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THE OLD YEAR.

THE old year's dead and gone, and in its grave

Lie still the shrouded forms of bygone days,
While scattered o'er the freshly piled up mound,

The flowers of fruitless hopes and longings
vain,

Lie faded all and dead.— Pathetic signs
Of slavish homage at the Shrine of Time —

This mound, new-added to the countless host
That mark the silent pathway of the years,
Adds to our number one dark mile-stone
more,

And shows how far we've come upon life's
course,

And bids us look adown the way and see
That we be well prepared for what may come.

Upon the headstone of this new-made grave
What records will be read, as all the world
In silent march pass by to pay the last,
Sad tribute to the memory of the dead!

For, none there live but in this silent grave
Have buried part of what life held most dear
In time and hopes and opportunities —

Yet, some may read the marble letters cold,
With joy; because lies buried there some grief,
Some pain, some sorrow dead and gone. Or
Else the record of some good deeds done will
Fill their hearts with gladness. But some
Will read thro' weary eyes of pain or grief,
Or dimmed with bitter tears; for naught
There comes from out that deep cold grave
to feed

Their hearts, but vain regrets and mem'ries
dark

And drear. For life is filled with joy and
grief,

Pain and pleasure, woe and gladness march-
ing

Side by side, along life's rugged pathway,

But ne'er a night so dark, or way so drear
But what the star of hope shines brightly on
To cheer the weary soul. Lo! ye whose
hearts

Are burdened with life's heavy load of care,
Look up. For from this silent tomb there
speaks

To you a voice that bids you hope and live.
Life comes thro' death, and from the ashes
of

Dead hopes and broken vows, there oft is
born

New hopes, new vows, that woven into life,
Can change the whole hereafter. From the
grave

Where deep repentance lies there comes to
you,

O weary soul, an inward sense of life
And peace that rolls the burden from your
heart

And fills its place with joy and hope and love.
G.

IDEALS AS WORKING HYPOTHESES.

IN looking over the world's history we
find five periods marked by the reform-
ation of national ideals. In each case
the cause of the change is the contact
with outside nations. The old ideals are
not adequate to the demands made by
new conditions, there is a conflict be-
tween the old and the new, a period of
reflection follows and finally new ideals
are set up.

The Jews were carried captive into
Babylonia. For the fulfillment of the
promises of God to their fathers there
must needs be a Messiah. Whence

came the outburst of Messianic prophecy. The struggles with the rival cities in Greece and the nations of the East developed at Athens the Golden Age of Pericles. Out of the conflicts of Rome with the cities of Latium, and afterward with the nations of the known world, grew the policy of absorption, of centralization, which reached its climax when Augustus was made vice-regent of Rome, the eternal spirit of the empire. To the newly formed nations of Europe came the treasurer of ancient Greece, there was a renaissance, a reformation. From the close contact of nation with nation, from the deeper insight into man and nature, made possible by science, has come the idea of the essential, progressive unity of all things and evolution is the ideal of the age.

The history of a nation, or of the world is but the extended drama of one man's life. To individuals, as to nations come these periods of reconstruction. Some such experience, I fancy, came to each of us on entering the Normal College. Chaos is but a mild term to express the utter confusion of our first mental state. From the debris of past conception ruthlessly demolished, reflection builds up for us a higher and holier idea of the profession of a teacher than we had had before. Gradually from the gloom emerges a creature with universal mind, characterized by all the virtues in the category, adorned with physical and social graces which will make her equally welcome in the most cultured society or the home of her lowliest pupil. It is then that the insidious whisper comes, "You have missed your vocation. Right about face, march!"

What is the difficulty, is the ideal too lofty? Shall it be torn down and made as great? We say that a nation can-

not rise above its ideals. The Greek ideal, though high and noble, was yet essentially selfish. The Athenians made their victory wingless that she might remain forever with them. Thus disunited, each intensely jealous of the other, the Greek cities fell before the conquering armies of Rome. The Roman polity was not adequate to govern the vast empire she absorbed. The fulfillment of her ideal to become the center of the world proved her destruction. The downfall of the empire was inevitable, it was falling apart of its own weight when by the irony of fate, the boast that all roads led to Rome, came back to her as a curse, for down those roads came hordes of barbarians and the disaster was complete.

Ideals must then be kept high, so high that there is room for infinite progress. Place them as high as the heavens, but know how to use them. Why is it that the practical man smiles at the idealist? Why do we all look politely bored when we see on a commencement program "The Ideal versus the Real," "Ideals of Victory" and kindred subjects? The only difference between the sentimental idealist and the practical business man is that one uses his ideal as a work of art, he gets his satisfaction out of contemplating it, whereas the other translates his ideal over into the means to bring its fulfillment. An ideal is not a goal to be reached but a star by which to guide one's course. The mariner, if he wishes, to go north, does not steer his vessel toward the north star with eyes on the star but hands on the wheel he steers by it. Hitch your wagon to a star by all means, but be sure that the wagon wheels are on earth.

The difference between a successful and unsuccessful man is not necessarily one of ideals, but of ability to change the

ideals over into the means for their accomplishment. In any athletic game many men may know equally well what is the ideal play to make under certain circumstances; the man who saves the game is the one who, when those circumstances arrive, has complete mastery of the means to make the play.

The man of genius is the one who can most perfectly express his ideal. It may be in the realm of art, science or politics, it matters not, the man of power, he who stands forth unique before men is the man whose means and ideals are most nearly equal. In the last analysis, what is this power of self-expression which we call genius? To a much larger extent than we suppose it is the ability to put forth long continued effort along one line. We say that poets are born not made. When we read Tennyson's exquisitely musical poetry, the very ease with which it flows makes us forget the long years of patient study and faithful practice which made it possible. When a scientist makes a discovery we think of the years of careful investigation which preceded it. The artist also has his laboratory and has to work as long and assiduously to gain the desired results.

