

THE Normal College Echo

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PARTING LINES.

WE meet to part ;
 Not every heart
 Can feel the pain,
 Nor every soul's emotion grow
 When comes the joy that mourners know
 To meet again.

Dost thou not know
 Why we should go
 On separate ways?
 Am I not called by grace divine
 To lead a different life than thine
 Through mortal days?

All cannot wend
 Until the end
 The rose-strewn path ;
 For some upon the field of strife
 Must lay aside their very life
 To quiet wrath.

And others, too,
 Must travel through
 A ceaseless mill,
 Whose heads are bowed with grief and care,
 Their crosses they must meekly bear
 To Calvary's hill.

O, friends of mine !
 His ways divine
 We question not.
 But through the clouds that darkly lower,
 Canst thou not see on yonder shore
 A blissful spot?

Let us then think
 Upon the brink
 Of grief complete.
 Not only do we meet to part,
 But (faithful thought to christian heart) !
 We part to meet.

M. A. K.

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INDUCTIVE METHOD IN SCIENCE TEACHING.

EDWARD W. WETMORE, A. M.

"INDUCTIVE Method" is a term to conjure with in the present stage of educational theory. Ask almost any teacher, of any grade, in any school, whether he—or she, if this pronoun more appropriately applies—whether he uses the inductive method in teaching, and an affirmative reply will be promptly given, accompanied with a more or less open look of indignation as though you were casting a serious reflection upon the said teacher's fitness for the work. Ask again, "What is inductive method?" The replies will be as varied as the individuals addressed, agreeing in but one respect, that the deponent's chief idea is that it is not learning a lesson by rote and repeating it from memory. So far they are right; probably, however, in little else.

The answers can be classified readily under a few general heads. It is *observation*, the pupil taking actual things and, by examination of them, getting the facts. It is *experiment*, the arranging of proper and pre-determined conditions for the occurrence of phenomena. It is *analysis*, by which a method of operation is picked to pieces in order to a better understanding of the same. It is *synthesis*, a putting together of things, words, events or principles to discover just the nature of the resulting compound. It is *illustration*, any mechanical device by which the imagination may be brought into closer and more correct relation with phenomena difficult to be understood. It is any process of *ratiocination* by means of which pupils may be led to start from one principle and proceed by logical steps to another previously unknown.

Now I venture to assert that no one of these expositions of inductive method is correct and the look of incredulous surprise with which you will be rewarded speaks a whole volume as to the instructor's real opinion concerning your educational sanity.

Yet this is strictly true. No one of the above mentioned notions is either in itself induction, nor does it bear any essential relation to induc-

tion. Observation and experiment are most admirable ways of acquiring facts, but they are no more induction than the putting on a table of meat, suet, apples, cider, flour, butter and water constitute making a first-class mince pie. They are the raw material and nothing more. One can treat facts cribbed from a text-book by purest and most helpful induction, so as to get all possible educational value out of it, just as well as facts acquired through personal experience. Induction is a specific reasoning act of the mind, perhaps the highest of which the intellectual function is capable, and for purposes of that act it matters nothing whence come the individual data, how they were obtained or how many they are in number.

Induction is the mental process by which we infer a cause or relation, previously unknown, as being the law in accordance with which certain related facts occur. Inductive method, in teaching, is the training of the mind to acquire its knowledge of laws and principles by this means. Whether the inferences so made are correct or not is not an essential of inductive method, though it is decidedly so of correct method. It will be noted that inductive method is not always correct, and that correct method does not always imply correct induction.

A light and a heavy ball are attached to two strings, previously cut the same length. The free ends of the strings are fastened to a horizontal support. We have two pendulums. They are set swinging at random and we count the number of vibrations each completes in one minute. It is observed that the heavy one makes less in number than the other. We are to draw a conclusion as to the cause of this difference. This is induction. Observe; in order to make the inference we must have two pendulums, not one, and they must be doing the same thing. We conclude: "A heavy pendulum swings slower than a light one." But the induction is not complete till we answer still farther the question of the relation between weight and period of vibration. To do this we must try several different weights. We note that there is no relation between the rates of vibration corresponding to

the changes of weight. Our figures are chaotic. We look closely at the string and observe that the heavier weight has stretched the string so that they are of different lengths. Further experiment with various lengths of string will prove that we were on the wrong track. The inductive conclusion was false. Weight had nothing to do with it. In this is seen an example of a most needful and instructive employment of false induction, a method of highest educational value, to be employed judiciously, yet not infrequently in correct science teaching. The trouble was, there were several causes which might have effected the result observed, and the most obvious one was not of necessity the real one,— a condition of affairs not uncommon in practical life, a recognition of which truth will enable one to avoid many mortifying, if not disastrous failures.

The first principle of correct induction is that scrupulous care must be exercised in the assembling of only those facts which are bound together by one cause. Then, and only then, may we reach a correct conclusion. It will be evident, also, that to keep the mind — particularly one which is untrained — from hopeless confusion as to which of many causes is the one to be noted, the conditions surrounding the facts should be as simple as possible. *One thing at a time, and be content with small things*, should be the motto of every teacher who would develop correct inductive power in the mind. Complicated apparatus, brilliant and sensational effects — the special temptation of every facile experimenter — haste, superficiality, overconfidence, all must be shunned as in the highest degree mischievous in the use of this method.

There are certain limitations and dangers inhering in the most perfect of inductive methods, of which the teacher must take note. It is essentially slow, and this must practically restrict its application. The sole object of education is not to develop the mind, using facts and principles as one would use the apparatus in a gymnasium, only to cast it aside when the muscle is developed, but rather these things are as tools in the hands of a first-class workman, who must not

only develop strength and skill by means of them, but must have them accessible for practical use when needed. The purely development idea is as false as the older one that education consists solely or mainly in acquisition. *In media tutissima via* applies to educational practice essentially.

