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THE ECHO.

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WILLIAM M. STRONG, A. B., - EDITOR IN-CHIEF.
EDGAR S. MARTIN, - - - - BUSINESS MANAGER.

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CONTENTS.

"Prize what is yours, but do not be contented;
There is a noble restlessness of soul
By which a mighty purpose is augumented,
In urging men to reach a higher goal."
— Exchange.

EDITORIALS.

RICH gift of God! A year of time!
What pomp of rise and shut of day,
What hues wherewith our Northern clime
Makes Autumn's dropping woodlands gay,
What airs outblown from ferny dells,
And clover-bloom and sweet-brier smells,
What songs of brooks and birds, what fruits and flowers,
Green woods and moon-lit snows, have in its round been ours.

What the year has brought, of profit, of pleasure, each of us knows in part. No one will feel that all he desired has been accomplished. There is implanted within us a spirit of aspiration which bids us never be content. Surely all have shared such opportunities that they may review the year in the spirit of the stanza from Whittier.

Those who complete a one or two years' course, those who do not graduate but stand at the close of their first year, all may with profit recall their stock of ideas at the beginning of the year, and compare it with that at the year's close. Only thus can we determine our progress, because our growth from day to day is unconscious.

Even by such a comparison we shall not discover all that we have gained, because at no time can we summon it all to the fore of consciousness. What our resources are only the grave responsibilities of our lives will discover for us. Though unable to write a summary of all that we have gained, or to state beforehand just what such resources will enable us to do in critical teaching experiences, we can say that "whereas we were blind," in regard to much that is fundamental to success in teaching, "we now see."

We are debtors to the State to repay in service its generosity in our preparation. We are debtors to our instructors, to let the fruit of their efforts for us multiply through us. We are

debtors to ourselves now to do the best work, exert the largest influence, fill the highest position possible for us. We are debtors to our profession to make it worthy, in all that truly belongs to a profession, to rank as such.

Having become satisfied of our fitness for teaching above any other line of work, we should experience the joy suggested by Carlyle — "Happy is the man who has found his work." We are then ready to consider the duty pointed out by Dr. Holmes, "Every man owes something to his profession."

WITH this issue we withdraw from editorial activities. Some measure of success has attended our efforts. We have not done all that we could see might be done. Lack of funds has been a reason for curtailment of some plans. For all expressions of appreciation we wish again to speak our thanks, and the editor-in-chief wishes to acknowledge the faithful and generous efforts of his assistants in the various departments.

WHENEVER a nation has risen on the wings of some grand and true conception to a daring and devotion to the cause of freedom and right, as did our nation in 1776 and again in 1861, the influence of that experience abides to enrich the subsequent life of the people; it abides, also, to make that people ready when again the cause of liberty calls for defenders. Thrice proud may an American feel to-day, on witnessing a manifestation of the same spirit that braved British oppression, that struck the shackles from four million slaves, that will be content with nothing but a free Cuba.

THE class of ninety-eight is a mottoless class. The reason for this anomalous condition, we suppose, is not that the class disdains or disparages mottoes, but because of the difficulty in making a selection. A choice between two pieces of calico or two neckties is an easy matter, but when a score or a hundred are offered, the choosing, e pluribus unum, becomes most perplexing. Only consider the array of mottoes that at once suggests itself, non multum, sed multa, and these words reversed form our first. Then add carpe diem, labor omnia vincit, ad astra per aspera, fit via vi, non scholae sed vitae discimus, nulla dies sin linea, perfice quid tentes, or, in other words, age quid agis, nulla vestigia retrorsum, virtutis fortuna comes, nondum finis est, coepissimus non fecimus. Quo vadis? We would have chosen the last as especially appropriate.

Some Echo Echoes.

The Echo, published by the State Normal College, is above such frivolous things as personals and the like, but shows its deep learning in articles such as "The Educating Influence of Robert Browning's Poetry" and dialogues between "Socrates and Normales." A review of these must not be expected, as the editor did not have "nerve" to attempt their perusal.—The High School Recorder.

There is an excellent review of George P. Brown's article "Is There a Science of Education?" in the last issue of The Echo at Albany, N. Y.—The Crucible, Greeley, Col.

There are some clever verses in the State Normal College Echo this month, and we also notice that this paper has a new cover.—Normal College Echo, Normal College, New York city.

The literature class will find in the March Echo, an interesting article upon the influence of Robert Browning's poetry.—Normal News.

We are very glad to see The Echo from the State Normal College at Albany, N. Y., on our exchange desk, especially as our president and one of our other teachers are among its alumni. The Echo has the highest literary standard of all our exchanges. In the article entitled "The German Schoolmaster" we find this sentence: "And the king of that thinking world is the schoolmaster, the ideal of German history." How true this is of such as Kant and Fichte.—The Normal Record, Chico, California.

Socrates' method of teaching is nicely illustrated by the article, "Socrates and Normales," in The Echo.—Normal News.

LITERARY DEPARTMENT.

Gertrude M. Leete, Ph. B. Edwin Cornell.
Ella M. Osgood, Ph. B. Marion A. Everett.

A Study of Tennyson.

Tennyson's life is in his poems, and the Memoir published not long since fulfills its highest purpose in leading us to trace the genesis and characteristics of his poetry, and to attempt to forecast his rank in English literature.

Mingling with all the other influences which affected Tennyson, first in the order of time, and always a constant factor in his thought and style are the classic and romantic strains. The type of culture in England in his boyhood was classic; the atmosphere of all English homes like his was steeped with the sentiment of Greek conceptions and forms. And this sentiment gave color not alone to the choice of subjects, but had no less influence on style. Of the various aspects of classic literature whose spell was chiefly felt, the lyrical was the dominant type. This classic spirit, however, met with, colored and was in turn affected by the romantic spirit of the modern world, the spirit whose renaissance we find in Sir Walter Scott's works. The sentiment of mediaevalism, its warmth and color, has its finest expression in Keat's "Eve of St. Agnes," an almost faultless poem, with its wonderful reflection of distant modes of thought and feeling, its sensuous beauty, the rich distilled perfume of its style. Through Keats, then, Tennyson is linked to the romantic school, and the romantic spirit of Keats's poetry carries on the tradition of the Elizabethan age, as revealed in the "Fairie Queen;" in "L'Allegro" and "Il Penseroso." Milton's poems are pure Elizabethan in tone and color, with an infusion of classic legend and idea. This Elizabethan quality persisted also in Tennyson's poetry to the end. The romantic, the lyrical note is the prevailing touch in his style.

Other influences than the classic and the romantic combined in turn to mould the thought of the poet. The reform movement of 1832; the Oxford movement; the liberal movement in theology; the reaction of doubt and questioning which followed; the scientific movement culminating in the theory of evolution; the modern socialistic and individualistic movements; these are the successive influences to which, in his long career, Tennyson was subjected. His soul was like an aeolian harp, which responds to all currents that sweep across its strings.

Such, in brief outline, are the influences which were formative in the growth of Tennyson's mind and art. The nature of his poetry is best seen by turning at once to his earliest work and tracing the development of the poems in order.

The poems by Two Brothers, published in 1827, call for no special mention; but the volume of Alfred's, which appeared in 1830, gives a touch of the quality which later became characteristic of his style and already the Tennysonian note is plainly heard. "Claribel," "Lilian," "Madeline," "The Ode to Memory," "The Dying Swan," "The Sleeping Beauty," the mere list of these titles recalls the earliest manner of the poetry and suggests one dominant tone and aspect of his verse.

The same manner, with the same dominant tone, yet fuller now and richer, appears in the next volume which was published in 1833, containing, among other poems, "The Palace of Art," "The Lady of Shalott," "Oenone," "Eleanore," "The Miller's Daughter," "The May Queen," "Dream of Fair Women," "Fatima," "The Lotus Eaters."

In 1842 nearly all of these poems, carefully revised, and in nearly every instance greatly improved, were republished, and with them new poems like "Audley Court," "The Talking Oak," "The Lord of Burleigh," "Sir Galahad," "Lancelot and Guinevere," "The Vision of Sin," "Locksley Hall" and "Morte d' Arthur."

The version of the poems of this edition is the one with which we are familiar. These are the lines which we have read and learned and quoted, no doubt, time and time again. They give the poet's earliest manner, but in more fascinating guise; they have a mellowness which in great degree the early form lacked; there is an unmistakable atmosphere about them; they sound the same dominant note, but it is clearer and lends itself to new harmonies. The Tennysonian style

has in it now not only the tone of "The Lady of Shalott," or "The Dream of Fair Women," or "The Lotus Eaters;" but the rythm and the verse of "Locksley Hall" and the "Morte d' Arthur." It is, one may say, the same voice which we hear; but how it has gained in range and compass, in depth and moving power.