The genius it is who when most realizes his own limitations, puts forth his greatest effort to overcome them. We look at the "Transfiguration" and say it is Raphael's masterpiece. No. Do you fancy that the face of the Christ we see in the picture is the one which appeared to Raphael in his moments of highest inspiration? The artist's masterpiece is the picture the world never saw. The musician's loveliest sonata sounded in his ear alone. When the world-wide difference between what he would do and what he can do most oppresses him, it is then that he exerts all the power of

his being and thus "Earth's sweetest songs are those which tell of saddest thought."

Let the conception of the teacher and her office be as lofty as possible but make of it a working hypothesis. Thus an ideal, if rightly used, may be a very present help in all times. Even if sometimes it vanishes from sight there will but be greater appreciation of the psychological truth expressed by Matthew Arnold, that

"Tasks in hours of insight willed
In hours of gloom may be fulfilled."

ELLA M. OSGOOD.

SOUND STUDY AND ARTICULATION.

WHETHER or not we aspire to shine as great lights before the public, or simply to live out our lives in the humble condition in which we have been placed, all of us do aspire to make a desirable and pleasing impression on new acquaintances, some of whom may become our friends, and even on those whom in the pursuit of business or pleasure we meet only once.

We often hear stories of beautiful maidens worshipped from afar, and how the admiration and homage of the onlookers is turned to disappointment and disgust when the fair divinity is heard to say even a few words indicating quite plainly by nasal tones, or by incorrectly sounding the letter in the words used, her lack of culture gained by association with well-bred people.

Words are made up of sounds. To pronounce a word correctly we must know each of the sounds which compose it. Why do we hear persons who are graduates of high schools and colleges make no distinction between â and à or á and ä?

Reading is taught now almost entirely

by phonics. If a pupil is taught every sound used in English words thoroughly when learning to read, in later life he will make no such mistakes in pronouncing words. On the other hand, failure to impress the various sounds and to point out differences results in defects of pronunciation which becomes deep seated. It is almost next to impossible to correct such defects in later years.

The training in sounds begun in the kindergarten should not be quickly discontinued, if we would make the most of our language later. Let the ear be so trained that it may instantaneously recognize sounds in words just as we recognize tones in music.

Having learned to sound letters correctly let us sound them distinctly, in fact let us be careful in our articulation. How often has it been our misfortune to listen to some eminent divine or other public speaker, perhaps of wide renown, when half he said was unintelligible. It was not that he lacked volume of voice to reach us, but that through carelessness or ignorance he did not articulate distinctly. If this be true of persons before the eye of the public daily, as it most assuredly is, how much more true is it of those in private life.

The imperative need of improvement in this line is most evident. Where shall it be begun? We have all heard the not very elegant expression, "You can't teach an old dog new tricks." If we grow up in a habit of indistinct articulation it becomes an almost Herculean task to overcome it. The utmost care and perseverance is required to meet with success.

"An ounce of prevention is better than a pound of cure." We, as teachers, have it in our power to train the rising generation correctly. No matter how good a

recitation may be, do not accept it if the words are not properly articulated. It is quite remarkable to notice how low a person may speak and still be heard if he articulates well.

One person shouts at a deaf person and does not make himself intelligible, while another with a much lower pitch has no such difficulty.

This work in vocal culture should be, with the use of correct English, a part of every lesson from kindergarten up as long as it may be necessary. In this particular, at least, let not the sins of the fathers be visited upon the children.

L. E. R., '98.

CHARACTER, THE HIGHEST AIM OF EDUCATION.

"REPUTATION is what people think of us, *character* is what we *are*."

Education, in its true sense, refers both to the process and the result of making us what we are, therefore it may be defined as the sum total of all those acts that go to the formation of character, or as character itself. But the usual application of the term refers to the former of these definitions. In this light — and who will deny that it is the true light? — how broad becomes the subject of education, how momentous the result hinging upon it, how responsible the position of him who endeavors to shape and control those acts that make up this process!

Upon the individual's education depends his destiny both in this world and that to come, his value to the family, the church and the state, his influence over the world of thought and action, his part in maintaining and improving the inheritance due to posterity, and, finally, his state of happiness or wretchedness in the life beyond the grave.

The agencies brought to bear in producing character, or in the process of education are, primarily, the person's own free moral agency, else man becomes a necessitarian, a passive instrument instead of a responsible personality; but, secondarily, a very powerful class of factors for producing character may be included under the general term, "environment." This includes the home, the social relations, the reading matter, the school, the church and the state. The province of each of these, though distinct in the main outline, yet overlaps the other, and requires the careful attention of him who would know the science of ethics; but the point we wish now to consider is the part that the school has, or ought to have, in the process of true education or the formation of character.

By the school is meant the combined force of three elements — the curriculum, the method of presenting these studies, and the teacher. Each of these performs a part in producing the final result. That the curriculum may be suited to produce the highest type of character, it is self-evident that it must contain the fundamental principles on which the highest type of character is based. What are these principles and where are they found? I answer that they are the fundamental principles of Christianity, and they are found in the Holy Scriptures. I do not plead for the teaching of sectarianism. In fact, I believe that in the public schools, where pupils representing parents of many persuasions, must mingle together, the putting forth of sectarian principles should be studiously avoided, but I do say that if we wish the coming generations to be noble, true and patriotic, worthy of the trust to be committed to their care, the maintenance of

the nation, and willing to dedicate their lives on the altar of their country and their God, we must plant firmly in their youthful minds the fundamental truths of Christianity, and we must make them acquainted with the source from which these principles are derived, namely, the Holy Bible. The Bible, by right, has a place in the public school, the innocent and rapidly developing mind of the child has a right to demand it, society must have it or become corrupt, the perpetuation of the nation as a Christian nation depends upon it.

The method of presenting the studies of the curriculum must be such, it is true, as will develop the mind, such as will lead it to think and reason for itself; but also it should be such as will lead the mind to see in all the varied forms of Nature and the study of Nature's laws that over all and controlling all is an omnipotent mind of which matter is but the passive instrument. History should be so presented that the pupil will see the hand of God shaping the destiny of nations to bring about His own purposes, and the triumphs of the gospel of peace should be fully recognized. In short, the curriculum should be so presented that the tendency will be to produce Christian men, not Atheists, humble followers of Christ, not infidels.