Inductive method then, should be used as the mighty educational force that it is, yet not solely nor to the exclusion of other means, equally valuable in their sphere, such as deduction, to test the correctness of our conclusions; analysis, to stimulate close and accurate insight, experimental illustration for the proving of principles previously learned, because they are too involved to be profitably developed; practical applications in problems or in explanation of natural phenomena, that science may be felt to be, not a thing of the laboratory, a relation of the action of toys, but the inner thought of those works of nature which, as Oersted says, are "the thoughts of God." And last, and not least, a wise using of the accumulated results of the noble labors of the workers of the past, administered in the not-to-be-despised old way of a good sound lesson from a good text-book, which pupils are to study, with head between hands, and knitted brow, and which they are not afterward to "recite," but upon which the skillful teacher shall build another course of that worthy structure — the temple of sound knowledge.

DIAGNOSIS.

IN medicine the power to determine the exact conditions existing in any particular case is the highest test of medical attainments.

It is not the child of intelligent, well-bred parents that taxes the utmost skill of the teacher. It is the one whose mind, as well as body, has been distorted and dwarfed by unnatural training that demands a broad knowledge, on the part of the teacher, of all classes of children. This knowledge can be obtained only by a careful study of unattractive as well as attractive children. It was not beneath the great Socrates. Is it beneath us, who, in comparison, are mere novices?

THE CONDITION OF EDUCATION IN THE SOUTH.

SINCE there is so great a contrast between the condition of education North and South, and consequently so much danger of misjudging Southern educational institutions, let us confine ourselves to the statements of Southern educators.

The school age is from six to eighteen years, few remaining in school after they are sixteen, and a still larger number leave at the age of fourteen.

The average salary of the teacher in the district school for a year is \$119, while the average salary of the teacher in the cities is \$452. In both country and city the average school year is nine months.

The school houses in Georgia are few and in such a wretched condition that school cannot be carried on during the winter because, contrary to the idea of many who live in the North, we have many cold days in the winter. In the mountain regions the air has a piercing, penetrating power which we do not feel in the North when the thermometer marks the same temperature. This being true, in nine-tenths of the country schools of Georgia, school must be conducted during the hot summer months, and sometimes when some of the children are obliged to work on the farms. Another reason for this summer session is because during July and August the people are waiting for the cotton crop to mature, and so have leisure.

Would that every reader of THE Echo might listen to the reports of girls who have had experience teaching in these wretched schools. One of the colored teachers who taught in a typical country school said that the first day she had nine children. They took their seats on benches of the rudest sort, without backs and without desks, but why should they have desks? They had no books, slates or paper, the only working material of the school room being a black-board about four by five feet and three half sticks of crayon. Those pieces of crayon were used to teach arithmetic, language, spelling and writing. The teacher said she watched that

crayon and was careful not to erase a letter unnecessarily. She divided the board, having a part for each study. Those three half sticks of crayon lasted during the school term of four months. The nine pupils soon increased to sixty. All were packed in this small room which had no windows, the only opening being the door. Here the poor teacher existed four hot summer months, opening school at eight o'clock and closing at five in the afternoon. The heat this spring has been almost unbearable in a well ventilated, airy, brick building, so imagine what it would be in a windowless cabin made of one thickness of boards. Add to this the extreme heat of summer and it seems almost unendurable. Not all of the school houses are built of boards, but some are built of logs plastered with mud. Another obstacle which the same teacher was obliged to overcome was the obnoxious use of tobacco and snuff. The teacher forbade the pupils bringing snuff and tobacco on the school grounds, but her jurisdiction went no further.

Another difficulty encountered by the country teacher is, that about seventy-five per cent of the colored population live in one-roomed cabins. When a teacher goes to a place, she is expected to board with one of these families, although the family number fourteen or more. You may say, "Let the teacher find a more suitable boarding-place;" but in many communities the only dwellings are one-roomed cabins.

It may be thought that while this state of things is true in colored schools, that the schools for the whites are much better; but according to the report of Mr. Preston, the well-known educator of Louisiana, the colored schools have more college-educated teachers, who teach in schools for white children, than there are in the schools for white children.

Atlanta is a leader in educational lines, as well as in other directions. A prominent Atlanta teacher in one of the first schools of the South, said that students who graduate from the high schools of the South are from two to three years behind the Northern high school graduates. We have, in a general way, had a few of the advantages and disadvantages of the common-school

course in the State of Georgia, but Georgia, although more advanced than many of the Southern States, is still typical of the South.

We must not judge, however, that Southern people are satisfied with their educational advantages. They are making strenuous efforts to improve them. The following extract from the State School Commissioner's address to the General Assembly, advances Southern sentiments:

"I believe the time has come, when, if every Southern Legislature would memorialize the Congress of the United States on this important matter, the whole nation would come to our aid. * * * We didn't set the negro free. It is not our responsibility that he is free. We are taxed to support our own government; we are taxed to educate our own children; we are taxed to pension Federal soldiers; we are taxed to pension our one-armed and one-legged soldiers, and we are taxed to bear the burden that we ought not to bear alone."

This elementary education is not the only educational work in the South, but the collegiate institutions and colleges are numbered by hundreds; but this does not mean well-equipped institutions, each with a good library, hundreds of students and many well-trained teachers.

"The names of the schools commonly represent the hopes and ardent anticipations of their sponsors, not really, but in laudable fancy; college, in hopeful anticipation, university in the exuberance of misguided imagination."

As has been said, the colleges are small, having a faculty of from five to ten. They are usually located in small towns, and the expense of living is small, the average cost of attending being about two hundred dollars each year. There is little opportunity for extravagance, and the poor boy is offered social advantages he could obtain in no other way.

