Elwood, Carl William Haefner, Jr., James Laragy Howe, Joseph Alonzo McMaster, Ethel Frances Thompson, William F. Worrall, Joel De Witt Justin.

Latin scientific: Louis F. Amish, Lillia V. Babcock, Gertrude S. Bancroft, Henrietta A. Becker, Samuel Woodman Bradstreet, Jr., Emilie F. Cassebeer, Kate Englehardt, Matie J. Gosnell, Arthur Wells Graley, Wilson G. Harger, Herma Maud Harkness, Laura Faith Harwood, Ruth Margaret Hayden, Henrietta Sietska Hoekstra, Ransom Noble Kalbfleisch, Frederick Chester Line, Gertrude Willis Merriam, James Robinson McClintock, Marie D. Osborn, George M. Pappert, Shirley S. Priddis, Altha M. Pritchard, Maie Dunshee Rhoades, Mai Ethel Rosenthal, Anna M. Servis, Hallie Irene Shearer, Leo F. Simpson, Harriet Stillman, Anna Elizabeth Vanderwerf, Bertha Vick, Frances Chapin Wilbor, Myrtle Louise Wilcox, Irene Du Point Winans, Alvalyn E. Woodward, Nelson G. Brayer.

Classical: Harry Willard Bosworth, Elizabeth Calhoun, George Burt Caudle, Aurthur Lewis Chase, Trafton M. Crandall, Jane Ernisse Crowe, Lillian May Enders, James Kerwin Feely, Jessie May Harkness, Ira H. Harrington, Grace Irwin, Jerome Kates, Florence Marie Kershner, Arthur Kochenthal, R. Estelle Leseritz, Florence M. Lewis, May Alice Miller, Edward E. Morris, Katherine Cham-

berlain Noyes, Arthur Raynsford, Sydney Francis Rice, Olwen Roberts, Helen Rogers, Gertrude Salisbury, Miriam Saunders, Florence A. Southworth, Frederick Weik, William H. White. Harriet Whited.

After a pleasing selection by the orchestra, Rev. Dr. J. W. A. Stewart, pastor of the First Baptist Church, offered the invocation. Then followed the literary exercises of the day, which were of more than ordinary merit.

“Talk, Idle Talk,” was the subject selected by Miss Miriam Saunders. The subject was a fruitful one, and in her handling of a somewhat common place subject. Miss Saunders gave evidence of the systematic mental training which is characteristic of the high school. As an oratorical effort, it showed plainly the effect of the painstaking care bestowed upon this branch of high school work.

Arthur William O'Brien chose “Robert Louis Stevenson,” as his topic, and the young man's analysis of the author who chose the antipodes as his field of literary labor, showed close study of the literary methods which have made Stevenson's name a household word, wherever good style is appreciated. In this essay, as in fact in most, if not all of those on yesterday's programme, it was shown that the efforts of the instructors of the high school to inculcate good literary taste and correct methods of criticism, are bearing fruit. Much applause greeted Miss Katherine H. S. Shepard, when she concluded a

thoughtful and finished essay on "Shrines of America." It was a popular topic in itself, but the manner in which it was treated by, Mies Shepard captivated the audience.

Under the direction of Professor Carlo Mora, who has, for the past two terms had charge of vocal music, the vocal class rendered "The Soldiers' Chorus." It was a magnificent rendition, and the work of the master was apparent in the voices of his pupils. Professor Mora is singularly skillful in training young voices, and his skill never was shown to better advantage than in the vocal efforts of his class at the Lyceum yesterday. The names of Professor Mora's pupils forming the vocal class follow: Anna Atkinson, May L. Barrett, Ottillia M. Berna, Evangeline M. Etzel, May Gallagher, Margaret Gosnell, Caroline M. Graham, Blanche E. Horcheler, Anna Hunt, Millie Jackson, Vinnie M. Maxham, Helen M. Mills, Anna Reid, Florence Seiler, Kittie Shepard, Esther Smith, Mayme Smith, May Wellman and Genevieve Yost.

"Education of the Heart" is a subject which has perplexed older minds than that of Jean Ernisee Crowe, who chose it as the subject of a graduating essay. It is a process which normally continues while earthly life lasts, and is not without its technical difficulties. But there was abundant evidence in this essay that the principles of the science are correctly taught at the high school, and that the youthful essayist had well mastered the fundamental principles.

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The essay by Miss May L. Barrett, on "A Broad Outlook," was a finished effort, and evinced much of intelligent study as well as discriminative observation. It was accorded hearty and well deserved applause.

The merits of "The Hoosier Poet" were thoughtfully and feelingly treated by Miss Grace Irwin, and here again, as throughout the entire literary exercises, were manifest evidences of the skillful direction of the reading of the more advanced pupils, which is, as has been said, a feature of the high school course. Perhaps in no other way can this be discerned better than in the literary efforts of the pupils themselves. It is based upon the correct theory that good style begets good style; not necessarily imitation, but development of the individual style of the pupil and embryo writer.

The last number on the literary programme of the graduates was the essay on "Individual Responsibilities" by Miss Helen Rogers. More perhaps than in

times which are past, the idea of individual responsibility is being impressed upon the young, and the essayist showed that these problems are now the subject of study by those who, from the nature of things, have yet to come in practical contact with the duties of life which make a thorough grounding in the knowledge of these responsibilities of unmeasured advantage.

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Superintendent Gilbert of the public schools then awarded the diplomas to the graduates, and in doing so he made a few remarks of interest. He told what the certificate of graduation stood for and complimented the graduates for their faithful and honest work in the institution.

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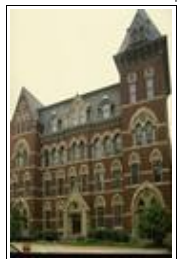
Correction made on 15 Mar. 2007.

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Notes: The Academy Building, formerly the Rochester Free Academy, at 13 South Fitzhugh Street. Designed by local architect Andrew Jackson Warner and constructed in 1872-73, it served as the city high school for 30 years.

In 1899, the *Free Academy's* name was officially changed to to *Rochester High School*. To satisfy the increasing need for space, the City of Rochester agreed to build two new high schools. *East High School* which opened in 1903, and *West High School* which opened in 1905.

The Academy Building was converted to office space in the early 1980s.



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