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OCTOBER, 1906



AN
EDUCATIONAL
COLLEGE
JOURNAL

STATE NORMAL COLLEGE
ALBANY, N. Y.

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THE ECHO.

VOL. 15.]

ALBANY, N. Y., OCTOBER, 1906.

[No. 2.]

The Return.

Now again in dear old Normal,
We've assembled here once more.
After summer's joy and pleasure,
On the mountain, plain, and shore —
Back again to work we've come,
To finish tasks that were begun.

II.

Here are seniors, high and haughty,
There the juniors, grave and tall,
Yonder, freshmen, young and naughty,
Everywhere, we see them all —
Back again to work they've come,
To finish tasks which they've begun.

III.

And the seniors toiling upward,
Slowly, slowly, year by year,
Overcoming difficulties,
Until all is now quite clear —
Back again to work they come,
To finish tasks that were begun.

IV.

Here's to juniors following after,
Toiling up the same rough way,
Followed by the gay young freshman,
We are glad you've come to stay —
For again to work you've come,
To finish tasks that you've begun.

V.

Once again has *Alma Mater*,
Gathered all her children dear —
And we'll work, and never falter —
Never waver, never fear —
Back again to work we've come,
We'll finish tasks which we've begun.
M. Elise Seaman.

A Sketch of the History of the New York State Normal College.

"The Best is Yet to Be."

MISS MARY A. McCLELLAND.

From Europe the normal school system reached America. It came directly from Prussia to the United States through the efforts of the Rev. Charles Brooks of Massachusetts. In 1839 Massachusetts founded, at Lexington, her first normal school. A few years later New York established her first at Albany.

New York did not act hastily in this matter. The founding of a normal school had been advocated by State and by county superintendents; it had been recommended by successive governors in their annual messages; it had been brought to the homes of the people by the "District School Journal." Horace Mann and Henry Barnard had spoken for it. Finally it reached the Legislature in the form of a bill, presented in 1843 by Calvin T. Hulburd, of St. Lawrence county. This bill was successfully carried through by his efforts and those of Michael Hoffman, of Herkimer county.

SCHOOL EXPERIMENTAL.

The school was to be an experiment for five years. For its support during that time the sum of \$10,000 was to be paid annually from the literature fund. The supervision and government of the

school was to be conducted by the superintendent of common schools and the Regents of the University. The following executive committee was at once appointed: Colonel Samuel Young, the Rev. Alonzo Potter, the Hon. Gideon Hawley, Francis Dwight and the Rev. William H. Campbell.

DISTRIBUTION OF LABOR.

Soon the committee was organized and the work distributed among its members. Gideon Hawley secured from the city of Albany the lease of the building, together with \$500 to help put the property in order. Francis Dwight visited the school at Lexington, to learn of its organization and equipment. Dr. Potter went to Massachusetts, empowered to engage a principal. No time was lost. The building was repaired and equipped, a principal was secured, and some teachers were appointed.

FORMAL OPENING.

All was ready by December 18, 1844. On that date the school was formally opened by an address by Colonel Young before the executive committee, the faculty and the twenty-nine students who had assembled the first day. What is now Van Vechten hall, on State street, east of Eagle street, was the first home of the Normal School. It was agreed that tuition and text books should be free and that a small sum of money to help pay board bills should be furnished weekly to each student.

HUMBLE BEGINNING.

It was a humble beginning — a rude building, inexpensive apparatus, few students. It was all very plain and common — all but the people, the principal, the teachers and the young men and

women in the classes. These were more than ordinary. Something must have been done for those twenty-nine young people and the scores that joined them, something to cause them to go out and do good work in the world, and to return years after with loyalty in their hearts and tears in their eyes as they spoke of the old school and of "the sainted Page."

DAVID PAGE FIRST PRINCIPAL.

David Perkins Page, a New Hampshire man, was the first principal. He was associate principal of the Newburyport High School when Dr. Potter went over there to engage him if he should find him competent. Dr. Potter conversed with Mr. Page about half an hour and then engaged him.

Full of knowledge, love, enthusiasm, Principal Page came to take charge of the New York State Normal School. That he understood the secret springs of mind and heart is learned from his book, "The Theory and Practice of Teaching," and is attested by those whom he taught; and that he "spared not himself," is shown by his early death. He died January 1, 1848, before the time limit of the "experiment" had been reached. "Death or success" was the watchword. He died, but first he achieved success.