Here, then, we have the Tennysonian manner and tone which are contained in "The Princess," "Enoch Arden," "The Idylls of the King" and "Locksley Hall Sixty Years After" — a manner and tone which are quite like those found in "Maud" and in the Ode on the Duke of Wellington, in "In Memoriam," and in the Dramas. "In Memoriam" stands quite apart by itself in form and spirit and in thought. Yet its style is steeped in those qualities which we call Tennysonian and in turn inevitably suggests poems published years before. The dramatic touch appears, in some degree, in "Maud" and yet with all its passion the poem is essentially lyrical. The Ode on the Duke of Wellington has, at times, a sonorous quality and its verses break into a wail as of a funeral march, or rise into the shout of an army victorious in war; but its quality, its essential element, is lyrical. As for the Dramas, they are such rather in name than in reality, though they are cast in dramatic form. They again have distinctly a lyrical quality.

There is little doubt that we can almost recall the thrill with which in youth we heard his poems for the first time. We can, then, easily imagine the rapture and delight with which they were received in their first freshness in England. To be sure there were traces of imitation; but lovers of poetry did not all stop to analyze. Here was to them a new voice; here were moving strains such as they had not heard before. There was abundant reason for this enthusiasm. Hardly anything could be finer in its appeal to the spirit which was haunted by romance than the "Palace of Art," "The Dream of Fair Women," "The Lady of Shalott" and "Morte d' Arthur."

In "The Lotus Eaters" the classic stories are recalled, and readers are transported in an instant to those far-off days. So far as artistic treatment and felicity of expression are concerned, Tennyson never surpassed this poem. Everything is in harmony with the motif of the piece. The theme, the metre and the words are all intimately blended. There are lines of honied sweetness and there are lines which suggest and anticipate the spring, the rythmical beat and accent of "Locksley Hall." "The Lotus Eaters," then, with "The Dream of Fair Women," "The Two Voices," "The Palace of Art," "Morte d' Arthur," together with "Locksley Hall," "In Memoriam" and the Songs, represent Tennyson's finest poetry. The other poems are, generally speaking, variations of the types which are indicated here.

A friend of Lowell is reported to have found him one day sitting in his library surrounded by books on Dante, and deep in study. "What, still studying Dante?" "Yes," answered Lowell, "always studying Dante." The sure test to apply is indicated here. The great poets are they who not only reflect their own age, but who anticipate the ideas of coming ages and have a message adequate to their needs. Each generation finds in these poets something to study; and hence springs up a body of commentary and criticism, profoundly interesting as revealing the undying influence of genius. Fresh beauty and power and vitality are found with deeper study. Homer, Dante, Shakespeare are in this supreme rank. They have a message for all time; they are universal. Will Tennyson be classed with them? Surely not. Then shall we compare him with others only less great than they — Aeschylus, Sophocles, Virgil, Milton, Goethe?

Is it probable that his works will bear comparison with the dramas of Aeschylus and Sophocles? Not with works like Promethus or Oedipus, nor with Faust are his poems to be ranked. And when we think of the influence which Milton has exerted and must continue to exert, we must acknowledge that his is a far greater name in English literature than Tennyson's.

Not with the very great, nor with the supreme poets of the next order, will Tennyson be classed. He has, however, much in common with Virgil, grace and charm, finish, style, rather than viril-

ity, and if in the future his poetry is assigned to a lower rank than that to which we should assign it, it will be because the romantic and the lyrical strains are so pronounced, and that at the expense of ruggedness and power. Grace and charm will surely never lose their sway; but the coming age will certainly demand another note as well as and more than these. Indeed, judging by indications such as the following: that Tennyson does not influence our thought as he did twenty-five or thirty years ago, does not fill so large a space in whatever portion of our lives is under the conscious influence of poetry, does not mean so much to us as he did to the men of his own generation, and that the vigor, the freshness, the tonic quality of Browning's lines are felt more and more, while his neglect of conventional types of poetic expression seems less and less exasperating to lovers of poetry; judging by such indications it appears evident that a larger future belongs to him than to Tennyson. Browning's canvass is wider than Tennyson's and his touch has a far more masculine quality. He was certainly not a dramatist and yet his figures are more clearly and sharply outlined than Tennyson's. Doubtless they have less of the romantic tinge and glamor about them; they seem, therefore, more in harmony with modern interpretations of life. The Tennysonian will say, and rightly: "Browning is so lawless;" but the student of Browning, who has been brought up in the Tennysonian atmosphere, will surely reply: "Yet Tennyson is so conscious of poetic law that he does not speak out full and clear." The difference between the two poets is not between the presence of form and its absence, between reverence for the mould of verse and disregard of it, between lucidity of phrase and obscurity of expression, but rather the difference between grace and vigor, between sweetness and strength, between polish and ruggedness. Browning's verses are more masculine and it is this quality which will make them live and take whatever rank the future assigns to them. And yet Tennyson's power, pure and simple, is the quality which attracted men to him at Cambridge and later in London. FitzGerald considered it his special attribute, and his criticism of the poet's work was always with reference to this attribute. Tennyson had a stronger and better intellect than Browning, and he was in every way a far finer intelligence; and yet Browning's poems give an impression of power more surely than Tennyson's do. What is the explanation? Shall we say of Tennyson that he was far greater than his achievement? That is only to put the problem in another light. What he has written he has written. *Littera scripta manet*, and by it he will be judged, and not by what he might have written.

We should all agree, however, that he was destined for more serious and adequate themes than "Maud" or "The Princess." Such a theme he found in "In Memoriam," the poem upon which his reputation will chiefly stand. There is no work in literature quite like it. "The Dirge of Bion," the Greek prototype of the elegiac strain, "Lycidas," "Adonais," "Thyrsis," all have their own points of excellence. They are gems of the first water. The lover of poetry would be sorry to lose any one of them. But there is more in "In Memoriam" for us than in any of these poems. Its thought is so adequate, its artistic quality is so fine, its hope is so full of immortality that it will have a message for generations yet to come.

"The Idylls of the King" are undoubtedly the poet's most ambitious work and yet they have not the conclusive touch which is given in "In Memoriam." They are indeed a noble epic of early mythical English history and they have innumerable felicities of expression, many splendid images. The characters, however, are not quite sharply drawn. The action halts and flags at times; and after reading them and enjoying their charm and the poetry with which they teem, one feels that he has been in an unsubstantial world, in a realm of shadows. The dignity and gravity of the central theme are, however, beyond praise. And here we reach Tennyson's conception of the function of art, not art for art's sake, but art in the service of morality.

In speaking of "The Idylls of the King," we are reminded of the resemblance between Tennyson and Virgil. Both have the supreme gift of

style, both have written immortal lines. "The Aeneid" and "The Idylls" have many points in common. Diffuseness, not concentration or energy, is stamped upon them. They lack the vital qualities which live in the swift and splendid lines of the Iliad. Virgil has long been ranked as the type of grace and charm and style, the exponent of finish rather than virility of workmanship. With the type which he represents Tennyson will be classed, and find his place ultimately somewhere with the poets of the Virgilian order.

Tennyson stands, then, as one of the finest examples of the lyrical, romantic school. In natural poetic gift he ranks below Coleridge, Shelley and Keats; in some respects Wordsworth has a higher title to fame; and in the impression of strength which it produces Browning's poetry is superior to his. Yet there are stanzas in "In Memoriam" of which Coleridge might have been proud. The entrancing songs in "The Princess" have a melody all their own. Shelley has hardly surpassed the lines, "Tears, idle tears," with their passion and regret. That song has taken its place among the imperishable lyrics. We appreciate it the more as we get more culture, and whatever criticism we make of his work we prize his exquisite taste more and more highly as we learn better to value it aright. In him we find "all the charm of all the Muses often flowering in a lovely word." The age is happier and better for his work. He has been an inspiration and a blessing to this century and his verse is one of the glories of English literature. To him, as to so many others in the long line of great poets of every nation, we may reverently apply the fine thought of Wordsworth:

"Blessings be with them and eternal praise
Who gave us nobler loves and nobler cares,
The Poets, who on earth have made us heirs
Of truth and pure delight by heavenly lays."

— Leonard W. Richardson.

Teacher — "Cato learned Greek at eighty."

Scholar — "I think I might if I kept at it."— Ex.

The Teaching of History.

"Roots, stems, leaves and branches all perfect may be;
But clapped hodge-podge together they don't make a tree."

The events of history, however interesting they may be in themselves, if taken as separate, isolated facts can be little more than a "hodge-podge" to the student-learned, because one must know a little in regard to the history of the world in order to appear well-informed, or for the still less worthy motive that the subject is in the High school or College course, and must be taken. This has been the attitude of both student and teacher. What wonder, then, that we hear so often of pupils who hate the study of history, and of school boards who believe that this subject may be taught by any one, and deserves a minor place only in the school course.

In the following pages I have tried to give a resume of some efforts to give life to these dry facts, to show how the study of history may be made a potent factor in the development of character, which should be the aim of all education.

In this, as in every subject, two problems confront the teacher. What is the thought to be derived from the subject, and how can the pupil be led to master the thought in the best and most interesting way?

A mere glance at what is involved settles once for all the need of preparation on the part of the teacher. To be well qualified for the work he must have a broad knowledge of the subject so that he will be able to make his part of the work depend upon that which has preceded, and a preparation for that which is to come. How little the real task is appreciated is seen in the following reply recently given by a teacher to the question, "What preparation would you think necessary if you knew you would be given a class in history to teach?" "I would try to keep a day's lesson ahead of the class."