And, finally, what must the teacher be who will endeavor to have such a curriculum and then present it in the proper way? Laying aside the intellectual attainments which are necessary, if the teacher and pupil do not illustrate "the blind leaders of the blind," the teacher must be a Christian. How else can she properly discharge the grave responsibility resting upon her? For, just as certain as it is that the teacher cannot impart intellectual things that she does

not know, just so certain it is that she cannot impart spiritual truths that she has not experienced.

J. S. L.

THE VALUE OF MUSIC IN OUR SCHOOLS.

THERE are some studies in the various branches of knowledge which are important not from the amount of knowledge acquired from them, and not, perhaps, even for the value of the discipline received in the process of learning them, but because understanding them gives a certain pleasure and means of recreation which are necessary for the proper development of the mind as well as of the body, because they tend to develop the aesthetic side of one's nature. Among such studies is music, instrumental and vocal, both of which are taught in some of our schools and academies.

That music, however poor, is attractive, is readily proved by the crowd of young people who always gather round a street piano, and I maintain that the music proper to introduce into schools cultivates, to some extent at least, the aesthetic side of the children's nature, partly because it is attractive, for anything pleasant produces a certain interest, and anything interesting produces a certain pleasure. And to carry this thought still farther, when anyone has interest and pleasure in performing any line of work he is sure to find out more about that subject, and will not be satisfied with the low ideals he now has, but will form higher ideals, and I believe that higher ideals in one subject or line of work or art always bring higher ideals in other things.

I know there are some who will not agree with me in this view of the influence of music, but will refer me to the

lives of those eminent musicians who composed the most classical and expressive music this world has ever heard, and will request me to notice that the ideals of those men were not high and that their manner of living was not good. I shall not now stop, however, to prove that these musicians were better, though I believe they were, but I would simply ask those who hold the opposite view to mine to consider the times in which these men lived and to imagine how much worse their lives might have been if it had not been for their musical abilities.

But what called my attention to this subject of music was my interest in the free music classes which Walter Damrosch has organized in New York city for training in vocal music. These classes will be taught by the best instructors and thereby proper methods of voice culture are assured. Besides this excellent instruction the great advantage of the system lies in the fact that owing to the free admission to the classes everybody desiring to cultivate his voice has a grand chance to do so.

But what will be the value of this musical training to the pupils from an aesthetic standpoint? It seems to me that an appreciation for the higher and better music will of necessity be acquired, and this appreciation will lead to higher ideals in association, for people under these circumstances desire to associate with others who are farther advanced in the line in which lie their own sympathies, and to higher ideals in morals, which certainly come under the subject of aesthetics in the broad acceptation of the term. Do you ask how higher ideals in morals will be secured? Primarily, I answer, from the fact that the pupils in these classes will have something to do, something pleasant to occupy their spare

moments which otherwise might be spent in wickedness and vice, "for Satan finds some mischief still for idle hands to do;" and anything that lessens the amount of vice and takes away the desire for it by substituting something good is certainly producing a higher ideal in life. Many, too, will get positions in church choirs and this will be a stepping-stone toward improvement not only in the singers themselves, but by their influence in the whole class to which they belong. It has been truly said that music has saved many from going to the dogs, but I have not time to relate some instances which have come under my notice.

To conclude, then, it seems to me that in a similar way music might develop the aesthetic side of all young people and in this very fact lies the value of introducing good music into our public schools and academies.

A. S. C.

THE FLORAL ALMANAC.

THIS is the time of year when calendars and almanacs are most in evidence. It is also the season when wild flowers are least in evidence. Yet let us combine subjects and for a few moments consider the floral almanac.

It does not need a keen observer of Nature to know that with the change of seasons there is a change of flowers, yet there are but few who realize that the vast majority of flowers typify the month in which each is destined to bloom.

My attention was first called to this fact by a few words of Mrs. Mary Starr Dana's, by which she speaks of "the manner in which the flowers express the dominant mood of the season."

Consider the flowers of spring. The skunk-cabbage, the first to appear, may often be found in the low marshes as

early as February. How well the Creator planned for this bold herald, who must face the winds and snows of late winter. The flower is sheltered within a thick hood or cowl — spathe, the botanist would call it — which shuts out the frosty air. I think I shall seize this opportunity — though an irrelevant one — to say a word for the poor skunk-cabbage. How many of you have seen it in this early stage before the great coarse leaves have expanded? I defy you to say it is not quaint and interesting, if not actually pretty! Is not the hood shaped like a shell and curiously mottled with purple and gold? The poor flower is suffering under its unfortunate name, for the odor, the plant's innocent means of attracting flies, to insure pollination, is hardly perceptible until the leaves are crushed. If these words are read by any lover of botany let them serve as an appeal to take up the cudgel for the brave skunk-cabbage!

Leaving the skunk-cabbage out of the question, what is our first spring blossom? Such a babel of voices as the answers come floating over land and sea! Among them all I can hear the little New England girl speaking loyally for her far-famed mayflower or arbutus, and from another source I can hear some country child proclaiming the hardy hepatica, while from across the ocean the English maid supports the cause of the snow-drop. How each one of these early blossoms shows the mood of the season! They are pale, fragile flowers, lurking in the woods among the brown leaves, or by some protecting tree or rock. They seem to reflect the pale, uncertain sunlight which in spring slants through the leafless boughs. Almost all of the early flowers, anemones, blood-roots, white-hearts, etc., are nearly colorless, though

the myriads of dandelions gilding the meadows seem to gleam a challenge to the statement. But it is the exception which proves the rule, and after all, the dandelion blooms practically the year round.