CHANGE OF BASE.

George R. Perkins, the brilliant professor of mathematics since the organization of the school, was the next principal. He secured a new site and a new building, and conducted the institution in a business-like manner till his resignation, July 8, 1852. He then took charge of the calculations to be made in the process of consolidating the various lines of railroads between Albany and

Buffalo. He superintended the erection of Dudley observatory. He became Deputy State Engineer and Surveyor. In January, 1862, he was elected a Regent of the University.

The new building, for which an appropriation was made soon after the death of Mr. Page, was erected in the rear of Geological hall. There, on Lodge and Howard streets, it formed the home of the Normal School till June, 1885.

A POTENT FACTOR.

Samuel B. Woolworth, the successor of Dr. Perkins in 1852, brought to the Normal School the knowledge and experience gained during twenty-eight years of teaching. He knew the value of classification in the organization of a large school. He insisted upon a thorough division of labor, appointing teachers who each devoted his whole time to a single department. Through his influence a thorough reorganization of the institution was effected by which the departments were made more distinct, and teachers of ability and experience were secured for each department. This man was a potent factor in the school for twenty-eight years, for when he resigned it was to become Secretary of the Board of Regents, and so a member of the executive committee in charge of the school.

DR. WOOLWORTH'S SUCCESSOR.

Dr. Woolworth was succeeded by a member of his faculty, a young man whom he himself had chosen, and whom he regarded as a model of manhood, scholarship and general culture.

David H. Cochrane, A. M., Ph. D., brought to his new position all that energy, grace and influence which had characterized his former work, and

which now made his administration a marked success. He was aided by a strong faculty—among whom were Professors Jewell, Cooley, Kimball and Husted, and the Misses Rice, Ostrom and Butler.

BOOKS *vs.* MUSKETS.

It was during this administration that the Civil War was waged. In response to the President's call in 1862 certain young men of the school put away their books, shouldered their muskets and marched to the front, accompanied by Professors Kimball and Husted as commanding officers. In honor of those who died in the service there was erected in the College chapel, in June, 1900, a memorial tablet, contributions for which were made by the Alumni of the institution.

In 1864 Dr. Cochrane resigned his position to become president of the Polytechnic Institute of Brooklyn. He was succeeded by Professor Oliver Arey, who also resigned after a short term of office. Kindly and conscientious he was in the discharge of his duties, and there are those who remember him with gratitude.

A LONG SERVICE.

On April 24, 1867, Joseph Alden, D. D., LL. D., was elected president. He was a life-long educator and writer on educational subjects. He had been a professor in Williams College and president of Washington and Jefferson College. Dr. Alden felt the importance of thorough scholarship, method being somewhat subordinated to a comprehensive view of a subject. He was vigorous, intense, original, sincere; and many a young man did he influence for good.

His resignation in 1882 closed fifteen years of continuous service.

FROM GRADUATE TO PRINCIPAL.

On June 22, 1882, Edward P. Waterbury, Ph. D., LL. D., was elected president. For the first time in its history the head of the institution was one of its own graduates. From this time on great changes occur. Ideas crystallize into definite forms.

A historical sketch of the school is written, together with a history of its graduates for forty years. Later, the work is extended for five years more. A pamphlet also is prepared, giving an account of the chief work done by graduates of the institution. When it is remembered that in order to accomplish all this Dr. Waterbury had to reach between two and three thousand people, distributed, not in the Americas only, but across the seas as well, the work is seen to have been no slight task.

Next, a new building is secured, the old one being wholly inadequate. In carrying out this project Dr. Waterbury had the effective help of the executive committee and many other friends well known in political circles. The Alumni Memorial Window was planned also at this time, an appeal being made to the graduates in regard to it.

ASSOCIATION OF GRADUATES.

The Association of Graduates, formed in 1851 by William F. Phelps, was re-organized at the beginning of Dr. Waterbury's administration by Sherman Williams, Sumner H. Babcock and others. Under the new auspices a notable reunion was held December 27, 1883. It was attended by about 600 of the alumni, many of whom had come long distances. Near the close of the

afternoon session the idea of a memorial window was presented, and a resolution unanimously passed to the effect that "the 'window' should be constructed by the Alumni." Committees were appointed to collect funds, and in due time the handsome window was an accomplished fact. It was a matter of regret to the Alumni, however, that the work could not be wholly completed in Dr. Waterbury's day.

THE NEW BUILDING.