When the subject has been mastered so far as may be, the teacher must think of the pupils. What preparation has each had for this lesson? What review will be necessary before beginning the new work? How will the mind of the pupil work in his effort to make these new relations? How much help will he need, and how long will

it be best to leave him to struggle with his problem unaided?

We must not forget that most of the ideas which we wish to present are old to the pupils. From their infancy they have been meeting all kinds and conditions of men governed by as many different motives and impulses. All human institutions are also somewhat familiar to him. He must now see these things in new relations, but the material which we may find for re-arrangement is much more abundant than we appreciate.

In this connection, too, the teachers must settle the question of devices, pictures, maps and all other external aids. If, in his search for the thought, the pupil finds need for such helps, they should be given. Otherwise, no matter how interesting or ingenuous they may be, there is no place for them in the presentation of the lesson.

The necessity for the teacher to understand the working of the pupil's mind suggests another element which must be included in his preparation — a study of psychology, not of formal psychology, but of the actual working of the mind, to be gained only by studying his own mental processes.

But how shall we approach our subject, and how shall we plan our work to secure the desired results? The principle which underlies all history has been stated by one writer as the "Law of Progress;" by another as the "Continuous growing life, each stage serving as a germ for the succeeding stage," and again as the "growth of institutional life, because this idea touches and is touched by all the great events which mark the course of human destiny." The idea of growth is prominent in all. The value of making history a study of ideas rather than of events is suggested by all. Since events occur while ideas continue, we must look to ideas for unity, keeping events in their proper place as the expression, not as the real thought itself.

In considering this growth we find differentiation as well as unity or continuity. Thus we divide all history into the histories of nations, and each of these into well defined epochs or periods. These must be based upon no arbitrary distinctions of time or place, but rather upon the predominance of some phase of that growth in institutional life which is our organizing principle. At one time all events may cluster about the church, at another about the State. Whatever the main thought it must be "some particular over-shadowing, ruling and persuasive thought," "some great movement in the life of the people," which dominates events during the given time in the given place. Remembering that the period is but one phase of the whole, reaching far back into the early life of the nations for its beginnings, and far into the future in its results, we must now consider how we shall deal with the events and thought of the period. Each event, as each period, must be considered both as the result of all that has gone before the outward sign of the progress of thought and feeling, and, in its turn, as one of the influences which will shape future history.

Of the large number of events which occur in any period only those should be chosen for study which portray most clearly the thought and feeling of the time, setting aside once more the interesting and picturesque if they fail to contribute in a large degree to the better understanding of the time. The teacher must choose carefully, present clearly, and be sure that the pupil grasps the thought underneath the event.

In a study of the causes and results of an event we must not forget to notice those negative influences which have often been more effective than those which we deem positive. One author says: "In evolution there are more positive causes, in revolution more negative." Causes and results are often separated into fundamental and particular, immediate and remote, real and apparent, and similar classifications. The interdependence is so close that such classifications are hard to make. Many particular causes may often be seen to depend upon one fundamental or underlying cause. While the immediate causes are often man's selfish desires, apparently determining events, a closer scrutiny will reveal a remote cause which is yet the real cause — the living principle which takes the broken arcs of man's desires and plans, and uses all to form parts of the perfect round — the plan which God has for the world.

Two sources of material are accessible to the student. The text-book and reference book should serve as a guide to the student, but should never take the place of research among the original sources of history. The coming into direct contact with the life and thought of a people through its literature, inscriptions, newspapers, etc., and the working out, unaided, the problems of history, are of far greater value to the pupil than the reading of the decisions of many wise men. Such decisions should not be undervalued, but should be considered when the student has formed his own opinion. He may find that certain arguments have not occurred to him, and that his opinions must be changed. As a result he will observe more carefully in his future work, and learn the fallibility of hasty judgments.

The relation of other studies to history may be summed up in the following quotations: "You cannot draw real history out by the roots without drawing all other studies with it."

"The study of geology, geography and so on, to find the causes of the historical process, is entirely proper and necessary, provided the student can trace these extra historical causes into the current of human thought and feeling, and note there the changes made. Only in this way can other subjects contribute to the interpretation of history." The growth of the institution of slavery in the South, and its decline in the North, furnishes many illustrations of the influence of nature upon the life and thought of the people. A study of the contour of a continent, of its climate, of its plant and animal life, all such researches reveal much which has a direct bearing upon the history of its people.

Yet there are dangers to be avoided in the correlation of these subjects. The fact that an event happened here instead of there, that an institution grew up in this place rather than in that, is of no importance to the student unless the reason is understood, and the influence clearly seen. The teacher must lead the pupil to read the meaning of the location, and must see that the geography shall not teach the pupil merely to see a dot in a certain place on a map, meaning that some event occurred in that place.

The value of correlating history and literature is beginning to be appreciated. Surely the connection is so intimate that no complete separation can be made, while a union of the two will greatly aid the student in his effort to understand both. The thought and feeling of the time is reflected in its literature, and we cannot afford to overlook this source of historical material. We may not agree with the interpretation which the author puts upon his own time, because we may be able to read between the lines, and to see where he was prejudiced, and how motives and influences which he did not see or understand shaped the events which be saw. Yet the literature of the period is more valuable to us because of its nearness to the life which we wish to study, than many books written in later times upon the same subject.

Many of the results of a study of history, which deals with the life and thought of the people, have already been stated or suggested. The number of facts to be learned is always a source of dread to students of history. When these facts are seen in their real connection, and studied as the natural result of the influences at work, much of the difficulty is overcome, and the study becomes much simpler and vastly more interesting. Instead of a large number of facts and dates, with little connection between them, we shall have introduced the pupil to the broad idea of unity — that principle which takes us back into the early history of the world, and little by little leads us along the road of progress until we reach the present time, realizing how much we owe to nations dead and gone, for our own free institutions and government, realizing, too, the responsibility resting upon us to continue in the path of progress, so that we may leave to future generations better institutions, purer aims, and loftier ideals.

Such a principle of unity brings a spirit of brotherhood for all men which will eventually do away with oppression and wrong. Such a study of history will instill love of country — showing us all that our country and our freedom have cost, and by what courage and sacrifice she has been saved from danger and destruction.

The habit of carefully weighing events to find their relative importance and influence, trains the

pupil to think carefully and judge accurately, avoiding judgments based on outward appearances, to see back of the deed the thought and motive which inspired it, thus he is prepared to act well his part in life.

Such a study leads pupils to see old ideas in new guises, thus helping him to avoid discussions and trials of old, well-tried ideas, over which many less carefully taught students waste precious hours, and often make shipwreck of their lives on rocks, which might have been avoided if the chart had been better known.

Some one has said: "Moral character is the clear and conscious aim of school education." We are all hero-worshipers, and love to gain our moral lessons, our inspiration toward better things from the study of noble lives. The study of history furnishes many opportunities for such moral lessons and judgments. The teacher should direct the attention of the pupil to these pure, noble characters. He should lead the pupil to judge of motives and deeds condemning the wrong, and growing stronger because of new appreciation of the right. Thus the wrong influences of the pupil's daily life are counteracted, his ideals are elevated, and a habit of right thought and feeling is formed.

The pupil living in the atmosphere of purity and truth, lifted out of and above himself in his admiration for truth and justice, shall

"Discern true ends here. Shall grow pure enough.
So love them, have enough to strive for them,
And strong enough to reach them tho' the road be rough."

When we realize how the influence upon the world of one life set in right paths, governed by right motives, ready for any sacrifice which will lift up his country and the world — when we realize how one such life has lifted mankind toward loftier heights, we cannot fail to see the value of a study which tends to prepare for the world's work men with strong minds and noble ideals, men who will choose the right for the right's sake, men who know the whole meaning of the word brother, and loving their neighbor not as themselves, but as Christ loved us, will rule the world by the Law of Love, which is the Law of God.

Gertrude M. Leete.

The Picture in Pedagogy.

As of books so of pictures. "Their name is legion," and "of the making of these there is no end." From the great oil painting into which a master has wrought his life, down to the snap-shot production of the "spare-nothing" kodak, the list is long and the grades various. Wood-engraving, steel-engraving, lithograph, photograph, heliotype, photogravure, etching, water-color, chromo painting — these are the best known names only of the medium through which the artist speaks and the great world listens. Long, long ago, in the childhood of the nations, pictures were the means by which civilized and uncivilized alike kept record of their deeds. To-day no less than in that far-off time, after the real, live thing, that which appeals most quickly, most strongly and most effectively to human eye is that which represents reality — the picture.

Within the realm of pedagogy the picture plays no mean and trivial part. Imagine for an instant books, walls, and all illustrative resources stripped of pictorial matter — no more fine photographs, no more blue prints, no more magic lantern slides, and no more text-book illustrations. Now, young graduate, equipped with all the modern and most approved devices for teaching the thought in the thing according to the law in the mind, step forth into your first school-room to evolve, lead forth, develop. Ubi terrarum sumus! Yes, where in the world are we! Back in the dark ages; a thousand years before the time of Pertalozzi, three hundred years before the Renaissance. Without the picture for his coadjutor, the modern educator may succeed, but in the role of Aristotle not of Froebel.