In athletics the southern student has little, if any, interest. The characteristic feature of discipline is the honor system which is carried out here with a great degree of success.

The general trend of college life in the south tends toward the practical and industrial; it is

not creative, aggressive, or critical, although the spirit of the intellectual development is acquisitive and optimistic.

The work done at Spelman Seminary, which is of greatest interest to the readers of the ECHO, is that of the "Normal Department." This and the normal work done at Bishop College, Marshall, Texas, are the only true Normal Schools for colored students in the south. Every school has what is called a normal course in which students in the academic course are required to teach, although they have no methods or special preparation for the work. The Normal Department of Spelman is older and better equipped than the Normal School in connection with Bishop College. It has a faculty of thirteen, and a practice school of more than two hundred.

The candidate for admission to the Normal Course must be a high school graduate, and the course then takes two years. We want to bear in mind, however, that high school graduates in the south do not reach the standard of Northern high schools.

Beside the Normal Department at Spelman there is a Nurse Training Course, an English Preparatory Course, an Industrial Course, and a Missionary Training Course. Some of the graduates from this course are now doing missionary work in Congo Free State.

The growth of Spelman is remarkable. Its foundation was laid fifteen years ago by Misses H. E. Giles and S. B. Packard, two New England teachers, who opened a school in the basement of one of the churches at Atlanta. The attendance now is 500 pupils, with a faculty of thirty-nine northern teachers.

The first practical experiment that Georgia has made to provide a way for white teachers to obtain professional training was begun last April, when a Normal Training School was opened in Athens, Georgia.

One of the greatest needs of this south land today is more fully equipped normal schools, which will send out well-trained teachers who will put their methods into practice.

MARGARET AITKEN, '95.

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Contributions, especially items of interest concerning our alumni and students are earnestly solicited from all friends of the college. All matter intended for publication the same month should reach us not later than the 10th of that month.

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EDITORIAL.

WITH this issue, the ECHO enters upon its fifth year as an exponent of modern method in teaching.

REMEMBER '96, that you can often easily do some missionary work for your teacher friends, with *natural aptitude*, by presenting to them the advantages of your Alma Mater.

THE term election, of necessity changes our staff, but in the light of future experiences we trust that our late associates will still use their pens for the benefit of our readers.

IT is with a feeling of pride that we speak of parting with you, our newly graduated friends. We are proud of your record here, proud of the positions you will occupy, but prouder yet of the influence you will exert for complete education.

The following are the newly elected editors, the other positions having been filled by re-election :

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If our subscribers will notify us when they change their address we will see to it that the ECHO visits them regularly. Remember this next September.

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AIMS AND METHODS OF HISTORICAL STUDY.

MR. PERRY began by stating the nature of history and showing how this ought to influence the method of presenting the subject. The value of teaching the causal relations between events was pointed out. By this means, "the pupil's interest is aroused and stimulated and history soon becomes something more than a mass of lifeless dates."

"Taught in this way, history is not merely a memory exercise, but it appeals to the reason and understanding."

The speaker then went on to show the difference in reasoning power between a pupil taught to memorize history and one taught to seek out the underlying cause of events. This point was made clear by numerous illustrations. The value of the cause and effect method as an aid to the memory was next touched upon. "It is desirable to have at command some of the important historic facts. To accomplish this by a pure act of memory is difficult, almost impossible. The best method of retaining historical facts, is by first studying these facts in their relation to each other, and the power of association will enable one to recall them.

"It is only by teaching that each event is the outgrowth of a preceding one and finds its result in a new event, that the pupil will acquire the ability to trace a long line of associations." The causal connection between events must be clearly understood at the first hearing, or subsequent efforts to command a long train of thought will be fruitless.

"Pupils who are taught to study history solely by means of a mechanical memory, may obtain the required per cent in the examination, but interest in the subject and power to think have been absolutely disregarded by the teacher. But the teacher who uses the cause and effect method shows the true relation of events, develops the reasoning powers, aids the memory in retention of facts and creates an interest in a subject which deals with the motives and actions of men, and is well adapted to influence character."

THE PREPARATION FOR THE STUDY OF LITERATURE IN THE HIGH SCHOOL.

THE complaint has often arisen in the past that the study of literature in our high schools does not accomplish what is expected, and that the result to the pupil is generally little more than a superficial knowledge of names, which — never in themselves valuable — pass from the mind soon after examination. Under present conditions, how can it be otherwise? Leaving methods of teaching literature out of the question for the moment, let us see if there is any likelihood that the pupils in most schools are in any wise prepared for the study.

There is nothing in the world that can take the place to the child of having been brought up among books. Indeed, if, from his earliest days, he has seen them and handled them, and learned to know them, there is, perhaps, little need for him to study literature in a formal way. But the great majority of the pupils in our public schools have not been so fortunate as this; they come from homes where "a book's a book, although there's nothing in it."

The fact of this defective preparation is recognized among educators. The Regents have tried to do something toward bettering matters by requiring, in connection with the study of English, the careful reading of some entire piece of literature. They also include in their syllabus, plans for courses of reading in English and American literature. But the Regents' courses, admitting their merits, do not go far enough back. Because, as has been said before, most of the pupils have had nothing to read at home, or worse than nothing, and certainly no guidance, it is necessary to begin at the very outset of the child's school life, in order to give anything like a proper foundation.