The new building was erected on Willett street, facing Washington park. Into its walls was wrought some of the material of the old capitol, the brown stone slabs being turned and roughened for the purpose. In construction and equipment, the new building was a great improvement upon the old. Departments for experiments in chemistry and physics, a reference library and reading rooms, and a kindergarten were among the new features, as was also the collection of portraits to adorn the walls of the College chapel, and to perpetuate the memory of those who had contributed to the success of the institution. The building was constructed and equipped under the personal supervision of President Waterbury. Toiling early and late, with no thought for himself and with much for the school, Dr. Waterbury declined in health. In the summer of 1889 he died.

TEACHING A PROFESSION.

From a purely educational point of view, the work of the old Normal School was over in 1889. For forty-five years it had provided teachers for the schools of this State. It had felt its own influence react upon itself in the better preparation of those who entered its

classes. It had given added importance and efficiency to teachers' institutes and teachers' training classes; it had seen many schools like itself spring up in the State and in the country at large. But education had progressed wonderfully in forty-five years. Teaching was now looked upon as a profession.

DR. MILNE APPOINTED.

In October, 1889, the executive committee invited William J. Milne, Ph. D., LL. D., to become head of the New York State Normal School. In correspondence with the gentlemen of the committee, Dr. Milne stated very clearly the conditions upon which he would consent to take charge of the school. He desired to raise the standard of admission, extend the course, and turn the institution into a purely professional school. The committee immediately accepted the conditions and placed him in charge.

NOTABLE CHANGES.

The reorganization of the practice departments, and the addition of a high school, a radical change in the character of the work done in the College and in the practice departments; the advanced standard of admission, together with the entrance of many college and university graduates in accordance with that standard; the increased number of courses, the last provided being a course for supervisors and commissioners; the conferring of degrees — Pd. B., a regular course; Pd. M., a supplementary course; Pd. D., an honorary title; also a change in the college life, the founding of Greek-letter fraternities and athletic clubs; the successful management of a college paper; the valuable lectures and other entertainments provided each year; grand organ recitals given by the

director of music; afternoon seminars conducted by members of the faculty, and open to residents of Albany and vicinity; a change of name, "Normal College," to harmonize with new conditions — these are some of the events connected with the administration of President Milne.

CONTINGENT IMPROVEMENTS.

The changes mentioned above necessitated others in the building itself. To the south of the College additional property was secured and fitted up for the primary department; two class rooms were constructed out of a hitherto unused portion of the building; safe and commodious means of egress from the great assembly hall were provided; a marble-paved entrance court was constructed, the walls of which were attractively frescoed and hung with rare pictures — the light being softened and the beauty of the court being greatly enhanced by two handsome stained-glass windows.

SEMI-CENTENNIAL JUBILEE.

In 1894 occurred the semi-centennial jubilee. From all parts of the United States they came — young graduates of the new College and members of the first class of the old Normal School. As no one building in the city could afford suitable accommodations for the banquet, the two largest hotels were engaged, the Kenmore and the Delavan and every available spot in each was occupied. Toasts, songs, wit and good cheer caused the hours to go with flying feet.

DEGREES CONFERRED.

On this occasion the degree of doctor of pedagogy was conferred on the fol-

lowing members of the Alumni: Miss Emily A. Rice, Miss Ellen G. Reveley, Mrs. Delia Lathrop Williams, Sherman Williams, A. M.; William M. Griffin, A. M., and Edward L. Pierce, A. M. The same degree has since been conferred upon James A. Foshay, A. M., and Carl Ritter, A. M.

Thus far the College has proceeded along right lines. Its graduates have done, and are doing, good work. The impulse of the old days has carried them out into large places. Nor have they toiled in educational fields only. In the world of science, of law, of medicine, of theology; in the world of journalism, of authorship and publication; in engineering and surveying; in banking and other large business interests; even in mission fields beyond the sea — in every place where the world's work is being done, there, in posts of honor and influence, are found the Normal graduates.

Education must ever keep pace with — must be a leader in — the world's advancement. During the last decade the demands of scholarship upon high school teachers have been growing higher and more exacting. In many cases nothing less than college graduation, supplemented by professional training, has been acceptable. These increasing demands have brought the State Normal College to a turning point in its career.

NEW EPOCH IMMINENT.