Never in all time before was the world in which we live, the wonderful realm of science, the charmed domain of literature, the strange panorama of history made so real, so attractive, so fraught with meaning to the child as in these, the last days of the nineteenth century. What has wrought the change from the olden time? Nothing other than the cunning hand of the picture-maker. Geographies, histories, science-primers, collections of classic literature, even the Greek and Latin text-books, are many of them

beautiful enough for Christmas gifts. The one branch of learning that has not yet, excepting in the lower grades, brought to its aid this marvelous art is mathematics. Unchanged by time, untouched by the fingers of the ages, the square upon the hypothenuse looks very much as in the days of old Pythagoras, and would be the one familiar object in all the modern educational system to greet the eyes of that old sage should he one day appear among us. As yet there is no royal highway to Geometry.

Not only in the text-books and the manner of their use has the picture-maker's magic wrought a change. It has laid its wizard touch upon the school-room walls, a few years since so bare and unattractive, and they have blossomed truly like the rose. The little, restless, wondering eyes no longer rove with hungry look along a barren, unkept space. To-day it finds upon its travels food for thought that pleases now, and in the long hereafter brings both strength and courage. "For the thoughts of youth are long, long thoughts."

Not to the little "trots" alone do these strong influences reach. Within the narrow confines of a room in our own college, the walls, to the observant eye, tell truths as ancient as the race, as onward-reaching as eternity, as lasting and as sure as the forever. Glance hastily around. Here are portrayed Greek myth and Bible tale, romance and stern reality, life, death, and hope for the hereafter, while looking forth among all these we see the pictured faces of men whose lives and grand, sweet thoughts shall be an inspiration as long as time shall last. Think you these pictures do not have their mission? Blessing on him who first placed in his school-room, as a power to educate, a noble picture. How much for right, for truth, for splendid manhood, for earnest, faithful womanhood that picture has accomplished eternity alone can measure. Let him beware who dares to hang before the eyes of eager, white-souled children, aught but the best, for he shall answer in the day of judgment for his deed.

There is one other place in pedagogy where, with its silent speech, the picture plays a part too little realized, too little measured, too little valued, and hence, within this spot, we find the picture, as a work of art, too often wanting. Books, knick-knacks, dainty furniture — all these are purchased before the teacher places in his sanctum walls that which will be, at times, more consolation, lend more sympathy, afford more inspiration than all the other things combined. The morning smiles, hope beckons, friends are many, and the earth seems very fair; upon the wall with bounding steeds and buoyant hours, Apollo drives his car; one glance, and all unconsciously the youth and fire and zeal and glorious strength of Guido Reni's world-renowned Aurora have passed into the soul, and from his chamber and that picture one goes forth to conquer worlds.

Night darkens and the heart is weary, friends have disappointed and the day has all gone wrong; the lifted eye chances to rest upon the upturned features of the well-known Mater Dolorosa — that face so wondrous in its beauty, so startling in its pain. Ah, poor earth-worm; what is your sorrow to a woe like that! Time and sense, with all their petty cares, have vanished, and lifted by that look the soul stands in the presence of the Infinite alone.

Who shall say the teacher may not, if he will, make of his walls a factor inferior to none in that great product which is called success?

A. R. B., '98.

Pine Hills, Albany, N. Y.,
May 24, 1898.

Dear Lela.— We have just returned from Egypt, and such a delightful time we have had. We sailed on that weird, beautiful river Nile, of which poets have sung and which, if it could speak, would tell of many wonderful sights and almost incredible tales.

Along its broad, muddy banks we saw the papyrus of which the ancient Egyptians made their paper. We would think it strange if we were obliged to use parchment now-a-days.

It is wonderful how much this river resembles the "sacred flower" of that country, the lotus. Going up the river in a boat, however, the likeness cannot be discerned.

It may be well to mention the fact that the boats are practically identical with those of a hundred years ago. They are something like the gondolas of Venice, though not as graceful.

As we floated or rather glided along, we were passed by a boat containing an Egyptian lady of

great wealth. The boat was covered with a gay silk awning, and a little girl was wearing garlands of sweet scented flowers, while in the prow sat the lady dressed in pink satin, embroidered in gold and silver, and decked with precious stones. On her feet were sandals covered with precious stones.

Her lovely neck and arms were bare, and her olive skin, dark eyes and hair, made a striking picture. A negro was steering the boat, and at her feet lay a handsome Greek.

But soon this vision of splendor passed out of sight, and we turned our attention to a large, or rather let us say, immense crocodile.

He certainly looked very fierce with his sharp claws and immense tail thrashing the water, and his large jaws open for any object which might come within his reach. The crocodile is useful to the Egyptians, as it eats all the decayed matter from the land.

Next in our path stood an ibis, looking very severe and wise, as if to say " I have seen strange sights and know strange tales that I could tell if I would." This bird was considered sacred by the ancient Egyptians, and it may be well to describe it for your benefit, as you have never seen it. The body is about the size of that of a common fowl, and is covered with a dirty white kind of feathers, tipped with black on the head and tail. It has a long beak and legs, and belongs to the class of waders. I hope you will recognize it from this description if you ever chance to see one.

Enclosed in this letter is an Egyptian flag which we purchased from a most persuasive " follower of Mohamet," who followed us several miles from Cairo for the sake of selling his flag.

The streets of Cairo are very narrow, but picturesque. The houses are two-story high, and have low windows, which are latticed. Along the streets are Arab venders of fruit and every conceivable small article, and also many begging dervishes.

The citadel of Cairo is very beautiful, and shows to advantage from the river. On the streets almost every one rides a camel or donkey, and the latter is dressed as gaily as the rider.

At Alexandria we inspected some very old manuscripts, which we considered a great privilege, although they were written in Egyptian hieroglyphics, and we could not understand them.

We saw Pompey's Pillar, which is of red granite, being some seventy feet high. It is very much like the Greek Corinthian column.

We also visited Thebes, that " beautiful city of ruins." We saw there the wonderful rock-cut tombs which have been likened to a honey comb, and the ruins of many magnificent temples and statues. It can readily be seen that this was once a beautiful city.

We saw the wonderful statue sometimes called the " vocal memnon," which was supposed to give at sunrise a sound like a lyre. This was supposed to be a god, but it is believed now to have been the wind, or a priest who got inside the statue and played on a harp in order to mislead the people.

We visited also the temple of Karnak, and the palace of Luxor, which are among the finest works ever constructed by human hands. Although now in ruins, they suggest the former beauty of that ancient city.

The island of Philae impressed me as being one of the most beautiful places we had visited. It overlooks the Nile river, and here is situated the tomb called " Pharaoh's Bed." This is a large square of white marble beautifully carved and sculptured in the designs of the ibis, lotus, and other things peculiar to this queer country. Inside are chambers, the central one of which contained the sarcophagus. This still remained, and its beautiful carving was a wonder to all of our party.

We visited, too, the island in the Nile where the kind and considerate Khedive has placed a nilometer, and he taxes the people according as the water recedes from or rises to a certain number of feet marked on the nilometer, for it is the inundation of the Nile which governs the crops of that country.

I forgot to mention the wonderful pyramids which cannot be described. I remember as I stood at the base of that mighty Cheops I thought of that unavoidable time which has swept over all things as it has over the mighty pyramids, leaving its traces everywhere. But these works of wonder have stood it nobly, and when one thinks of the thousands of years they have stood one wonders and marvels at it.

The sphinx, too, possessed a strange fascination for me. As we walked down the seemingly endless avenue of sphinxes, about 500 in number, and finally came up before the one " great sphinx," it seemed as if some stern accusing judge were looking down upon us. I confess to a feeling of something akin to awe. I looked at those mighty lips, with their impenetrable silence, and these lines came to my mind:

" Each must interpret for himself
The secret of the sphinx."

Your loving friend,

Marcia A. Benedict.

(Work from the Grammar Department.)

VERSE.

Hark, vacation bells are ringing,
Sounding sweetly on the air,
Souls are joyous, gladly singing,
All the world seems fresh and fair.

Here is bustle, planning pleasure
For the last days, oh, so near,
Who the thoughts of each can measure,
Many drop a silent tear.

For no joy's without a sorrow,
There's no rose without a thorn;
Some look forward to the morrow,
Life's beginning a new morn.

Out from home nests they will wander,
To take part in life's great work;
Feelings for friends ne'er were fonder,
Yet none would the duty shirk.

Some, like birdlings, eager, earnest,
Longing their young wings to try,
Are so anxious, each heart yearnest
To the battle field to fly.

Aspirations, great and grand,
Occupy each eager heart,
In their castles they each stand,
Holding forth in Life's great mart.

Theirs the names the world will know
For their brilliancy and wit,
Honor on them all bestow
In high places they will sit.

Then among us there are those
In whose hearts are calm and rest;
They are anxious for no great pose,
Only to be helpful, blest.

Patient labor theirs will be,
Sorrowing when none can know,
Praying God that they may see,
Reaping where they long did sow.

They, sad hearts will often lighten,
They have suffered and can feel;
Other's lives they love to brighten,
Sympathize in woe and weal.