From columbine and wild geranium, we pass almost imperceptibly into the summer flowers. These, with their warmer hues, are forerunners of a long list of brilliant blossoms, blue and yellow "flags," gaudy milkweeds, gay meadow-lilies and their aristocratic cousins, the wood-lilies, fire weed burning on the hillside and a host of others. In their vivid hues do they not symbolize the heat of summer days and the brilliance of summer sunsets? Unlike the shy and retiring spring flowers, whose haunts are restricted mainly to the woods, we find these later flowers everywhere, boldly flanking the road sides, climbing the hills and disputing territory with the grass and vines of meadowland. They have drunk the strength of the summer sun and tower above the heights reached by the flowers of the season past.

The color scheme of the fall flowers is but a miniature representation of autumn foliage. These flowers lack the warm, bright tints of summer, their brilliance rather suggesting the flush which comes before slumber. The golden-rod and asters have lost much of their herbaceous nature, for their stout, woody stalks are formed to bear the blasts of autumn storms. The gentian reflects in its fringed eye the frosty blue of autumn sky, just as in summer time the iris caught the deep blue of the dome above.

The part the flowers play in winter is a quaint one yet none the less important. Above the snow covering the broad country acres rise the stalks of chicory, wild carrot, golden-rod, etc. Why are

they there? To catch the soft, clinging snow and make the meadows more picturesque? Something greater than that. The dry stalks are the larders and store-houses of the birds. Many a sparrow and snow-bird would starve if it were not for the seeds which are held in the pods and the skeleton-like heads of the stalks. The wise bird lightly perches on the swaying stalks and serves himself to the seeds in the half-open pods, while the duller bird must wait for his meal until a brisk wind loosens some of the grist from the rattling shells and sends it skimming and whirling over the crusted snow.

There is much to see in the woods in wintertime. Most of the ferns retain their color and freshness until the end of December, while the sturdy "Christmas fern" practically lasts until the slowly unrolling ferns of spring cause it to brown and crumble.

Tramp through the snow to the brook whose icy chatter you can hear. Examine its banks. Are they not green and fresh, even in this month of January? Break the brook's thin crust of ice and see if you cannot find streamers of clear, green cress rippling with the water as they strain to journey with the brook.

Have you heard of the frost-flower? It is so named not because it blossoms in time of frost, but because its white, crystalline appearance suggests the idea of frost. Yet there is a frost-flower, or snow-flower as it is called. This interesting flower is a native of Siberia, and blossoms on the coldest days of January. A Russian nobleman planted some of the seeds in a pot of snow and frozen earth at St. Petersburg. On the coldest day of the following January the flower unfolded its white petals to the wondering gaze of the scientists.

Each season has its distinctive types,

equally beautiful and equally marvelous. In the winter, the flowers sleep. But go into the woods and search for the sentinels that guard their slumbering race.

THE ENGLISH LANGUAGE.

WE'LL begin with a box, and the plural is boxes,
 But the plural ox should be oxen, not oxes;
 Then the fowl is a goose, but two are called geese,
 Yet the plural of moose would never be meese.
 You will find a lone mouse, or a whole nest of mice,
 But the plural of house is houses, not hices;
 If the plural of man is always called men,
 Why shouldn't the plural of pan be called pen?
 Then cow in the plural may be cows or kine,
 But a bow if repeated is never called bine,
 And the plural of vow is vows, never vine.

If I speak of a foot, and you show me your feet,
 And you give me a boot, would a pair be called beet?

If one is a tooth, and a whole set are teeth,
 Why couldn't the plural of booth be called beeth?

If the singular's this, and the plural is these,
 Should the plural of kiss ever be nicknamed kесе?

Then one may be that and three would be those,
 Yet hat in the plural would never be hose,
 And the plural of cat is cats, not cose.

We speak of brother, and also of brethren,
 But, though we say mother, we never say methren;

Then the masculine pronouns are he, his and him,

But imagine the feminine she, shis and shim!
 So the English, I think you will all agree,
 Is the queerest language you ever did see.

—Ex.

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ELOCUTION IN THE SCHOOLS.

ELOCUTION is the true interpretation of thought in a forcible and pleasing manner by a sympathetic reader or speaker, not as Hamlet says, "tearing a passion to tatters, to very rags, to split the ears of the groundlings who, for the most part, are capable of nothing but inexplicable dumb shows and noise." Rome, at the height of her glory, held up as her highest ideal of educated manhood the orator, who should represent physical, vocal, intellectual and emotional culture. And what thoughtful person of today will deny the immense influence exerted by manner and voice in all the public and private relations of men? How often the attitude of the speaker and the tone of his voice carry more weight than the words he utters; and the way he speaks, not what he says, wins his cause.

In this age we are striving for intellectual power, but are we not forgetting the value of vocal culture when it can be truly said of us: "The pulpit, the senate, the bar and the chair of medical professorship are all filled with abominable drawlers, mouthers, mumblers, clutters, squeakers, chanters and mongers in monotony." If this is true of those who have attained some degree of eminence in the learned professions and public life, what might be said of the average pupil in the public school? Listen to his conversation, his class recitation, his reading. Something must be done, for at present their work is hampered and rendered less successful by their inability to speak in a clear, forcible, and agreeable manner. But where shall the reform begin? In the home? Probably there is no line of work in which early training counts more than in their every day speech. Then let every teacher insist upon correct position in standing or sitting, a dignified

walk, correct pronunciation and clear enunciation, from the first day on in every recitation. Add to this intelligent expression of all reading required of the pupil, be it from the reader or text-book in mathematics.

At home children should be encouraged to read aloud their favorite stories and poems. Nothing insures good reading except constant oral practice. The physical culture taught in schools should bring the organs of the body into proper relations, overcome incorrect habits of breathing, which cause lack of volume and control of the voice, and correct many of the physical defects so common in school children.

The singing at the morning exercises and the regular lessons in vocal music will furnish a very material assistance in cultivating the purity, power and compass of the voice.