In these days, when so much is said and written about correlation, it is hardly necessary to point out the subjects that may be naturally connected, from the kindergarten to the high school. Care should be taken in the grading of material, which should be suited to the age and capacity of the pupils. Here is the great danger of underestimating the power of children to appre-

ciate, and so of making selections not really up to their intellectual grasp. After the drudgery part of learning to read is over — and with some children this period is very short, owing to their desire to read for themselves — the reading provided should be, as far as possible, in wholes, not in fragmentary pieces, such as are given in most readers lower than the fifth. Compare the worth, to the child, of reading from Ivanhoe the description of the tournament, with the value of reading the whole book. The fragment, by itself, is good, but how little it tells of Scott's treatment of the subject, or of his power in the delineation of character. Keen literary appreciation can never be found on scattered bits from this author and that.

The gain to the child who is guided all along in his reading by wise friends reaches in more directions than one. There is not only the general gain in the way of broadening the ideas obtained in other studies, and in preparing for future study, but there is also the special advantage in intellectual and moral training. The imagination cannot but be stimulated by the material on which it feeds. From the standpoint of morals the gain is apparent. If the taste for good reading is early established, there is little danger from bad books; one who has always read what is good will find it impossible to read trash. Reading gives the child something to think about. The mind must be active; it cannot be active on nothing, and, if something good is not furnished, it will find food for itself, and the chances are that the matter selected by the child will be worthless. The reaction of reading on character is certainly worth thinking about.

Will not pupils who have had a course of carefully chosen and related reading all through the grades, be somewhat prepared for the study of literature in the high school? The superficial character of such study, as we usually see it, will be done away with. Pieces of literature may be compared and their literary merit may be discussed from the standpoint of actual acquaintance with it. After such a course of preliminary reading, a study of the history of literature will be valuable to the pupil because it will be intelligible.

He will be able to appreciate the growth of English literature from its beginning to its present state, and to trace its relation to the literature of other nations.

We shall all hail the day when pure literature will be used in the schools from the least unto the greatest, for the purpose of holding up to the young, lofty ideals of truth, goodness and beauty, for in the words of Dr. Johnson: "A book should either teach us how to enjoy life, or how to endure it."

MARY C. N. DEANE.

A SUCCESSFUL METHOD OF TEACHING GERMAN.

IN all ages the great educators in making out a system of education based on the principles of philosophy have discussed the advisability of teaching the living languages. Some would teach them for the mental training derived from the study; others, for utilitarian purposes. In this day of progress and advanced civilization the living languages are taught for both purposes and also for the cultivation of the æsthetic sense.

As time goes on and ideas in regard to education change, so the methods of teaching the different subjects change and the old method of teaching German falls far below the standard and ideal method of to-day.

We realize that in the study of German, the highest powers are to be developed, culture is to be obtained and such a knowledge of the language as will enable the learner to speak it readily and to read its literature with pleasure. It is desirable, therefore, to adopt a method that will be successful in securing these ends.

That method is the most successful which is in most close accord with the development of nature. In teaching German by the natural method begin by giving the names of objects which you have to show. Emphasize the article each time that the pupils may learn to give it naturally in connection with the noun. They should from the first associate the German word with the idea and much drill should be given in this direct association.

When teaching adjectives begin with those denoting color and size. Teach them by comparison and contrast, using objects. Introduce the personal pronouns early and have the pupils give both forms in answering as "*Der Fisch ist breit oder er ist breit.*"

When verbs are developed the action expressed by each verb should be performed by the teacher while giving the word. Have the pupils perform the action and question them.

Numbers and counting should be taught by indicating the operations on the board. Do not use objects for we are not teaching number but German.

After all this oral work the teaching of reading is begun. The pupils and teacher should open to the first lesson and the pupils should read after the teacher. They will progress rapidly for they know the words by sound, but must learn to recognize them from the printed page. The writing may be taught later.

Speak German as much as possible in the classroom, developing words as needed in the work.

When pupils begin the study of the grammar we combine the natural and scientific methods. The pupils should not be required to learn the paradigms. If they have been well taught from the beginning they will certainly use the correct forms. In teaching the declension of nouns have sentences involving the use of all the cases. Have a formal drill of the verbs, conjugating them in sentences.

As early as possible begin the translation of an interesting story, developing new words. Have also much translation from English into German to develop ease and skill in the use of the German language.

Wherever this method has been tested the most satisfactory results have been achieved by it, therefore it may be called a successful method. Comparing the old mechanical method with the natural method, competent critics have shown that the latter is far superior to the former. It has been said that the old method does not accomplish the purposes of the study. Since the second does, why not adopt it? If this latter method were tried by those who have used only the former the experiment would prove so successful that they would have no desire to return to the old method.

RUTH E. FORREST.

THE KINDERGARTEN A FACTOR IN SOCIAL REFORM.

IN these days when "social reform" is the cry of the nation, when statesmen and philanthropists are planning schemes for the elevation of our civil life, let us consider for a moment the thought of *form*, not reform.

Let us turn from the discouraging task of attempting to uproot habits of long year's growth and heredity, strengthened by uninterrupted repetition and custom, and turn to the nobler task of forming character.

Of all institutions working towards this, and the elevation of the human race, in a practical and scientific way, none equals the Kindergarten.

A plea for the early education of our future citizens follows, and illustrations of how this is accomplished in Kindergarten work. Then the effect on our future generations, if they had this training in self-activity, self-government, and inter-dependence ever before them.

"They would be indeed a brotherhood of men, all working together for the general good, self-thinking and reliant and capable of a government based on the all pervading principle of right."

The essay ends with a plea for free Kindergartens.

"Let a generation of men be trained brothers, standing on equal ground each doing his share of work in a responsible way. Let them be brought up to realize their dependence on others and others on them, and help them to see always self-government based on the right, and then reform will demand the attention it now does."

Let the children have high ideals of truth, and honor, and justice ever before them, let them be busy and happy, let them have Kindergarten privileges and then where can the need of reform appear?