So we each our place must fill,
Spin and weave our lives with care;
So we toil and grow until
Our crown's complete and fair. — M. A. E.

'98 Class Song.

Once again we meet together,
Here we reach our hard won goal,
And in sadness we must sever
Friendship's ties of heart and soul.

Comrades, here we came to study,
With a purpose true and grand,
To prepare ourselves for service
In the welfare of our land.

Side by side we've toiled proceeding
Many days along the road,
To the hill of learning leading,
Whence a prospect far and broad.
From the hilltop we look backward
O'er the scenes through which we've gone,
But they urge us to press forward
To new fields of work undone.

We have formed ideals noble,
Pure in morals, faithful, good,
Fraught with fervent, lofty ardor
Towards our country and our God.
In devotion to our duty,
Constant may we ever be,
As we speed along our journey
O'er life's wild and restless sea.

Ever shall our alma mater
Our affection deep retain,
And our hearts will ever bless her,
When new honors we may gain.
But fond mem'ry e'er will offer
Thoughts to guard our friendship's spell,
So bright hopes and cheer we proffer,
As we say to all "Farewell."

— Arthur G. Cummings, A. B.

Hearing Things at Night.

When everybody's gone to bed,
And everything is still;
The moon like some great yellow ghost
Creeps softly up the hill;
Your heart beats loud and louder,
And your mind keeps singing, "Hark!"
Oh, isn't it just awful
To hear noises in the dark.

A while ago you didn't mind
When you were drinking tea;
And after that you sang and laughed,
As happy as could be.
'Tis well enough to chatter
And be joyous in a lark;
But isn't it just awful
To hear noises in the dark.

Your ears stretch out, your eyes grow big;
"What's coming now?" you think.
Each sound portends some awful thing,
Deep in your bed you shrink.
You wish the sun would hurry,
Or the fire would show a spark,
For, oh, it's simply awful
To hear noises in the dark. — D, '98.

NEWS DEPARTMENT.

J. L. Meriam, A. B. Mae Crawford.

Positions Filled.

H. E. Wilford, Andes, N. Y., Principal of Schools.

C. W. Armstrong, Sag Harbor, L. I., Principal of Schools.

J. S. Luckey, Millerton, N. Y., Principal of Schools.

G. C. Lang, Athens, N. Y., Principal of Schools.

C. V. Bookhout, Whitesborro, N. Y., Principal of Schools.

H. W. Maxson, Ashaway, R. I., Principal of Schools.

J. L. Meriam, Akron, Ohio, Principal Ward Schools.

W. M. Wood, Oriskany, N. Y., Principal of Schools.

E. S. Martin, Tully, N. Y., Principal of Schools.

G. E. Brownell, Pine Plains, N. Y., Principal of Schools.

E. W. Ames, Clarence, N. Y., Principal High School and Township Superintendent.

Miss Wylie, Athens, N. Y., Perceptress High School.

Miss Brown, Akron, Ohio, Principal Ward Schools.

Miss Brookman, Akron Ohio, Grade Work.

Miss Palmer, Akron, Ohio, Grade Work.

Miss Osgood, Akron, Ohio, High School.

Miss E. May Tenent, Akron, Ohio, Fourth or Fifth Grade.

Miss Charlotte Tenent, Akron, Ohio, Kindergarten or Primary.

Miss Regan, Great Neck, N. Y., Primary Work.

Miss Faucett, Kingston, N. Y., Assistant to Principal.

Miss Hall, Walton, N. Y., High School Mathematics.

Miss Burns, Laurence School, Greater New York; Supervision in History and Literature.

Miss Baker, Chatham, N. J., First Assistant High School, Latin and Mathematics.

Miss Lyon, Fishkill, N. Y., Perceptress, High School Department.

Miss Esselstyn, Ballston, N. Y., Mathematics and History, High School.

Miss DeWitt, Warren, Ohio, Grade Work.

Miss Cowles, Fabius, N. Y., Training Class Teacher.

Miss Bennett, Hudson, N. Y., Science, High School.

Miss Collier, West Winfield, N. Y., Academic Assistant.

Miss Nichols, Elizabeth, N. J., Vail School.

Miss Stafford, Fishkill-on-the-Hudson, N. Y., Seventh Grade Work.

Miss Behler, Millerton, N. Y., Grade Work.

Miss Goodman, Newton, N. J., Grade Work.

Miss Steenbergh, Akron, Ohio, Grade Work.

Miss Stetson, Hunter, N. Y., Grade Work.

Miss White, Walton, N. Y., Sixth Grade Work.

Miss Wilcox, Stapleton, Staten Island.

Miss Freeman, Saratoga Springs, N. Y., Principal Primary Schools.

Miss Ida Smith, Corinth, N. Y., Grade Work.

Miss Martha Smith, Newark, N. J., Grade Work.

Miss Alice Smith, Rockville Center, N. Y., Kindergarten Work.

Miss Stewart, Little Neck, N. Y., Grade Work.

Professor Belding's Recital.

Whether we recognize the fact or not, there is thought in music. Painters objectify their thoughts on canvass, poets embody their imaginations in verse, and musicians convey to listening ears some of the grandest thoughts and sentiments. Yet what a difference in music! What would we not give to-day to be free of the catchy "popular" air that has been running through our mind over and over again! Try our best we cannot get rid of it. But an "Overture to William Tell," or a "Martha of Flotow," how welcome and ever new they are.

The reason for this difference is not far to seek. Doggerel rhymes soon weary one, but "The Lady of Shalott," or Browning's "Saul," or Keat's "Endymion"—who ever tires of them? Noble thoughts expressed in literature or

in music are ever welcome. It is in just this that the difference between classical and "popular" music lies. The one embodies thought with sentiment, the other is sentimental and empty.

It was a treat of the former kind of music that the faculty and students of the Normal College enjoyed on the afternoon of May twenty-first, at Professor Belding's twenty-first complimentary organ recital. The recital merited a much larger audience. Can it be that we are not yet educated up to an appreciation of classical music, that every pupil in college does not avail himself of these opportunities?

Exhibit of the Grammar Department.

The pupils of Prof. White's department extended invitations to their parents and friends to inspect their work, from three until six o'clock Wednesday afternoon. Many appreciative observers responded to the invitation by being present on this occasion.

The chapel was tastefully decorated with spring's loveliest blossoms which, combined with the work exhibited and the delightful music rendered by the pupils at short intervals during the afternoon, furnished a feast for the eye and ear of every one present.

The work was arranged in groups, according to grades. Near the door as one entered was displayed a part of the work of the sixth grade pupils. In this exhibit one was impressed with the excellent drawings, maps, mounted specimens and stated problems in arithmetic.

Next in order was the ninth grade exhibit. Here one was amazed by the excellence and variety of the work. Beautiful maps, interesting reproductions, pleasing drawings and color work. The corner occupied by the "Notable Note-books," was especially interesting, as it showed that geometry may be made attractive even to the observer who gives only a passing glance. Angles, arcs, cubes and cones so well executed that one might readily imagine this to be the prize drawing exhibit. Nor was this all when one lingers to inquire within. Several Latin mottoes decorated by members of the class were worthy of notice.

A table in the back of the room contained the books showing the result of the correlation work on Greece, which was done by the seventh grade during the third quarter.

On the other side of the room was to be seen a part of the year's work in the seventh and eighth grades. Some of the production maps, mounted specimens and drawings were especially fine, and gave evidence that much had been accomplished in these grades.

In the front part of the room were tables containing the correlation work on the British Isles done by the sixth grade, and the correlation work on Egypt done by the eighth grade. The work was based on geography, around which was grouped the language, science and drawing. The contents of the books showed remarkable effort on the part of the pupils, and careful direction on the part of the teachers.

From the chapel the guests were invited into the spacious hall, which was daintily decorated, and here they were served to cooling beverages, which were dispensed by the Misses Tennant and Nichols.

The whole exhibit displayed rare ability on the part of Prof. White, the capable director of this department, who was able to bring about such results through the earnest work of his teachers and pupils.

The pupils' appreciation of Prof. White's work and influence was shown by the quantity of beautiful flowers which were presented him by them, on this occasion. B. P.

Primary Exhibit.

In the primary chapel was seen the results of the last twenty weeks' work in that department. The work spoke volumes for the energy and persistency of the pupil-teachers, and showed considerable improvement on the part of the pupils during the last term.

The display was so arranged that it appealed to the eye as soon as one entered the door, and for those who cared to go beneath the prettily tinted covers there was a still greater surprise that the children should do such good work.

The good results of vertical writing, which was introduced last term, were plainly evident,

some of the writing being very beautiful, and all plainly legible.

The colored maps of the geography work were works of art, and surprisingly neat and accurate for pupils of this age.

The language work showed a large range in the work for that age, and was very prettily arranged.

The drawing and painting done from the natural objects was greatly admired, being so uniformly well done. This work goes far to convince one that anyone can draw well if enough time and patience are expended.

The exhibit on the whole was pronounced by the critics to be one of the best ever given.

Kappa Delta.

On Tuesday evening the Kappa Delta Society gave a reception to a large number of the faculty, students and friends.