Frequent recitations should be required throughout the school course, for which the pupils should receive careful drill, not in mechanical imitation of the teacher, but that they may feel the sentiment of the writer, and, with the imagination, form pictures of each person and scene; then forgetting their surroundings, make the pictures formed by the imagination living realities, the character of which shall be revealed to the hearer by the quality of the voice, the expression of the face and the attitude of the body. All of which shall be the inevitable consequence of the deep impression made on the speaker, and his desire to give this to his hearers, rather than any external and artificial flourish.

If all teachers would keep this aim in view, and, with infinite patience and perseverance, work toward it, they would improve the recitations of their classes and give their pupils a training which

would prove invaluable to them in all their after lives. When such a class comes to the subject of elocution in their high school course, they are prepared to acquire quite a degree of the art in reading. But if all has been left for twenty weeks' work, the time must be largely spent in attempting to correct the habits of all the past, which must, in many cases, prove futile, and hinder the progress of those who are prepared to do special work by bringing the standard of class work down from the artistic to the barely intelligible. C. P.

A BIT OF DEVELOPMENT.

A YOUNG Normal graduate, thoroughly imbued with the idea that everything must be developed, came to teach in a primary school in Mott street, New York city. You know what that means — little children of the lowest Italian type.

Of course she tried to use her methods, but without success.

At last she had reached the limit of patience, and determined for one last effort. The term rat she thought could be brought out, if nothing else would appeal to the children.

Carefully she put before them her logical sequence of questions, and yet saw no gleam of comprehension light up the dull faces. In disgust she exclaimed, "What is it that comes out from under the bed at night?" In an awe-struck whisper came the answer, "*The Devil!*"

John: "Can you tell me why that duck goes under the water?"

Bill: "For divers reasons. But can you tell me why it comes up again?"

John: "I suppose it comes up for sundry purposes."—The Spectator.

FACE TO FACE WITH TRIAL.

WHY should I care if storms about me
 blow;
 If disappointments come and direful woe.
 Such things as these can't crush my happy
 heart,
 Nor take away from life the joyful part.
 I've friends and earth and sky and gladdening
 day;
 I've life and will to do whate'er I may.
 Then buffet me, ye ills, if that's your fun;
 I'll fight and conquer you before we're done.
 P. V. V. D.

ALPHABETIC QUOTATIONS.

- A trained mind will make its work tell.—
 Jas. A. Garfield.
 Better not be at all
 Than not be noble.—Tennyson.
 Character is always writing its name on
 the face with indelible ink.—Ram's
 Horn.
 Doing is the best way to gain clear
 thoughts, and the surest way to fix
 them in mind.—Hughes.
 Every sentence that Longfellow penned
 is as clear as crystal and as pure as
 snow.—Encyclopedia Britannica.
 False friends are like our shadows.
 Keeping close to us while in the
 sunshine, but leaving us the instant
 we cross into the shade.—Sel.
 Give your whole attention to whatever
 you read.—David Pryde.
 Humble we must be if to heaven we
 go; high is the roof there, but the
 gate is low.—Herrick.
 It is what a pupil does for himself, not
 what is done for him, that educates
 him.—Payne.
 Just indulge in a brilliant flash of silence.
 —Sel.
 Knowledge is valuable only as it is trans-
 lated into conduct.—Lucy Wheel-
 lock.
 Lost yesterday, somewhere between sun-
 rise and sunset, two golden hours,
 each set with sixty diamond minutes.
 No reward is offered for they are
 gone forever.—Horace Mann.
 My golden rules are, whatever I try to do
 in life, I try with all my heart to
 do well, and whatever I devote my-
 self to, I devote myself to completely.
 —Chas. Dickens.
 No one should be at the head of a school
 who is not a moral man or woman.—
 Pres. L. R. Fiske.
 Occupation is always and everywhere the
 foe of evil.—Lucy Wheellock.
 Pride goeth before destruction.—Sel.
 Querulous people do not make good citi-
 zens.—Sel.
 Results are wrought out; they do not
 come to hand already made. Poets
 may be born but success is made.—
 James A. Garfield.
 Self-effort educates.—Baldwin.
 The Bible is the best book in the world.
 —John Adams.
 Unjust though it may be, it is seldom
 that the miserable can help regard-
 ing their misery as a wrong inflicted
 by those who are less miserable.—
 George Eliot.
 Virtue is to be acquired by the perform-
 ance of simple acts of virtue.—Lucy
 Wheellock.
 Whatever strengthens the will to resist
 evil and to do good is moral train-
 ing.—J. M. Greenwood.
 'Xcuses are poor things.
 You have acquired the rudiments of a
 good education when you have
 learned to listen.—Sel.
 Zealous teachers will stamp indelibly
 these truths of Carlyle: "The true
 university of these days is collection
 of books, and all education is to
 teach us how to read.—Normal In-
 structor.

The Normal College Echo.

Published Monthly by the Students.

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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 tenth of that month.

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EDITORIALS.

WITH this current issue of the paper we lay down the pen and go the way of all our predecessors. An exceptionally good editorial staff has been chosen as our successors, and we feel confident that under its skillful management the paper will continue to merit the approval which it has heretofore received. We, the retiring editors, have put forth our best efforts for the work, and if we have, in your estimation, been instrumental in the keeping of the paper up to its former standard, we shall retire from office with feelings of satisfaction and of duty cheerfully performed.

We wish to thank all of those who have so kindly assisted us, from time to time, by the contribution of meritorious articles and of interesting items. We

bear no ill-will against those who have criticised our efforts, and have received all the criticisms with a feeling that they were for the most part well deserved.

The one thing that grieves us most of all is the fact that we are to go out of office without having obtained a greater number of subscribers among the students, both present and past. As yet only about twelve per cent. of our present student body are subscribers to the College paper, whose interests they should all have at heart in more ways than one. Plans are being devised for the increasing of the subscription list and the awakening of the proper interest and spirit on the part of the students, and it is our sincere hope that they may prove successful. To successfully maintain a college paper hearty student co-operation is an all essential quality. So we urge you again to manifest the proper spirit of loyalty and encourage those in charge by subscribing for the paper at once. Again thanking you all for past favors and courtesies, we bid you a fond farewell.