One guardian of public safety says: "If we open more kindergartens we can close up the penitentiaries." Certain it is that free kindergartens in every ward of our cities for the children of poverty and vice, where the good thoughts would starve out the inherited tendencies, would rescue many whose paths lead towards the prison doors.

Give us free kindergartens, give us chances to start the formation of citizens for the future and the world will see what the kindergarten can do for "social reform."

MAY E. CHACE.

CLASS DAY.

THE deep, earnest, professional side of our work is represented in the graduation exercises in Harmanus Bleecker Hall; the bright social side of our life in the gathering to keep class day. A degree from our Alma Mater means intense thoughtful study, but with all this study have been many good times, and class day is indicative of this.

Each part of this program had special significance for the class of '96, from the racy address of the president and the thoughtful oration, through the prophecy and history to the essay, poem and statistician's report.

CLASS STATISTICS.

THE class of '96 showed wisdom in their choice of statistician, Miss Katherine L. Gomph.

Perhaps an idea of her article could best be given by a few quotations:

"But my duty lies before me
I must give the class statistics,
Tell you each one's height and measure,
Give you all the shapes of noses
Grecian, Hebrew, pug and Roman;
Tell of all the favorite poets,
Songs and characters of fiction,
Width of mouth when at its widest,
Size of shoe, of glove, of hat band.
All of these and many more things,
My good friends I ought to tell you,
But I fear if I attempt it,
Long before my verse were ended
Each one among your number
Would repose in deepest slumber;
So will not attempt to tell you
Something of each single member.
Tell you of their faults and follies
Tell you all we know about them.
But we find among our number
Certain types which we'll explain here.

* * * * *

Whether any one type means you
Try the shoe on, if it fits you
* * * * *
You may then quite rest assured
That the type's the one that suits you."

Through each type the author goes and then

"If we could easily unite
The class within one common type,"
'twould be a lady five feet six inches in height, one hundred twenty-three pounds in weight, with a mouth two inches wide, a lady having a decided preference for teaching children.

CLASS ORATION.

IN the oration Mr. Lillie discussed the position of the scholar in the active life of the world. In the olden time a man's learning set him apart from the practical side of life. He was found dwelling in the mountains, in the deserts, in the monasteries, spending his days in speculating on idle questions of philosophy and religious dogma.

All this has changed. To-day the scholar is found in the front ranks, fighting the world's battles and doing the world's work.

Society has become so complex, so many questions of vital interest to civilization are coming up for solution in these days, that it requires the man of the keenest mind and broadest learning to cope with them all.

The socialist, the anarchist, the striker, on account of their ignorance and narrow views of life, are not able to understand the true relation and condition of things. They do not understand that they are trying to bring down to their own low level those above them rather than to improve their own condition. Without the thoughtful guidance of the scholar the world would rush into these visionary theories and to the destruction of civilization.

We want progress, but it must be conservative progress. Society is too complex to be revolutionized in a minute. The millenium must come slowly. It is in the scholar and man of broad learning that you find progress and conservatism united, and to him alone can the helm of the ship of state be safely entrusted.

We, as teachers, must do our part to help on the progress of the world by training the young for intelligent citizenship and by always putting our influence on the side of truth and honor. We must always stand for purity—purity in politics, in morals, and in religion—making concessions only when principle is not involved, otherwise standing firmly for what we believe is the truth.

CLASS SONG.

All our classmates sing together
As we meet to-day,
Soon we'll all be leaving College,
Here we may not stay.

CHORUS:

Students of the Normal College,
Let us sing to-day.
Violet and white, our colors,
In our love shall stay.
Through the two long years of study
Many friends we've made.
They will never be forgotten,
Nor their memory fade.

Though afar we wander teaching,
May we meet at last,
And talk o'er the merry mem'ries
Of the jolly past.

GENEVIEVE CRISSEY.

SPACE does not permit us to give more than a passing notice of the excellent productions of Mary L. Cook, class essayist; Lewis K. Rockefeller, presentation orator; Mary B. Heard, historian; or of the address of William H. Perry, class president. When we come to mention the baccalaureate sermon by Chancellor Day, of the University of Syracuse, Sunday, June 14, we are doubly impressed with the force of his text: "Now we know in part."

Small as is the part we now know, it is certainly somewhat larger than it was before the experimental lecture on the X ray on Saturday evening, June 12. The photographs taken by means of the rays were pronounced equal to the best, while many had the rare opportunity of looking at their own hand by means of the fluoroscope.

THE following resolutions, in loving remembrance of Edith Taylor, of the High School department, have been adopted by her late associates:

WHEREAS, It has pleased our Heavenly Father to take from our midst, our dear friend and school-mate, Edith Taylor, and

WHEREAS, We feel that we have sustained a loss, since she won many friends among us by her nobleness of character; therefore, be it

Resolved, That we, the members of the Normal High School, unite in extending to the bereaved family our heartfelt sympathy, believing that God, having thus afflicted them, will also comfort them;

Resolved, That these resolutions be published, and a copy be sent to the family.

LEWIS T. HUNT,
MAY E. CRAWFORD,
JOHN F. PUTNAM.

He who sees man as he is, knows him as a being who is carried onward, ever onward, by the good within him; and who, in nature's own time, will reach the far away goal to which we all struggle, and to which we all look forward as does the Mohammedan pilgrim to Mecca; and as the pilgrimage of the human race has been long and the road rough and hard, so will the reward be great; for man is of all creatures the noblest, the nearest to what man worships as an angel and what our imagination pictures as perfection.—*Rocky Mountain Collegian*.

DE ALUMNIS.