The appearance of the hall, with the adjacent nooks and bowers trimmed with flowers and palms, and where hung numerous Japanese lanterns, was ideal. A novel feature was the representation of the college societies at Butterfly Bowers, where, during the evening, the guests were instructed in the art of ensnaring the wary butterfly by Misses Sherwood, Bookman, Nichols, Jones and Amesbury, who presided at the reception bowers.

Ice cream was served by other members of the society, and the music by the orchestra added greatly to the pleasure of all. Misses Pierce and Bodley assisted Misses Loughran, Henry, Merwin and Burnett in receiving the guests.

Eta Phi Breakfast.

It is hard to say farewell, yet "parting is such sweet misery!" The Eta Phi sisters, at their merry breakfast on June sixteenth, forgot the undercurrent of sadness in the pleasure of the gathering.

The chefs had the object — a pleasant time with the farewell breakfast — well in mind. The material was enthusiastically approved by the board of critics; for dainty menu-cards, tasteful decorations and delicious viands were convincing demonstrations of the pleasure and profit to follow. The method was both unique and delightful, and interest and animation were the ruling spirits of the occasion.

Delta Omega.

The Delta Omega gavel, when seen about the college hall, means much to the student body. Great things are expected from this society. Nor are her friends ever disappointed. The last reception of the year was, as usual, one of great pleasure and profit to the invited guests. The retiring president, Miss Osgood, and the president-elect, Miss Robinson, received. They were assisted by Miss Husted and Miss Hyde, of the faculty. Music was furnished by city talent, and dancing was enjoyed.

Psi Gamma.

The Psi Gamma Society has completed its series of literary meetings for the year, which has been devoted to the study of Eliot. In order to enjoy one more day together before parting for the summer, the members will spend Saturday, June eighteenth, on the river.

Normal High School Commencement June 15, 1898.

Program.

Music, chorus, "Bright Be Each Face," Donizetti.

Essay, "Side Glimpses of Old New England," Margaret Hallenbeck.

Recitation, "The Puritan and Cavalier in American History," Chester B. Maggs.

Music, chorus, "Hail! Smiling Morn," Spofforth.

Essay, "Mythology," Eva W. Podmore.

Music, chorus, "Lullaby," from Ermine.

Recitation, "Bobby Shaftoe," Blanche M. Borthwick.

Essay, "What Next?" Gertrude A. Sherwood.

Music, part songs, (a) "Night Sinks on the Wave;" (b) "Peace." First sopranos, Misses

Helm, Goldthwaite, Porter, Lewis; second sopranos, Misses Perry, Bell, Wynkoop, Burrus; altos, Misses Adams, Evans, Cornwell, Podmore.

Recitation, "Revenge of Hamish," Grace A. Lacy.

Music, chorus, "The Month of June," Jackson.

Essay, "Das Niebelungenlied," Elizabeth P. Cornwell.

Presentation of diplomas.

Address to graduates.

Music, chorus, "Song of the Vikings," Faning.

Four Highest Honors.

Classical, Miss Elizabeth Podmore Cornwell.
English, Miss Margaret Hallenbeck.
Classical, Miss Winifred E. Podmore.
English, Miss Grace A. Lacy.

High School Class Day Program Saturday, June 11, 1898.

Program.

Music, "Voices of the Woods."

Address by President, Blanche M. Borthwick.

History, Julia Howard Burrus.

Class song, words by Miss Arabella Welch, music by Miss Jean Bell.

Poem, Earle Sidney Crannell.

Address to class '99, Conrad Hoffman.

Prophecy, Gertrude A. Sherwood.

Presentation remarks to class, Mae Rebhun.

Music, "The Wanderer's Greeting," F. Abt.

Grammar and Primary Closing.

Program.

Music, "Happy Spring Waltz."

Recitation, "The Mantle of St. John De Martha," Elizabeth Frances Shaver.

Music, (a) "Spring Song;" (b) "Oh Welcome, Fair Wood."

Recitation, "The White-footed Deer," Esther Goldring.

Flag drill, Primary Department.

Music, "The School of Jolly Boys."

Recitation, "How a Man Should be Judged," Dean Sage Patton.

Piano solo, Alice Lena Osteyee.

Reading, "The Spirit of Dreamland" (original), Anna Elizabeth Williamson.

Cantata, "A Meeting of Nations," Primary Department.

Music, (a) "At Night;" (b) "A Rose Song."

Recitation, "The Kitten of the Regiment," Leah Hollands.

Piano duet, Lillie Anna Helm, Elva Thomas Hollands.

Presentation of certificate of promotion, Fifth Grade.

Music, (a) "God of the Nations;" (b) "Child's American Hymn."

Presentation of diplomas, Ninth Grade.

Music, "Festival Song," solo parts, Leah Hollands, soprano; Elizabeth Rushmore, alto.

Primary Department graduates 21 pupils.

Grammar Department graduates 43 pupils.

'98 Class-Day Exercises, June 16, 2.30 P. M. Normal College Chapel.

Program.

Overture, Orchestra.

President's address, William M. Strong.

Class history, Grace H. Cook.

Music, Orchestra.

Class poem, Phebe V. Doughty.

Class essay, Annie S. Barker.

Quartette, Messrs. MacMahon and Vandenberg, Misses Hawkey and Jones.

Prophecy, Letta B. Burns.

Music, Orchestra.

Oration, subject, "Essentials in a Profession," Junius L. Meriam.

Vocal solo, R. D. MacMahon.

Presentation oration, Edwin M. Sanford.

Class song.

Music, Orchestra.

The Commencement Address.

Prof. Ralph Thomas, of Colgate University, chair of rhetoric and oratory, will deliver the commencement address on the subject: "The Spirit of Duty in National Life." After graduating from Colgate in '83, Prof. Thomas was, for five years, teacher of English in the Albany Boys'

Academy. He then went to the Regents as university examiner in English, and was promoted to chief examiner. He took his present chair in September, '92. Professor Thomas has always been in demand as a public speaker. All who will have the opportunity may be sure of hearing a fine address.

Commencement Program.

Music by orchestra.
Prayer.
Music by orchestra.
Address, Ralph W. Thomas.
Music by orchestra.
Presentation of diplomas.
Benediction.

Graduates.

Collegiate.

Mary L. Baker, A. B., Colton, St. Lawrence county.
Sarah Annie Barker, A. B., Burlington, Vt.
Emeline S. Bennett, B. S., Albany.
Grace Merwin Bickford, A. B., Voorheesville.
Augusta Ming Britton, Ph. B., Voorheesville.
Letta B. Burns, B. L., Fairport, Monroe county.
Elizabeth Christian, B. S., Utica.
Arthur Gray Cummings, A. B., Andover, Mass.
Phebe Van Vlack Doughty, A. B., Matteawan, Dutchess county.
Vernon Everett Duroe, A. B., New Berlin, Chenango county.
Gertrude Ella Hall, A. B., Enfield Centre, Tompkins county.
Holly Whitford Maxson, A. B., Adams Centre, Jefferson county.
Junius Lathrop Meriam, A. B., Randolph, Ohio.
Mary Millard, B. S., Albany.
Ella Maria Osgood, Ph. B., Verona, Oneida county.
William Emmet Pettit, A. B., Wilson, Niagara county.
Edwin Merritt Sanford, Ph. B., A. B., Hedgesville, Steuben county.
Leora E. Sherwood, Ph. B., Syracuse.
William M. Strong, A. B., Hamilton, Madison county.
Arthur Burdette Vosler, A. B., St. Johnsville, Montgomery county.
Herbert E. Wilford, A. B., Batavia, Genesee county.
George Franklin Zimmerman, A. B., Niagara Falls.

Classical.

Edgar W. Ames, Sherburne, Chenango county.
Charles W. Armstrong, Port Byron, Cayuga county.
Charles V. Bookout, Vega, Delaware county.
Edith Marilla Brett, Albany.
George E. Brownell, Cambridge, Vermont.
Laura C. Cassidy, Amsterdam.
Walter Scott Clark, McKownville, Albany county.
Sarah Adelaide Collier, Clinton, Oneida county.
Grace Hammond Cook, Loudonville, Albany county.
Edwin Cornell, Richmondville, Schoharie county.
Ella Bella De Witt, Skaneateles, Onondaga county.
Howard George Dibble, Bath, Rensselaer county.
Alice Ephraim Donnelly, Rochester.
Helen Campbell Fritts, Painted Post, Steuben county.
Mary E. Gagen, Amsterdam.
Edwin Foster Green, Vine Valley, Yates county.
Gertrude Elizabeth Jones, Rushville, Yates county.
Annie Elsey Karner, Rexford Flats, Saratoga county.
George Christian Lang, Wurtenburg, Dutchess Co.
James S. Luckey, Houghton, Allegany county.
Olive Lyon, Rockton, Montgomery county.
Edith Hamilton Nichols, Albany.
Ada V. Pollok, Newark, Wayne county.
Edith Christina Race, Oxford, Chenango county.
Lenna Elizabeth Reed, Albion, Orleans county.
Elizabeth Westeen Schiffer, Albany.
Laura P. Stafford, Bennington, Vt.
Endora Nathalie Wylie, Norwich, Chenango county.
Lucy Gardner Young, Floyd, Oneida county.