The College is about to increase its power and efficiency. It has recently been reorganized. The scope and breadth of its work have been extended, so that it may be equipped for the attainment of scholarship equal to that of literary and scientific colleges. It has been set apart as an institution for the pre-

paring of teachers of secondary, normal, and training schools, and for the development of superintendents of schools, whose attainments shall be commensurate with those demanded of any teachers of the State, and who shall have also the higher professional training essential to intelligent and successful work in the school room.

PLAN OF REORGANIZATION.

By a unanimous vote of the Board of Regents of the University of the State of New York, taken December 14, 1905, a plan of reorganization was adopted, the main points of which are: The discontinuance of all courses designed to prepare teachers for elementary schools; the requirements for admission made equal to those for entrance to other eastern colleges of good standing; the establishing of a four years' course in the liberal arts and pedagogics; the establishment of additional professional courses for students who are to become teachers of secondary schools, training schools, and normal schools, as instructors in art, manual training, domestic economy, commercial branches, and other special subjects; and the power granted the College of conferring the degrees of bachelor of arts, bachelor of science, bachelor of pedagogy; also the reorganizing and strengthening of the faculty to meet the new conditions.

The new courses of study have already been entered upon at the temporary home of the institution, the chapel of generous Trinity Methodist Episcopal Church.

NEW SITE CHOSEN.

The destruction by fire of the well-equipped college building on Willett street in January last having opened the

way for a change of site, the new building will be erected on ampler grounds, in a fine location beyond the park. Although many treasured, many valuable things were consumed on that night, January eighth, causing losses irreparable to some, greivous to many, yet out of the disaster will undoubtedly arise great good.

The institution as now planned offers to young men and women in the teaching profession opportunities that are unparalleled in the history of education.

DISTINGUISHED COMMITTEEMEN.

The following are the names of the distinguished gentlemen who have been, from time to time, members of the executive committee:

The Hon. Samuel Young, LL. D.; the Hon. Nathaniel S. Benton, the Hon. Christopher Morgan, the Hon. Henry S. Randall, LL. D.; the Hon. Elias W. Leavenworth, the Hon. Victor M. Rice, the Hon. Henry H. Van Dyck, Emerson W. Keyes, the Hon. Abram B. Weaver, the Hon. Neil Gilmour, the Hon. William B. Ruggles, the Hon. James E. Morrison, the Hon. Andrew S. Draper, the Hon. James F. Crooker, the Hon. Charles R. Skinner, the Rev. W. H. Campbell, D. D.; Francis Dwight, the Hon. Gideon Hawley, LL. D.; the Rev. Alonzo Potter, D. D.; the Hon. Samuel Young, LL. D.; the Hon. Harmanus Bleecker, LL. D.; the Hon. Charles L. Austin, T. Romeyn Beck, M. D., LL. D.; the Hon. Franklin Townsend, the Hon. William W. Forsyth, the Hon. Samuel H. Hammond, Samuel B. Woolworth, LL. D.; the Hon. Robert H. Pruyn, LL. D.; the Hon. John V. L. Pruyn, LL. D.; Amos Dean, LL. D.; Prof. Jacob S. Mosher, Ph. D., M. D.;

the Hon. Charles E. Smith, David Murray, Ph. D., LL. D.; Edward P. Waterbury, A. M., Ph. D.; the Hon. St. Clair McKelway, A. M.; the Hon. Andrew S. Draper, LL. D.; Robert L. Fryer, A. M.; Samuel B. Ward, M. D., Ph. D.; S. N. Dexter North, Robert C. Pruyn, A. M.; Marcus T. Hun, A. M.; Frederick Harris, A. M.; Charles L. Pruyn, A. M.; William Bayard Van Rensselaer, A. M.; Ledyard Cogswell, A. M.

The present executive committee are the following: Education department of the State of New York: Commissioner of education, Andrew S. Draper, LL. D.; assistant commissioners, Howard J. Rogers, M. A., LL. D.; Edward J. Goodwin, Lit. D.; Augustus S. Downing, M. A.

Executive committee having charge of the College: Andrew S. Draper, LL. D., chairman; Samuel B. Ward, A. M., M. D., Ph. D., secretary and treasurer; Charles L. Pruyn, A. M., William B. Van Rensselaer, A. M., and Ledyard Cogswell, A. M.

This year the college is occupying, also, rooms kindly offered by the First Presbyterian Church; and a building given up to the institution by the authorities of the Orphan Asylum.