- '50. H. H. Ingalsbe died at his home in Hartford, N. Y. May 27.
- '66. Miss Stoneman gave instructions in drawing at the Institute held at Ravena, May 18-22, and addressed the Rensselaer County Teachers' Association held at Averill Park May 30.
- '68. The pupils of the High school took occasion on the announcement that Prof. W. V. Jones, A. M. had been granted the degree Ph. D., to express their appreciation in the form of an elegant chair. The Doctor responded in a very happy little speech to the presentation.
- '80. Dr. Caroline Bristol Kelliher, whose marriage was noticed in the Echo last January, was graduated from the New York University Law Department Tuesday, June 2. The commencement exercises were held at Carnegie's Music Hall in the evening, when the degrees were conferred. Dr. Bristol Kelliher's career is one noticeable as showing opportunities for young women in our new world. The State Normal School at Albany gave its diploma in '80; Cornell the degree of Ph. B. in '87, the Woman's Medical College, Philadelphia, conferred the degree M. D. in '90. Dr. Bristol then passed with high rank the civil service examination for positions on the medical staff of State hospitals, and was resident physician at Ogdensburg, Willard and Long Island State hospitals. By the transfer to Willard Dr. Bristol was enabled to attend the Saturday lectures at Cornell University Law Department, and while living near the New York University the opportunity was presented for completion of the course in law. With all included in this busy life Dr. Bristol found time for one year's work as teacher at Melrose, N. Y., and a year's work as instructor of those preparing for the profession of trained nurses at the New England Hospital for Women and Children.
- '86. Miss Myra Ingalsbe of Hartford, N. Y., has been renominated for school commissioner of the second Washington county district.
- '88. Miss Gertrude A. Riemann, a sister of Paul E. Riemann '93, was married May 28, to Dr. Robert Lincoln Stagle, at St. Paul, Minn. At home, Brookings, S. Dakota.
- '91. W. B. Carhart, for the past two years connected with the Albany business college has been elected principal at Coeymans, in place of Geo. C. Lang, '90, who will re-enter college in September.
- '92. Ernest E. Daring of New York paid us a call May 29.
- '93. Harriete Slater who is teaching at Rye, N. Y., spent June 1, in Albany.

- '93. May 29, a son was born to Mr. and Mrs. R. H. Bellows of Fort Plain.
Prof. J. R. White has had conferred on him the degree of bachelor of philosophy.
W. S. Coleman of the Fort Edward schools was in Albany, June 10.
- '94. Samuel Slawson has been elected superintendent of schools at Cortland.
- '95. G. C. Strasenburg will be principal at North Parma during '96-'97.
- '95. Miss Margaret Aitken of Spelman seminary, Atlanta, Georgia, visited the college a few days since.
- '95. Miss Brigham, who teaches the training class in the Troy high school, attended the class social May 23.

ETA PHI — AN OPEN MEETING.

ON the evening of May 11th the members of Eta Phi and the Faculty of the State Normal College were addressed by Miss Cora Stranahan, grand president of the Alpha Phi fraternity on "The History of College Fraternities and what they have Accomplished."

Miss Stranahan's large experience and intimate acquaintance with the inner life of college fraternities, have well qualified her to speak on such a subject.

The address began with an outline of the first men's fraternities, what they purposed and what they have accomplished; then the origin and growth of women's fraternities, which though a later development, have fully realized the hopes and aspirations of their founders. The aim of such organizations has been to promote social life among its members and to engender a strong feeling of loyalty to each other and to their fraternity. While these fraternities have had their origin and development in literary colleges they are now growing in professional colleges. Miss Stranahan's interesting paper closed with pleasant and encouraging words to Eta Phi.

ETA PHI BANQUET.

THE Eta Phi fraternity held its banquet Monday evening, June 15. Miss Helen Pratt presided as toastmaster and proposed the toasts which were responded to, as follows:

Eta Phi.....	Miss Hannahs, Ph. D
Origin of Eta Phi.....	Miss Mann
Our Alma Mater.....	Miss Ast
The Faculty.....	Miss Delin
Our Honorary Members.....	Miss Suits
Our Seniors.....	Miss Stafford
Our Juniors.....	Mrs. Sproul
The Out-going Officers.....	Miss Bishop
The In-coming Officers.....	Miss Snyder
Delta Omega.....	Miss Cook
Phi Delta and Gentlemen of the College.....	Miss Moser
Our Three Invaluable Assistants.....	Miss Daly

PERSONALS.

MR. CROUNSE called at college May 18.

Mr. Bookhout was ill a few days recently.

Miss Ruth Sherrill left June 4 for Warren, Ohio.

Miss Dunn, '97, had company from Cohoes May 20.

Miss Mary Deane, '97 spent June 6-8 with her aunt in Schenectady.

Miss Jean Hamilton, '96, spent June 5-8, at her home in Newburgh.

Miss Helen Hamilton, '96, was at her home in Greenwich, June 5-8.

Miss Morgan, of Mohawk, spent June 8-10 with Miss Zinnia Wood, '97.

Miss Isdell attended an Institute at Chatham during the week of May 19.

Mr. and Mrs. Fellows, from Newport, spent June 3-8 with Miss Mann, '96.

Superintendent Skinner called in the model and primary schools May 29.

Miss Helen Pratt, '96, spent June 24-26 with Miss Brigham, '95, in Troy.

Mr. Overbaugh, of the city, was at college May 20, with Mr. Rockefeller, '96.

Mrs. A. F. Webster, of this city, spent one day with Miss Sylvia Youngs, '96.

Miss Orr, of Schenectady, visited her sister, Miss Katharine Orr, May 28-30.

Miss Lilian Moser, '96, entertained a friend, Mrs. White, from Phelps, recently.

Mr. Deane, from Crown Point, spent May 26 with his sister, Miss Mary C. Deane, '96.

Miss Clara Ewalt, '96, and Miss Delin, '97, spent May 30 to June 1, with friends in Ravenna.