English.

Bertha Woodward Bagg, Rensselaer.
Sara Kathryne Bannon, West Newburgh, Orange Co.
Alice May Barber, Albany.
Elizabeth Behler, Valatie, Columbia county.
Mabel Emma Brookman, Fort Plain, Montgomery county.
Helma Morton Buckley, Amsterdam.
Anna L. Cannon, Green Island.
Ella Louise Comfort, Catskill.
Ella Eckerle, Newburgh.
Henrietta Charlotte Erhardt, Rome.
Edith Rivington Esselstyn, Hudson.
Margaret Jeannette Fawcett, Newburgh.
Mary Edith Garvey, Newburgh.
Sara F. Goodman, Granville, Washington.
Georgia M. Griesbeck, New York city.
Jennie Louise Griswold, Peekskill, Westchester Co.
Edith M. Haley, Watertown.
Florence Elizabeth Henry, Copenhagen, Lewis Co.
Minerva E. Hess, Fort Plain.
Mary Anna Kane, Cohoes.
Norine B. Keating, Green Island.
Nora Margaret Lahey, New Windsor, Orange county.
Annie G. Lander, Nyack, Rockland county.
Emma R. Leonard, Jordanville, Herkimer.
Edgar Stanley Martin, Gorham, Ontario county.
Margaret T. McCabe, Albany.
Ella M. McCall, Albany.

Grace McCune, Troy.
Winifred Mary Moir, Marcellus, Onondaga county.
Clara Belle Palmer, Canaan Four Corners, Columbia county.
Mary Genevieve Regan, Great Neck, Queens county.
Mabel R. Parker, South Granville, Washington Co.
Allie D. Schultze, Canajoharie.
Walter L. Shubert, Canajoharie.
Isabella Jeannette Sloan, Newburgh.
Edna Steenbergh, Waterford, Saratoga county.
Edith L. Stetson, Stockwell, Oneida county.
Mary Lena Telfer, Burlington, Otsego county.
Cora Timmerman, Little Falls.
Margaret Vera White, Walton, Delaware county.
Harriet E. Wilcox, Bennington, Vt.

Special.

Emma J. Bainbridge, Plainfield, N. J.
Frances A. Brown, Cleveland, Ohio.
Grace E. Chapman, Oneida, Madison county.
Jennie A. Cowles, Holley, Orleans county.
Mary L. Freeman, Saratoga Springs.
Ida Hallenbeck, Glenville, Schenectady.
Mary Idella Kingston, Brasher Falls, St. Lawrence county.
K. Eloise Kinne, Syracuse.
Susan Pride, Florence, Alabama.
Ida Mary Smith, South Corinth, Saratoga.
Martha E. Smith, Onondaga Valley, Onondaga Co.
William McDowell Wood, Bath, Steuben county.

Kindergarten.

Nettie M. Breakenridge, Albany.
Harriet Warner Chapin, Canaan Four Corners, Columbia county.
Harriet Gordon Disbrow, Cohoes.
Edna Augusta Halsey, Southampton, Suffolk county.
Anna R. Hathaway, Bennington, Vt.
Hattie Luella Lamp, Rensselaer.
Anna B. McBride, Alplaus, Schenectady county.
Margaret F. Powers, Cohoes.
Alice L. Smith, Geneva.
Clara Edith Staude, Troy.
Anna Holliday Stewart, Tipton, Pa.
Charlotte E. Tennant, Albany.
E. May Tennant, Albany.

De Rebus.

The News Editors desire to express their thanks to Miss Julia Burrus, of the High School, for her assistance in furnishing these columns with High School items.

Martha Feary-Gay, class of '58, now at Mt. Vernon, has been elected president of the Alumni Association of the Albany Female Academy. Mrs. Gay graduated at this academy before entering the Normal College.

Anna W. Hamilton, class of '55, died at her home in this city May 25. She had been blind for some years.

Mrs. F. J. Hengge, class of '88, nee Miss Minnie Grosvenor, of Rome, was recently married to Mr. Sweeney, of Clark's Mills, N. Y.

Marie E. George, class of '92, for several years connected with the schools at Rome, N. Y., has been elected to a $750 position in Kingston, N. Y.

The base ball season has closed. As much has been accomplished as could have been expected under the circumstances. Base ball in Albany is dead. Enough has been done to show that the team has ability, if given a fair chance. DeVoe has shown himself a mighty pitcher. Every man in the team should receive special mention. The second game at Oneonta, with score 5 to 3 against us, was a credit to us. There is more honor in being beaten, than to win unfairly. The Oneonta team had several professionals and only two normal students, while asking that we play only Normals. Such action receives our just condemnation. As might be expected our finances are below par. There is probability, however, of equitable settlement. Manager Merriam is grateful to all who have contributed to the cause.

Two new regulations affecting Normal schools and this college, have been made by State Superintendent Skinner. The school year shall consist of two terms of nineteen weeks each, in addition to which one week at the close will be devoted to examinations on the work of the entire year. Those desiring to enter any Normal school, having no certificate of admission, are required to pass the uniform examination held about the middle of August. Without this examination entrance to the schools is impossible until the following year.

Our greatest glory consists not in never failing but in rising every time we fall.— Goldsmith.

Only he who lives a life of his own can help the lives of others.— Philips Brooks.

EXCHANGE DEPARTMENT.

Annie R. Barker, A. B. Mary L. Baker, A. B.

In the Great Round World.

A Voice.

What is the voice I hear
On the winds of the Western sea?
Sentinel, listen from out Cape Clear
And say what the voice may be.

'Tis a proud, free people, calling loud to a people proud and free.

And it says to them: "Kinsmen, hail,
We severed have been too long.
Now let us have done with a worn-out tale —
The tale of an ancient wrong;
And our friendship last long as love doth last and be stronger than death is strong."

Answer them, sons of the self-same race,
And blood of the self-same clan,
Let us speak with each other face to face,
And answer as man to man;
And loyally love and trust each other as none but free men can.

Now fling them out to the breeze,
Shamrock, thistle and rose;
And the star spangled banner unfurl with these—
A message to friends, to foes,
Wherever the sails of peace are seen, and wherever the war wind blows—

A message to bond and thrall to wake
For, wherever we come, we twain,
The throne of the tyrant shall rock and quake,
And his menace be void and vain.
For you are lords of a strong, young land, and we are lords of the main.

Yes, this is the voice on the bluff March gale,
We severed have been too long,
But now we have done with a worn-out tale—
The tale of an ancient wrong;
And our friendship last long as love doth last, and be stronger than death is strong.

—England's Poet Laureate

The splendid outburst of patriotism is worth something. Even war has its compensations.—Learning by Doing.

The United States is the fifth naval power in the world. The navies of Great Britain, France, Russia and Italy rank ahead in the order named.

"Tell the class what an island is, Sammy."

"Yes'm; an island is a body of land surrounded by United States battle-ships."—The Record, Chicago.

Scientific Progress in the Last Decade.

Suppose a man had fallen into a trance just after the closing of the Paris Exposition of 1889, that is, less than nine years ago, and consequently knew nothing of the progress made since that time in the scientific world. His admiration and his study would be devoted to the following objects:

1. The "up-to-date" bicycle. 2. The horseless carriage. 3. The electric railways (which hardly existed in 1889). 4. Polyphase currents. 5. The Laval steam turbine. 6. The interior-combustion motor of M. Diesel, which is the most economical means now known for transforming heat into work. 7. Calcium carbid. 8. The cinematograph. 9. The Roentgen rays. 10. Liquid air. 11. Color photography. 12. Wireless telegraphy. 13. Cold light. 14. High frequency currents. 15. Submarine photography. 16. Submarine navigation. All these, in less than ten years, solely from the domain of mechanics and physics, we should have to explain to our sleeper upon his awakening.—Adapted from translation in Literary Digest. Original, "La Nature," Paris.

It was the witty reproach of his opponent Disraeli that Gladstone had not a single redeeming vice. His career was absolutely free from the suspicion of any use of his office to benefit pecuniarily either himself or his friends. No man of our time has so united the statesman and the orator, and history will associate his name with those of Bismarck and Lincoln, as the three great men of the nineteenth century.

"Lord, Lord!" exclaimed the old lady. "It does look like they're agwine ter have war! How I wish all my boys wuz in Congress!"

"In Congress?"

"Yes; kase then they'd vote fer war an' stay out o' it."—The Constitution, Atlanta.

A very slight tax on talk would produce all the revenue the government could possibly need.—The News, Detroit.

It is just a little over 400 years since the Spanish flag appeared in the Western Hemisphere. What a future Spain has behind her! — The Press, Philadelphia.

America has never been whipped. Spain is requested to paste this on the funnels of her battleships.— The Times, Los Angeles.

Meantime a very valuable coaling station is going to waste in the latitude of the Sandwich Islands.— The Tribune, Detroit.

" Cuba must be free."— United States.

The Cuban Topsy — " Xcuse me, boss, but what does yo' kalk'late to do wiv me when yo' has 'mancipated me? " —The World, Toronto.