“I know that the world, the great big world

Will never a moment stop
To see which dog may be in the fault;
But will shout for the dog on top.
But for me, I shall never pause to ask
Which dog may be in the right,
For my heart will beat, while it beats
at all

For the under dog in the fight.”

Animals' Guardian, London.

Greek Philosophy to the Death of Plato.

Philosophy as a science began in Greece and especially among the Ionic colonies. It divides itself into three natural divisions: First, the cosmological age, extending, roughly, from 600 to 450 B. C. During this time man speculated chiefly concerning nature, and physics and astronomy were the popular sciences. Second, the anthropological age, from 450 to 400 B. C., when man began to study himself and to think subjectively. Third, the systematic age, during which Plato and Aristotle sifted and systematized the knowledge of the past and laid the foundation of all modern philosophical investigation.

All people who think carefully about phenomena and strive to account for what they perceive about them are, in a sense, philosophers. Authorities say that when man was first surprised at something he saw and began speculating about it philosophy sprang into being.

The early Greek philosophers tried to reduce all matter to a single primary substance. Thales believed this substance to be water and the earth a flat dish, made from and floating upon that water. Anaximenes, in a like manner, would reduce all things to air. He thought that all bodies were air at different densities. Others thought that fire was the elemental substance.

In the last-named class was Heraclitus. He would have worldly existence dependent upon constant change. To him the universe was a composite whole, without beginning or end, and in a state of ceaseless fluctuation, like the flame of the fire.

The sophists began subjective thinking, but they had little regard for the

substance of thought, and gave their whole attention to form. They cared little for means and everything for effect. Hence truth to them was a matter of small importance, provided they could accomplish a purpose better by means of falsehood. As teachers of the young in rhetoric and oratory their influence was, therefore, demoralizing. All old traditions concerning virtue, morality and faith in the gods were torn down. It was a critical time in Greece and especially for philosophy which always *seeks* truth.

Into this chaos of doubt and error, when the old religion was ridiculed and truth and virtue were condemned, came Socrates, the champion of truth and virtue, of whom it is said that no matter what the theme the man conversing with him must reveal the true state of his soul. Our knowledge of this wonderful man and his mission is drawn mainly from the writings of his pupil and successor, Plato. In his "Dialogues" Plato represents the great teacher as conversing with the inhabitants of Athens on all subjects of interest to man and ever leading them by a series of adroit questions into the statement of some evident *truth*. Just how much of the philosophy of these "Dialogues" was original and how much Plato learned from the master we do not know. It is believed that much of it may be credited to Socrates, and that Plato's work was, to an extent, a perfecting and systematizing of the thoughts of Socrates and some of the older philosophers, but it is commonly conceded that many of the ideas are Plato's own. It has been said that all philosophic thought is Plato rightly divined, all philosophic error is Plato misunder-

stood, and that in some branches of thought there has been no real advance since his time.

Chief among his theories was the wonderful doctrine of *ideas*, which was much like the modern idea of *mind*. He believed that there are types of all things laid up in heaven, and that to these types all earthly objects approximate, *e. g.*, in heaven there is an ideal state, toward which all worldly states, whether monarchies or republics, are tending. The states on earth are all imperfect, while the one in heaven is ideal. There is an ideal metal in heaven. Gold, silver and lead are all imperfect, corrupt imitations which are seeking the perfect beyond the world. The ideal is Being, the worldly not Being. A great world soul connects the material with the ideal and strives to reconcile them. With Heracleitus, Plato believes that the material is in a state of constant change; however, this will not continue forever, since the material will one day reach the ideal and be at *rest*, which is the basis of all existence.

His theory was that before we were born we knew these types, and in proportion as we are reasonable here upon earth we can obtain a knowledge of them again by thinking and study. He explained intuition as a "troubled reminiscence of pre-natal being." We begin scientific thought through intuition, and by reasoning formulate laws, which, in proportion to our reasonableness, approximate to the great objective law, the type in heaven. This suggests the modern idea that hypotheses are in a state of becoming theories; theories laws, and laws axioms. He compared our intuitions to a ship sailing toward a long-sought haven through a thick mist, and to a man whose head is en-

veloped in a heavy veil groping blindly for some much-desired prize.