The pupils of the Model school gave Prof. White and his teachers a very pleasant day at Cedar Hill, June 13.

Mr. and Mrs. Crissey, from Warwick, N. Y., spent the week of June 1st with their daughter, Miss Crissey, '96.

Mrs. Willard came, June 8, to remain until Commencement, with her daughter, Miss Blanche Willard, '06.

Mrs. D. M. Cauffman, of Warsaw, N. Y., is spending Commencement week with her niece, Miss Mary Chace, '96.

Miss Husted, '95; Miss Payntar, '93, Miss Bump, '96, and Miss Crissey, '96, spent June 5 with friends in West Troy.

Miss Jane Delin, '97, and Miss Derfla Howes, '96, spent May 22-25 at the home of the latter in Utica.

Mrs. Adams, from Elmira, came June 9, to spend the remaining two weeks with her daughter, Miss Myra Adams, '96.

Miss Sarah J. Harper, a former student of the State Normal College, who has been taking a course of literature at Radcliffe College, is preparing to go abroad.

Miss Arrietta Snyder, '96, entertained Miss Mann, '96; Miss Moser, '96; Miss Cook, '96; Miss Dunn, '97; Miss Hanna, '96, and Miss Pratt, '96, at her home in Newburgh May 29-30.

The Newburgh people were all happy the day of the Powell excursion, May 16. A number had friends remain over Sunday, among whom were, Miss Donoghue, Miss Hamilton, Mrs. and Miss Gibb and Mrs. Ernest Clark, all from Newburgh.

Up to the time of going to press the following have been elected to excellent positions even at this early date, and many others will be elected within a very short time:

Miss Myra Adams at Elmira.

Miss Estelle Hunter at East Orange, N. J.

Miss Martha Huggins at Oceanside.

Miss Susan McDonald at Sayville.

Miss Lilian Moser at Canandaigua.

Miss Katherine Orr at Glen Cove.

Miss Anna Powell at Peekskill.

Miss Blanche Willard at Schuylerville.

Miss Lucy H. Osborne at Altamont.

Miss Grace Mead at Babylon.

Miss L. Louise Arthur at Woodside.

Miss Lavinia Bacon at Oyster Bay.

Miss May Chace at New Rochelle.

Miss Genevieve Crissey at Warwick.

Miss Mary C. N. Deane at Deposit.

Miss Ruth Forrest at Deposit.

Miss Ella Gates at Woodside.

Miss Katherine Gomph at Fairport.

Miss Mary Boughton at Newark, N. J.

Miss Mary L. Cook at West Winfield.

Miss Clara Ewalt at Warren, Ohio.

Miss Marguerite Mann at Walton.

Miss Clara Selkirk at Woodhaven.

Miss Elizabeth Beggs at Callanans.

William Henry Perry at Lowville.

Miss A. Derfla Howes at Utica.

The person who cannot learn to teach when home among children is very foolish to waste money and time going through a course of mechanical manoeuvres in which to learn to say mere words to pupils from a teacher's desk.—*Ex.*

ECHOES.

GOODBYE '96.

Success to you.

Come back often to visit us.

And do not fail to send us news or contributions.

A happy vacation to our friends.

People begin to look rather tired.

Did you see the fine exhibit of the Model?

"Put yourself in his place," is the motto of '96. Very appropriate for the profession of a teacher.

The drawings of the High School class were excellent.

The last six meetings of the Quicksilver have been even more profitable than the former ones.

THE MODEL SCHOOL EXHIBITION.

WEDNESDAY afternoon, June 10, occurred the exhibit of the works of the pupils of the Grammar and Primary departments.

The rooms were tastefully decorated, there being a profusion of flowers, especially in the Model chapel. A large number of guests, parents of the pupils, teachers of the city schools, and others interested in the success of the Model school were present, all of whom thoroughly appreciated the excellence of the work displayed. Especially noticeable was the water color work which has been done in the science classes in both departments, and also that done by the grammar school students in the line of copying artistic studies. There seems to be no hesitation in pronouncing it the best exhibit ever given, and we think Miss Pierce and Prof. White should be complimented upon the success of their pupils.

THE LAST SOCIAL OF '96.

TO the last informal gathering of the class of '96 Faculty were invited, and the committee wished to provide something especially enjoyable for their entertainment, and they certainly obtained the desired results. Four scenes from "The Rivals" were enacted with the following cast:

Mrs. Malaprop.....	Miss Ida Breakenridge
Lydia Languish.....	Miss Arthur
Lucy.....	} Miss Willard
Sir Lucius O'Trigger.....	
Sir Anthony Absolute.....	Miss Bradshaw
Captain Absolute.....	Miss Mary Cook

In very happily chosen language Mr. Lillie explained all connecting links in the plot which were necessary to the understanding of the parts given if one were not familiar with the play. After the guests had departed the class business meeting was called, at which several important matters were discussed.

PROMETHEUS.

THE ancient Greeks explained the creation of man in the following beautiful myth.

Japetus, a Titan, had a son whose name was Prometheus. This son was very powerful both physically and mentally. He often left the company of the other gods and sought some secluded spot where he would remain for several days. Often he watched the gray clouds of early morning turn rosy red with delight at the approach of the lovely Aurora, watched her swing the gates of heaven lightly open as Apollo, in his gleaming chariot of gold, drawn by fire-breathing steeds, swept through them; watched Apollo's swift flight through the heavens, and at evening saw him descend and cool his burning brow in the waters of the sea; he watched the fair, pure Selene steal with noiseless footsteps to gaze upon the sleeping face of Endymion. Upon all these and many other things did Prometheus gaze with thoughtful eyes. Sometimes the winds whispered wonderful melodies in his ears while the flowers smiled trustfully up in his face and the birds fluttered fearlessly near. Then all would change, the winds would shriek and moan while the lofty pines chanted their solemn dirges and above these sounded the thunders of mighty Jove. And still Prometheus would sit grave and silent, pondering over all things.