Klondike? Klondike? Seems to us we heard of such a place once upon a time, but it must have been " before the war." —The Tribune, Minneapolis.

The annual encampment of the National Guards will be held in Cuba this year.— The North American, Philadelphia.

Among the Colleges.

Patriotism and war enthusiasm have so invaded the colleges and universities that all the usual diversions and nearly all interest in school work has been put aside, while mass meetings, parades, and Weyler funerals engross the minds and hearts of the students. At Harvard, Yale, Princeton, Pennsylvania, Cornell, and many Western colleges, companies of volunteers are actually formed.

The entire junior class at Yale have voted that in case they are needed for the defense of their country, to give up their college duties and offer their services.

The trustees of Cornell University have decided to establish at once a medical department and State college of forestry in New York city. The medical faculty will be largely made up of the former faculty of the New York University Medical School. Oliver Payne, of New York, has just made Cornell a donation of half a million dollars.

Prof. James Seth, of Cornell, has been elected professor of philosophy at Edinburgh University.

Columbia College, New York, counting the recent gift of $1,000,000 worth of realty from the Duc de Lonbat, is supposed to be worth about $30,000,000. Yet, in the last year, according to the recent published report of Treasurer John McLean Nash, the excess for disbursements for education over the receipts was $34,092.03, which is the smallest loss in many years, but still a great loss.

Columbia University will have a booth at the coming Omaha exhibition. In it will be shown models of university buildings and a collection of photographs of the grounds.— Ex.

Columbia is to have a new domitory nine stories high, accommodating 910 students.

The inter-collegiate regatta on July 1, in which Cornell, Columbia and Pennsylvania will be represented, will take place on Lake Saratoga.

Students of the University of Wisconsin are to give a production of " Othello." The entertainment will, according to the Daily Cardinal, include the " subtle cunning of Iago, the fearful passion of Othello, the breaking heart of Desdemona," and other " sublimely terrific scenes."

Cards have been received from the University of Virginia for the inauguration of the new university buildings, June 14, replacing those destroyed by fire October 27, 1895.

A new course in " Current History " has recently been started at Syracuse University. This is somewhat of a novelty in the regular work of college curriculums. Its purpose is to study events of the present day in relation to their causes and effects. Students will not receive credit for it in the number of hours required for graduation; notwithstanding this 150 students signified their intention of entering the class. The course will be conducted by the department of history.

The eight largest universities of the world in order of size are: Paris, Berlin, Vienna, Madrid, Naples, Moscow, Buda Pesth and Munich.

The government of Germany opened its first high school for girls April 1. This probably opens the way for university training for women in Germany.

Cambridge has followed the example of Oxford and refused to grant degrees to women. Thirty students have taken their oath not to take their degrees at commencement if women are permitted to do so.

The State department of public instruction has decided to operate two other summer schools for teachers this summer one at Green Port, L. I., and the other at Ithaca, in addition to the ones at Chautauqua and Thousand Island Park.— Ex.

In the Realm of Pedagogy.

Education has its fads.

One of the most pronounced fads to-day is, without doubt, the study of the child, from a psychological standpoint.— School Bulletin.

We wonder if child study by the teachers could not be matched by a reciprocal organization for teacher study by the children? We have no doubt that the schools would be benefited, if the deliberations of the Teacher Study Clubs were made known. What the child knows about the teacher is sometimes as important as what the teacher knows about the child.—Learning by Doing.

The teacher who will deliberately say, " I don't care whether my pupils like me or not," has greatly mistaken her calling, and in large cities there is no room for such a person.— M. G. L., Normal News.

Have we any Great Men?

President Patten, of Princeton, is quoted as saying in a recent interview that this is " an age of second-class men." It is not given to any age to measure and classify its contemporaries finally. In the contemplation of historic characters, the laws of perspective are reversed, and the visual angle increases with the distance.

Perhaps if Oliver Goldsmith were to-day grinding out the " Vicar of Wakefield," as a serial for the " Cosmopolitan," or " Munsey's; " or if Whitefield were holding forth at a Salvation Army barracks, neither of these men would loom up so large to our modern eyes, and if the Jungle Stories had come down to us as a classic of the Elizabethan age, or if " Looking Backward " had been printed by the Caxtons, perhaps Kipling's and Bellamy's place among the immortals would have been assured.—Learning by Doing.

Millions are poured into our colleges and universities to educate the brains of America, while almost nothing is done to educate the heart.

Truant School Idea.

A special school for habitual truants was recently opened in Philadelphia. It is hoped to make this novel method of isolation and special instruction a valuable adjunct to the school system. The classes will be in charge of experienced women teachers, and will be limited to twenty-five pupils each, whose hours of arrival and departure will be different from those of the pupils of the regular schools. The enterprise will naturally be somewhat experimental, but it appears to offer the best attainable solution to one of the most vexing problems of compulsory education. The result is looked for with great interest by educators.

Suggestive to Teachers.

John — " Charlie, your father is calling you."

Charlie — " Yes, I hear him. But he is calling ' Charlie.' I don't need to go until he yells ' Charles.' " — The Herald.

Correlation in History.

" Tommy, who was Joan of Arc? " asked the teacher. " Noah's wife," said Tommy promptly.

" God hides some ideal in every human soul; and life finds its noblest spring of excellence in this hidden impulse to do our best." — Ex.

There are three tests for an education: What we can do; what we like, and what we know.— Learning by Doing.

A Commencement Minor Chord.

Like as a plank of driftwood
Tossed on the watery main,
Another plank encounters,
Meets, touches, parts again.

So tossed and drifting ever
On life's eternal sea,
We meet,— and greet, — and sever,
Parting eternally.

— Exchange.

REVIEW DEPARTMENT.

Gertrude E. Hall, A. B. Augusta M. Britton, Ph. B.

"The Rational Spelling Book," by Dr. J. M. Rice, editor of "The Forum," author of "The Public School System of the United States," "The Futility of the Spelling Grind," etc. Part I. Price, 15 cents. Part II. Price, 20 cents. American Book Company, New York, Cincinnati and Chicago.

One of the difficult problems in education is "How to Teach Spelling." After all the experiments with so-called improved methods in teaching spelling, practical teachers have come to the conclusion that spelling is not a faculty or an art, but a habit to be acquired by practice, and that the best, and indeed the only way, for the child to learn to spell correctly is to spell. This spelling book is the resultant of an extended investigation to discover what words of those really used are liable to be misspelled, and of an earnest effort to provide a definite remedy for the failures revealed. It is called "The Rational Spelling Book," because it has been constructed on rational principles, and represents the results of actual experience in teaching children to spell. It is therefore a spelling book pure and simple. It has been prepared on a definite psychological plan, based upon an examination of the schools of nearly all the large cities of the country, and a careful study of the actual spelling of many thousand pupils. The high reputation of the author and his exceptional qualifications to deal with the subject of spelling, gives this new spelling book unusual interest, not only to teachers but to all interested in the education of the young.

"Treasured Thoughts Gleaned from the Fields of Literature," by F. V. Irish, published by the author, Columbus, Ohio. Price, 50 cents.

This book is an exceptionally good one among so many of its kind. It contains only 160 pages. The selections from standard American and English authors are grouped with all from one author in one place. The last fifty pages give quotations on special subjects as Home, Mother, Patriotism, Friends, etc. A well-chosen list of books for reading completes the volume. The best productions of each author are named. As an outline to secure an acquaintance with the great poets, this book would be very helpful.

"American and British Authors." A Textbook on Literature for High Schools, Academies, Seminaries, Normal Schools and Colleges. Also A Guide and Help in the Private Study of the Best Authors and Their Writings, by Frank V. Irish. Published by the author, Columbus, Ohio. Price, $1.35.

It is impossible to state in a brief space all the features and merits of this work. The striking impression is that of the amount of riches within a comparatively small compass. The ground covered is even more than that by "Masterpieces of American Literature" and "Masterpieces of British Literature." The difference is that Mr. Irish has given shorter selections, devoting more space to the biography, the outline of works, words of rare praise or criticism of an author, the choicest quotations, all that would stimulate an interest in the author's works.

"The Method of the Recitation," by Charles A. McMurry, Ph. D., Principal of Training School, State Normal University, Normal, Illinois, and Frank M. McMurry, Ph. D., Professor of Pedagogics and Dean of Faculty of Teachers' College, University of Buffalo, N. Y. Cloth, 319 pages. Price, $1.00. Public-School Publishing Company, Bloomington, Ill.

Dr. McMurry's reputation as a writer on pedagogical methods will insure for his new book the careful attention which it merits. In a short introductory chapter on "Variety versus Uniformity," the conclusion is reached that the end of instruction is the giving of general notions or concepts, and since this is universally recognized, there is of necessity more or less uniformity in method. Then follows a series of illustrative lessons showing the different processes in vogue for mastering general truths; each example is presented according to two methods, first, that of the text-books, and second, the developing method. The third chapter distinguishes individual and general notions, and points out that the general cannot be really separated from the particular, but only distinguished from it.

Without giving a review of the entire volume, we commend it as one of the best of recent pedagogical publications.