Good is the ultimate aim or final cause of all being, according to Plato, and the just life the only happy one. He believed that the soul of man is immortal, and in this belief he strove to prevent either a *senseless* idealism or a hard, scientific and materialistic view of the universe. Man's chief concern should be the welfare of his soul; hence this should be the educator's *aim*. He, the educator, is successful only in so far as he can mold the human "social tissue" to fit the types in heaven. Here, again, is our modern idea that "character is the end of education." He represented Socrates as teaching his disciples that a true philosopher should strive to separate the soul from the body and thus be ready to die at any moment. Only good can come to him through death if he has lived a just life as a philosopher should; thus anyone who fears death is a lover of the body, rather than a "lover of wisdom." Desire for earthly power, wealth or long life are not wise, and virtue is freedom from all fear. "To fear death is to appear to be wise without being so."

Some of the divinations of Plato which are familiar to us to-day are division of labor, standing army, limitations of the right of private property, industrial and political equality of women, omnipotence of public opinion, reorganization of education and many others, both social and political.

C. A. Alexander, '02.

They say there's microbes in a kiss.
I really can't believe it.
It surely doesn't feel that way,
At least, when you receive it.

Albany Evening Journal.

Danger.

Two little sun-bonnet babies stand,
With their bare, dimpled toes just touch-
ing the sand.

Each little tot holds a parasol high,
And they mark not how the waves draw
nigh.

Each little tot holds a parasol high,
And the creeping waves are very sly;
The baby whose parasol is pink
Is looking the other way, I think.
The baby whose parasol is pink,
And the baby in blue are on the brink.
What if the skiff and the oarsman fail!
Will not a parasol do for a sail?

Louise Ward Clement, 1907.

The Sunny Side.

Two travelers coming to the fork of a road found that their ways led in opposite directions. One took the road to the right, which passed around the south side of a hill; the other turned to the left and went north. He, who passed along the south side found the country already enjoying spring. The sky was clear, the trees were in blossom, the streams sparkled and the birds were busy building their new homes; but the traveler on the north side found the earth still covered with snow, the trees wearing their winter's dress and everywhere nature presented a gloomy aspect.

Life has two slopes; the south sunny and light, the north cloudy and unattractive. Some natures are turned toward the sun, and they enjoy all that is bright and cheerful. For how can they help but be merry, when they see only the happy side? But other natures are turned from the sun and see only the gloomy and dark side of life, for they are looking away from the light and see life as through colored glasses.

The dwellers on the sunny side find the home a comfort, and gladden it by

their cheerful presence. Peace follows them and outside of their homes everyone rejoices when they approach, for like sunbeams they make dark places bright and remember and practice

"That the thing that goes the farthest toward making life worth while, That costs the least and does the most, is just a little smile."

A familiar illustration of a sunny disposition is "Mrs. Wiggs of the Cabbage Patch," whose motto is "Never put up an umbrella till it rains." No one can help feeling admiration and love for the dear woman who meets every calamity with a smile and thinks "It might have been worse." For the sunny spirit that, in the midst of discouragement, can still see how much more discouraging circumstances might have been, is a talisman that will ward off half the troubles of life.

If one wishes to be cheerful one must look good-natured, for the world is like a looking-glass, and in order to be on pleasant terms with all who pass we must smile on them pleasantly, be helpful, generous and true, and then we cannot fail to find a bright image reflected from each face as from a mirror.

Much can be accomplished by seeing things in a pleasant way. An example is the story of the two frogs. An optimist and a pessimist lived in a brook, where a milkman was accustomed to add a little pure water to his stock in trade on his way to the city.

Very early one morning the poor frogs found themselves dumped headlong, each into a can of milk. "It's all up with me," groaned the pessimist, "there is nothing to sit on in this milk can, and I shall surely drown!"

The optimist kicked as fast as he could to keep himself afloat. "If I have to

drown," said he, "I'll keep kicking as long as I can." When the milkman reached the city and took off the covers of the cans, there was the pessimist dead in the bottom of the can and the optimist contentedly sitting on a lump of butter. Thus it is with people. Trials come to all and the only way to overcome them is to make the best of them.

People who take life as it comes have much to be thankful for, because we owe a great deal to the world in which we were born.

Emerson said that he never quite recovered from his joy and surprise at being born in the most interesting moment in all history and in the most advantageous part of the world. A little over a year ago Emerson's centenary was celebrated, and think of the progress that has been made in the "mighty hundred years" since he was born.

Ought we not to be grateful that we enjoy without stint all the accumulation of the world's knowledge in sciences, in art and in literature, and that we have free access to great libraries filled with the crystallization of the noblest minds that have lived?