IN order to interest all of the alumni in the welfare of our paper, it is the purpose of those in charge to henceforth devote more than the usual amount of space in each issue to alumni notes. To further this end, we cordially invite every graduate to write to the editor stating his occupation and place of residence at present, mention briefly his occupation since leaving school and give any other items that would be of interest to old friends. If all of the old graduates will respond to this invitation, we can make the "Echo" sort of a circulating letter among the old alumni and of more general interest to all concerned.

ALTHOUGH we dislike to keep continually singing the same old song, we must again inform a large number of you that your subscriptions are long past due, and that we need and must have the money. Why keep putting off longer the day of settlement? Begin the new year right by paying up your subscription like a man, and then you will have a clear conscience and not be haunted by the unpleasant fact that you are in debt to your college paper.

WE are just entering upon a new year. As we look out into the future and contemplate what it may have in store for us, let us bury the sorrows, vexations, and disappointments of the past and form firm and strong resolves to do better for all future time. Some of us, at least, hope before the end of the present year to be in charge of schools of our own. In order for us to be prepared for the beginning and the carrying on of this work, careful preparation and planning is necessary. In order that we may be able to plan and execute our work successfully when the duties are much more arduous than now, we should resolve upon some definite plan now and adhere closely to it throughout our course. Again, let us resolve from this time forth to be self-reliant. The time is drawing nigh when we shall have to think and act for ourselves and that quickly. So let us, one and all, cultivate this habit from the very beginning of the year in order that it may be of value to us in the future. Again we should resolve to so plan our work that we may have an allotted time for study, for rest and recreation, and for reading of the best books and papers of the day. Questions of great moment are now pending in both the old

world and the new, and their outcome and solution is being watched with great interest. To be a student in the true sense of the word, we must keep ourselves informed in regard to all of these events and of the many minor ones which occur from time to time.

Be not daunted by your failures to keep resolves in the past, but go forth from the present time with a firm resolve to atone for all the misdeeds of the past and to mount round by round the ladder of good resolution to the goal of success.

EACH student should so plan his work so as to be able to attend at least one session of the Legislature during the coming winter. To us, as teachers, the proceedings of this body of law makers has an education peculiar to itself. It is a well-known pedagogical maxim that what we get through two senses is of more lasting benefit than what we get through one, so we, by observing the different steps in the passage of a bill by the house before its transmission to the Governor, by listening to the many debates and parliamentary discussions that occur from time to time, can learn vastly more than by simply reading the bare facts. Among the bills that are liable to be introduced pertaining to education are: A revised bill for the township system of schools, a bill for the establishment of a State truant school, and the heretofore much discussed bill relating to free text-books.

WE would that more of our college students would attend the prayer meetings which are held in the model chapel at 4 P. M. each Sunday. Only a very, very few attend as yet, and we would be more than glad to see the numbers multiply.

S. N. C. NOTES.

The faculty enjoyed their vacation at the following places:

Miss Bishop, New Haven, Conn.; Miss Russell, Massena, N. Y.; Mrs. Mooney, Watertown, N. Y.; Dr. Hannahs, Rome, N. Y.; Miss Hyde, Poughkeepsie, N. Y.; Miss Sewall, Waterford, N. Y.; Prof. Groat, Gloversville, N. Y.; Prof. Gager, Norwich, N. Y.

We congratulate Miss De LaMater upon her recovery from illness and her return to the college.

Dr. Milne attended the annual meeting of city superintendents at Syracuse.

On Friday, January 7th, Prof. White entertained the members of the Adelpi Literary Society by delivering one of his instructive and highly entertaining lectures on his travels in Europe.

Miss Sarah Collier has accepted a position at West Winfield, N. Y.

Miss Cassidy, assistant kindergartner at the Buffalo Normal School, visited the college January 5.

Dr. Jones, of the Regents' office, and Mr. Leon J. Cook, '97, visited the college January 6.

The class of '99 held its regular monthly meeting on Saturday evening, the 8th instant.

ALUMNI NOTES.

'92. Alice L. Pratt is a teacher in the State Normal School at Randolph Center, Vermont.

'95. A daughter was born to Mrs. Sarah Briggs-Smith December 1, 1897.

The College was glad to extend greetings during the Christmas vacation to the following visitors:

'95. Miss Harriet Burton. '95. Prof. H. R. Risk. '96. Miss Louise Arthur. '96. Miss Sarah Stuart. '97. Miss Clara Jones. '97. Miss Alice Jones. '97. Miss Anna Clark. '97. Miss Eleanor Nichols.

EXCHANGES.

A valuable addition to our exchanges is "The Holy Cross Purple." Its contents are interesting and of a high degree of literary merit.

A quick intelligence, the saving salt of common sense, a touch of humor, a trifle of courage and an inexhaustible power of loving. These are the indispensable qualities of a good teacher.

A shrewd little fellow who had just begun the study of Latin astonished his teacher by the following translation: Vir, a man; gin, a trap — virgin, a man trap.

The Oneontan for December presents its readers with a large cut of Dr. James Milne, principal of the school.

Another new exchange received is the *Omnium Gatherum* from Ilion, N. Y.

No college in England publishes a paper. In America about 200 colleges publish journals.

There are some good articles on kindergarten work in the December *Crucible*.

The children must be interested and instructed in industry if they are to sympathize with, appreciate and enter upon it. They must breathe the atmosphere of practical life, even in the school room. They must be shown the dignity and true worth of intelligent, thoughtful labor. They must not be discouraged in representing, imitating, experimenting and inventing with material things. The whole spirit and practice of the school

should encourage every child to come in closer contact with the good in active, practical life, thus conserving the spirit of thrift, honesty, peace and progress that marks the life of a free people.—The Crucible.