At last Prometheus determined to give form to his thought and he took clay and moistened it with water and modeled it into the shape of a god, only much smaller. When he had finished his work the goddess Athene drew near and breathed her spirit into the silent form. Prometheus was much pleased with the work of his hands and he decided to call this new being man.

This myth is somewhat similar to the Hebrew story of the creation of man as we find it in the bible.

The study of the folk-lore of every ancient nation shows that each has its story of the creation of man, and very nearly all of them recognize the mingling of the human and the divine in man's nature.

Some one has said that, "Myths are the far off voices of nations calling after God." When we think of them in this way they cease to be mere fanciful stories of the past and we learn to trace in them the growth of human thought the slow blossoming of truth.

But we have not yet finished the story of Prometheus. The gods met to decide what the position and duties of man should be. Prometheus, as the friend of man, was told to slay an ox and divide it into two portions. Jove then chose one portion to be set aside in all future sacrifices for the gods. Prometheus, wishing man to have the more nourishing portion, hid the meat in the skin of the animal and wrapped the bones in the white fat. Jove pretended to be deceived and chose the latter, but he was filled with anger and determined to revenge himself by withholding the gift of fire from man. But

Prometheus filled with love for man dared Jove's anger still further and stole some sparks from the chariot of the sun, and brought them to man. Then Jove was furious and ordered Prometheus to be chained to a lonely rock on Mount Caucasus where daily a powerful vulture tore at his liver, which grew whole again during the night.

For three thousand long weary years Prometheus suffered this wrong. At the end of that time he was released by Heracles.

The characters of Prometheus and Jove are in sharp contrast. Prometheus was filled with love, Jove with hate. Prometheus' love dared all things, it was an unselfish love; Jove's hate was intensely cruel, not the passing feeling of a moment, but of centuries. Prometheus was brave and strong to endure suffering, knowing that the truth must prevail; Jove was cowardly in his tyranny, knowing that the false must perish.

Prometheus reminds us of the words of Longfellow:

"Sorrow and silence are strong,
And patient endurance is godlike."

The conflict between Jove and Prometheus means to us the struggle between right and wrong, wisdom and ignorance, justice and injustice. Evil may seem to triumph over good, but it is only a seeming triumph. Jove thought that he had conquered Prometheus. But while Prometheus' body was bound by chains his powers of thought grew stronger, his powers of endurance greater, his vision clearer. Jove, on the other hand, by indulging his passions, slowly but steadily forged a chain which in the end bound him more surely than the chains forged by Hephaestus could bind Prometheus.

Nearly three thousand years ago this myth was used by Homer and Æschylus in their poems. Goethe, Byron, Shelley, Longfellow, Mrs. Browning and many other modern poets have used it as a theme. From this fact we can see that the myth must symbolize a universal truth in a natural and beautiful form.

To us this myth is an added proof that all chains shall be broken. We are none of us quite free as yet; we are bound by chains made up of links forged by wrong thinking and wrong living. But we believe that—

"Truth shall restore the light by nature given,
And, like Prometheus, bring the fire from heaven."

In the picture of Prometheus standing on lonely Caucasus loaded with chains and torn by the vulture of care and suffering, but with the glorious light of enduring strength in his face, we find a needed inspiration.

ANNA M. BUSSING.

High School Department.

The *Normal Exponent* is an excellent little paper, among other things it contains a very good exchange column.

AMONG OUR EXCHANGES.

WE consider the *Art Education* one of our best exchanges. The May number contains an account of the New York State Art Teacher's Association which is very interesting.

The School Bulletin contains a good article on State History in Public Schools.

The race problem is quite thoroughly discussed in the *Crucible*.

The *Princeville Academy Sol* contains the following: "Let us not view the lives of other men and be profited not by it. But let us move on the swifter because our glimpses of great minds have made the road plainer, and we can run the faster and gain the greater goal."

Good points on methods in the *May Teacher's Institute*.

We thoroughly appreciate the article on Higher Education in France in the *Oncontan*. This paper also contains a fine cut of Willard E. Yager, a member of the local board of the Oneonta State Normal School.

The *Signal* contains many interesting articles.

We are glad to welcome *The Kalends*. It contains much enjoyable reading.

Athletics again form a favorite subject for much of the matter that is contained in some of our exchanges.

School days comé but oncé in a lifetime and it is to our interest to make the most of them. We go to school not to receive an intelligent training only, but a moral education as well, and for this we cannot rely wholly upon the teachers; but must obtain it to a great extent from association with our schoolmates. We also depend upon our school life to develop our individuality and foster school-spirit and patriotism.—*The Tattler*.

* *The School Record* contains some good hints as to the qualities which a good teacher possesses and also those which a poor teacher possesses. It might be interesting for our prospective teachers to read these.

Ohio State University has added a department of pedagogy and Dr. J. P. Gordy of Ohio University at Athens has been placed at the head of this department.—*Ex.*

Truth is as impossible to be soiled by any outward touch as the sunbeam. It is the golden key that opens the palace of eternity. Truth is truth for evermore. How lovely, how good, how delightful! With what diligence should we seek her! She may lie hid, she may be at the bottom of a very, very deep well, but her discovery will well repay the seeker.—*New Ideas*.

We are glad to receive so many excellent exchanges this month. But on account of our limited space we are unable to mention all of the points that we should like to note. We hope that with the beginning of the next school year we shall receive our usual number of exchanges.

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*Teacher of Literature and Rhetoric, State Normal College,
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