Perhaps we were not all born with a sunny disposition, but by using a little will power one can overcome gloomy tendencies and cultivate the cheery ones. We have the power to turn our natures away from the north and make them look toward the sunny south, for "those whose hearts have a slope southward open to the whole noon of nature" are the people who find life worth living.

Fannie Pawel.

"Dis spellin' a la Roosevelt has got pa all confused. But say, to tell the honest truth, its the kind I always used."—
A Freshman.

"Books are but Helps."

In the Golden Days of Romance,
When Knighthood was in Flower,
Dwelt A Gentleman of France,
In a drear and ancient bower.

He loved, my Christian friends,
He loved quite to distraction,
Alice of Old Vincennes,
A maid of much attraction.

But, alas, alack, she loved him not,
Good sooth and 'twas no marvel,
For her affections, firm, were sot,
On gallant Richard Carvel.

'Tis true that now Hugh Wynne (you
win),
Quoth the disappointed swain,
But soon with Kith and Kin,
I'll fight thee might and main.

At Stringtown on the Pike,
They fought and all went down,
Till none were left to strike
And tread The Battle Ground.

On high in The Eternal City,
St. Peter looked down from afar,
And said, with a sight of pity,
I'd best set The Gates Ajar.

So the knights joined The Choir In-
visible,
And the maiden was left to her fate,
Alone in a Great City so miserable
That everyone pitied her fate.

She died with Great Expectations,
For in heaven are marriages made,
But weep o'er The Sorrows of Satan,
For heaven is not where she stayed.
Edith Haynard.

The Freshman class should call its meeting on some other day of the week, as we see by the Bulletin Board that "Wensday" is especially hard to spell—but perhaps it has adopted phonetic spelling.

What Can We Do For the Vicious Pupil?

Whether we can help the vicious pupil or not depends almost altogether upon our attitude towards the public. If our own welfare is our first consideration, the public is likely to receive so little thought as to be practically disregarded. In this case the vicious pupil will be considered as something in the way, to be disposed of, no matter how, only so that we are well rid of him. If, on the contrary, our motto is, "Think first of others," we can often do much—how much, only the Infinite can tell—not only for the vicious pupil himself, including his posterity after him, but for the general community with whom he mingles.

Having decided that it is the public that should have out first, instead of our last, consideration, our next step will be to decide whether it is a genuine case of viciousness, due to the fact that the pupil is a slave to the lower motive, or whether it is merely an exuberance of animal spirits thoughtlessly exercised. This is of the greatest importance, since the one needs a far more careful and extended treatment than the other, if not a more drastic and powerful medicine. Were the physician to mistake a common case of acute indigestion for appendicitis the result would be less disastrous to all concerned; for the mistaken diagnosis of the physician would never develop the disease, whatever else might result; but this is the very thing that may most surely be looked for as a result of the mistake of the teacher. She has mistaken the fun-loving boy for a vicious boy; and treated him as such, and behold, such he has already become.

How is this all too common mistake to

be avoided? When we are certain that we have discovered the nature of the disease, what is the remedy? These are all-important questions. To mistake the disease is to be unable to apply the remedy, even though a specific were at hand; and to know the nature of the disease, without knowing any adequate remedy, is equally fatal to the cure of the disease. We might as well know neither, as not to know both, so far as practical results are concerned.

First of all, what is the best way to diagnose the disease? How are we to discover most readily the underlying motive? A knowledge of phrenology may assist in some slight measure; but so many other considerations enter into the problem than the shape of the head, the results sought for by this method have been so vague and unsatisfactory, so many downright mistakes have resulted, that this system of motive inquiry has been practically abandoned for the far more certain results of psychology and child-study, without which no teacher should consider herself equipped to enter the teaching profession. For to study one's own mind carefully is to study the mind of the race, when we have taken account of all other extenuating circumstances, which it is the business of child-study to disclose.

But a teacher may utterly fail, even with a most thorough mastery of these essentials, if she does not also possess a wide experience with human nature; if she does not know how others have mastered and solved this greatest of problems; or has not within her almost unlimited powers of application.

Such a teacher as described above, who by a proper study of psychology knows first herself; who next is thor-

oughly conversant with the child-life about her; and who has studied human nature so well that she knows the sources from which conduct arises, will not be long without a remedy. She will know at once the futility of calling the attention of the whole room to the actions of two or three, by a public reprimand. It is only when the fault is universal, or nearly so, that she will address all, and even then her remarks will be few and pointed; and she will see that they do not degenerate into mere scolding.