To know what to do and how to do it, is a want felt by the great majority of teachers. If we ask the question and are told what to do in one instance, the question often has to be repeated and directions given for the next step. The first thing then for a teacher to do is to get as clear a conception as possible of the aim of school work. As teachers we are all engaged in education and should formulate in our minds a definition of education that will be a worthy goal toward which we may push forward with intelligent zeal; a goal which we can keep in view and say with all truthfulness and enthusiasm, "I press on toward the goal unto the prize of the high calling." Such a worthy aim is found in Ruskin's definition of education, "The leading of human souls to what is best and making what is best out of them."—Ed. Gazette.

Harry Beecher, a prominent foot-ball authority, declares that the game is degenerating into the mere hurling of masses of beef against one another, whereas it was once a game to test not only the bottom and endurance, but mental alertness, fleetness, agility and athletic powers in general.— Ex.

A general knowledge of many subjects and a special knowledge of one may be considered a good rule for a liberal education. Let us not be discouraged, then but take hold with an earnest purpose of the work that we find to do. Let us grind it out, and the future will do the rest.— Ex.

Subscribe for the college paper.

EDUCATIONAL NOTES.

In all the universities of France there are no papers, no glee clubs, no fraternities, no athletics and no commencement exercises.— Univ. Forum.

The freshman class at Williams is smaller than the last three or four classes. This is due to the new policy of raising the requirements for the scientific course and of offering less aid to students.— Univ. Herald.

In Germany one man in 213 goes to college; in Scotland one in 520; in the United States one in 2,000, and in England one in 5,000.— Ex.

Chicago and Columbia will debate at New York in February.

It costs the State of Wisconsin \$260 for each student educated in the State University.

President McKinley will deliver the oration on the 22d of February, 1898, at the University of Pennsylvania.

The attendance at the University of Berlin this semester is the largest on record — over 6,000. About 600 of these are Americans, forty-three being women.— Scroll.

A new oratorical league is being formed by Ohio State University and Ohio Wesleyan University, formerly members of the Ohio State Oratorical Association. The University of Illinois has joined them, and it is the intention to add three or four more universities.

President Raymond, of the University of West Virginia, is only twenty-nine years old. Fifteen years ago he was a Chicago newsboy. He saved money enough to enable him to learn stenography, by the aid of which art he paid his way while a student at Northwestern. He was a graduate there in 1892.— Scroll.

PITHY PEDAGOGICAL POINTS.

1. The ability to train pupils to become clear, logical thinkers, depends upon the teacher's power to think thus himself.

2. Out of sympathy with your class, out of the line of success.

3. If your class seem dull and inactive look for similar conditions around the teacher's desk.

4. Teachers often fail in discipline because they lack sufficient scholarship. Scholarship begets confidence and greatly promotes discipline.

5. Count that hour lost whose closing bell of no mental growth in your class can tell.

6. A successful system of teaching must have an underlying philosophy. Every successful career must be based upon a sound philosophy of life. Without this it is difficult to see how a teacher can develop symmetrical character.

7. The use of influence to advance a good cause is commendable, but if teachers would dignify the profession, they should talk less flippantly of "pulls."

8. Is it not inconsistent for us to talk of occupying positions vulgarly called "snaps," in which people get along without much work. Intellectual growth depends upon persistent mental activity.

9. Our ideals mould our character; are we suitable ideals for our pupils?

10. Pupils will give their attention only to a teacher who listens attentively when they speak.

11. Intensity of purpose in the teacher will show itself in the pupil. Try it.

12. If pupils are to acquire the ability

to do a lot of work in a short time, they should not be allowed to dawdle.

13. Self-consciousness is a hindrance to teaching; lose yourself in your work, and let your pupils find what you have lost.

Take off your hat to the good and faithful teacher. She is the guardian angel of the republic. She takes the fledgling right from the home nest, full of pouts and passions — an ungovernable little creature whose mother concedes that she sends him to school to get rid of him. This gentle lady, with an iron hand beneath a velvet glove, will take a whole car load of incipient anarchists, every one of them single-handed more than a match for the parents, and at once put them in the way of being useful and upright citizens.

ALL SORTS.

"Yes," said the head of the pin, "I suppose I am fairly successful. I am always on top and I never fail to carry my point."— Ex.

Visitor: Who is the gentleman sitting near the professor?

Mr. Bretzelesser (student): Ach, dot is his — his — accomplice.— Ex.

First Farmer: How's your boy doing in college?

Second Farmer: Splendid! Getting high marks! First time he came home he had a pin with '99 on it.— College Index.

"There are two or three points I still have to touch upon," said the tramp as he awkwardly scrambled over the barbed-wire fence.— Ex.

Mr. G-n-w shows peculiar taste in presenting his lady friends with five-cent dolls for Xmas.

Teacher: "Tommy, do you understand what rapid enunciation means?" Tommy: "Yes'm; its the way folks say their prayers on cold nights."—The Tattler.

A Mother—"What are you crying for, my child?"

The child (6 years old), sobbing—"I told Alice I knew my French history. She says I don't know it, and I do know it."

Alice, larger (9 years)—"No, she doesn't know it."

The Mother—"How is that, my child?"

Alice—"She told me to open the book anywhere and ask her any question there was in the book, and she would answer it."

"Well?"

"She didn't answer it."

"Let us see. What did you ask her?"

"I opened the book anywhere just as she said, and I asked the first question I found."

"And what was the question?"

"It was, 'What happened next?'"—*Les Miserables*.

"I say, boy, stop that pig!" "I haven't any stopper." "Well head him then!" "He's already headed, sir!" "Confound your impertinence; turn him!" "He's right side out already!" "Speak to him, then, you rascal, you!" "Good morning, Mr. Pig."—*Ex.*

Prof.—"Where's the capital of Great Britain?"

Boy—"Most of it in this country."—*Ex.*

LITERARY NOTES.

The next volume in Macmillan's Series of Economic Classes will be a translation of Turgot's "Reflections on the Formation and Distribution of Riches" (1770), by the editor of the series, Professor W. J. Ashley, of Harvard. The importance of this work in the history of economic thought is, of course, well known. It is a brief and most lucid statement of the doctrines of those "Physiocrats," those "Economists" par excellence, who may be regarded as the creators of modern political economy; who played so large a part in the intellectual and political development of France in the eighteenth century, and who exercised so profound an influence upon Adam Smith. In its form, it presents itself as perhaps the first "text book" of the modern kind; and, in its language, it breathes the spirit of the statesman and man of affairs. But hitherto it has been accessible to the English reader only in the anonymous translation of 1793, reprinted by McCulloch in 1859. The original purpose of the present editor was merely to reprint this translation. On examination, however, it became clear that the translator of 1793 made grave mistakes in rendering the earlier section, and in the later had often no glimmer of Turgot's meaning, so that it became necessary to prepare a fresh version. In doing so, advantage has been taken of the recent labors of M. Schelle, who has shown that the text of the "Reflections" as it is to be found, for instance, in the standard edition of Daire (1844), was doctored by Du Pont de Nemours, the first editor. M. Schelle's reconstituted text and the present translation, restore Turgot to us in all his ruggedness and historic sense.

The Macmillan Company announce the early publication of "The Storage Battery," by Augustus Treadwell, Jr. This work is especially for the use of those interested in electricity as applied to storage batteries. It contains a description, in detail, of the latest inventions and most economical plans relating to their working. The book contains a complete history of the development of the storage battery and a thorough description of all the batteries in use to-day, as well as the best known batteries that have been used in former years, together with the principal American or foreign patents for them. The bat-

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teries mentioned are not limited to the lead-lead-sulphuric-acid type only, but include the lead-copper, lead-zinc and alkaline-zinc-ate cells, and those using other than lead, copper or zinc, for one or both electrodes. In all, over 100 batteries are described. The chapter on the theory gives the latest views of the most noted investigators. Chapters on the application are given, first as applied to permanent installations, with cuts giving views of them, and second, as applied to traction purposes, both chapters containing complete and reliable data of the more prominent installations. The chapter on the management of storage batteries gives the latest and best practice concerning their manufacture and use. In the appendix will be found rules for the measurement of the E. M. F. and internal resistance, and data for the calculation of the theoretical and practical capacity of storage battery elements. A unique feature of the book is the table giving data for all storage batteries in use to-day, and the great number of charge and discharge curves for the most prominent types. In the table will be found reliable data for the capacity per pound of element and total weight, with their rates of discharge, the energy efficiency and the ratio of the weight of the active material to the total weight of the positive plate, with the names of the investigators who conducted the tests; thus giving in a compact form, such data as may enable batteries to be easily compared.

Colonel Richard Malcolm Johnston's "Old Times in Middle Georgia" seems to be pleasing English readers and is attracting considerable notice in their reviews. A second English edition has just been announced by the publishers, and the Macmillan Company also are now putting a second American edition through the press.

"The Lincoln Literary Collection," designed for schoolroom and family circle, by J. P. McCaskey, editor of the Pennsylvania School Journal. Cloth. 12mo. 576 pages. Price, \$1.00. American Book Company, New York, Cincinnati and Chicago. This volume is a collection of choice literary selections for reading in schools or in the family circle, and for memory work. It has been named in honor of Abraham Lincoln, who was noted for his habit of committing to memory poems

that he enjoyed, and choice passages of prose which he was wont to quote in his speeches and writings. His spirit felt an affinity for all that was choice and noble in literature and in human nature. Many of the selections presented in this book are those which were his favorites, among others that poem which he so often quoted, and of which he knew so profoundly the meaning, "Oh, Why Should the Spirit of Mortal be Proud?" The editor of these selections believes that the children of America cannot better cherish the memory of the great Lincoln, or follow his example to better advantage, than by storing their minds with the best and most inspiring passages of literature. The book is designed particularly to aid and encourage the young in forming the habit of committing to memory choice selection of poetry and prose. It contains, for this purpose, a wide range of material from the best literature in the language. No similar collection ever made for use in schools includes such a wide representation of authors, or such a large number and variety of selections. It includes the great masterpieces of literature from the Bible and Homer, from Shakespeare, Milton, Bacon, and from their long line of literary successors; together with the choicest gems of poetry from Burns, Moore, Shelley, Keats, Wordsworth, Tennyson, Arnold, Bryant, Halleck, Lowell, Longfellow, Whittier, Holmes, and a host of other favorites. It also includes notable extracts from the speeches of great statesmen, as Chatham, Pitt, Brougham, Lincoln, Webster, Clay, and many others; also national songs, favorite songs, fugitive and choice extracts, all worthy to be read many times over and to be committed to memory; also a large and varied collection of material suitable for school and holiday celebrations, etc. Altogether the book is one of the choicest and most useful collections of literary selections for the purposes named that we have seen, and reflects great credit on the literary taste and skill of its editor.

A volume by William A. Dunning, Ph. D., professor of history at Columbia University, is announced for early publication by the Macmillan Company. The title of the book is "Essays on the Civil War and Reconstruction, and Related Topics," and its chief purpose is to present in an impartial manner the

most conspicuous phases of the constitutional development of the United States during the troubled years from 1861 to 1870. In the essay on "The Constitution in Civil War" are discussed the principles on which the appeal to arms was based, the theory and application of the "war power," and the attitude of the government toward slavery and the slaves. "The Constitution in Reconstruction" traces the development and analyzes the contents of the various theories as to the relation between the seceded States and the national government, and explains the genesis of the Reconstruction Acts. In two additional essays, entitled

"Military Government in the South" and "The Process of Reconstruction," the actual conduct of government in the South by the national authorities under these acts is described in some detail, with the steps by which, after the negro suffrage was insured, the States were restored to their full constitutional privileges. A separate essay is devoted to "The Impeachment of President Johnson." The last two essays in the volume — "The Inequality of the States" and "American Political Philosophy" — deal with collateral themes, which may be made to throw considerable light on the main subject of the work.

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
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