She will know that even the worst boy has some likable qualities, some ambitions that are wholly laudable, if only they are directed into proper channels; and it will be these that she will be on the alert to discover. She will not always be found at her desk; nor will she leave her desk only when mischief is brewing, so that the whole room will understand by her departure that something has gone wrong, and will thus be looking for the culprit with her. She will rather be found so frequently among the aisles that her presence there attracts no attention or comment. When she sees something wrong, she will thus have gained an opportunity to quietly make the necessary correction, without attracting any one's attention except those directly concerned in the disturbance. Many a mischievous, even vicious, boy has thus been quietly, but nevertheless firmly, held in check.

But the vicious boy needs something more than eternal vigilance on the part of the teacher, if he is ever to take his place as a responsible member of society. He must gradually, often radically, break off his old habits and form new ones better adapted to respectable citizenship.

To this end the teacher will bide her time, the precise psychological moment, when the vicious boy is in a listening mood, and then, as by accident, when others do not suspect, when, in fact, the boy himself scarcely suspects the teacher's motive, she will quietly ask what induced him to do "thus and so." Then, if ever, he will make the teacher his confidant, providing that she has by this time convinced him that it is "the greatest good for the greatest number" that she is seeking. When the boy has finally frankly confessed his motive, as he often will under such conditions, she will know better than to spoil it all by an appeal to his friendship; she will stand upon higher, firmer ground than that, as has already been suggested.

If this fails she will try to find out as much as she can of his home environment, often the principal factor in his debasement. If she finds his home such as would naturally degrade all the finer feelings, she will all the more deeply sympathize with him, will work all the harder to point him out a better way. She will not try to reform him so radically that the standard is altogether too high for him to live up to; she will be content with marked improvement along a few possible lines. She will be patient with his occasional relapses, always reminding him that "Failure consists not in never falling, but in rising every time he falls." She will be patient, but eternally persistent.

If, on the other hand, she finds his home apparently a respectable one, and that he prefers viciousness to virtue; if she finds that with all her tact she cannot win him; if she finds that even her constant vigilance is not sufficient to check his evil propensities; if she finds

his presence a menace to the best welfare of the school; if she finds him already past gentle, but firm, means of treatment, she will not hesitate to make use of more drastic remedies—to subject him to heroic treatment, if the sentiment of community favors it, or if he is not already hardened to it; not failing to remind him that she has tried all peaceful measures, until the time of peace and patient forbearance have gone by. She will not, however, attempt it without first consulting the “Board,” and surrounding herself with such witnesses and safeguards as will make the punishment effective. She will take no risks.

If, however, for any reason this does not seem feasible, she will not hesitate to ask the Board for his permanent removal—a mere suspension for a definite period is worse than useless—or invoke the aid of the truancy officer and the courts. It may seem hard on the boy, but it is the community that needs protection from such a boy, and not the boy who needs protection from the community. He needs protection, to be sure; but it is protection from himself, and the carrying out of his own vicious motives. To defend him further than this is to encourage him to become a criminal. If he is to be saved from this, he must learn to respect that higher law that “only those may do as they please, who are pleased to respect the rights of others.”

G. Emmet Miller.

Student (translating).—Sese flentes proiecerunt—They threw themselves into tears.

Professor.—Hum! Approached dissolution, I presume.—Hermonite.

Freshmen!

For the first time in the history of old S. N. C. are its ancient halls graced by Freshmen. Up to the year 1906 jolly Juniors and stately Seniors have held sway. Now is the reign of the Freshie. May he have a happy and successful year!

We all realize what a wonderful class is that of 1910—for has it not already held a class meeting, elected class officers, and made a class protest against the edict of the mighty Senior? “We will not wear our hair in pigtails!” “We protest against green neckties!” comes the cry. And last, but not least, has the progressive spirit of the Freshman been shown by his adoption of the “revised spelling” (see bulletin board).

Class spirit is a good thing to possess, but there is still something better—school spirit—college spirit! One thing which evidences the existence of college spirit is a good, live, representative college paper. S. N. C. has a paper—but it cannot yet be termed representative, for not as yet has a Freshman attained fame through its pages. It lacks the crystallizing touch. Now is the time for 1910 to show its mettle! Subscribe first; then write and get others to contribute to the *Echo*—make it *your* college paper by putting a part of yourself into it.

S. L.

Dr. H.—What is the advantage of the study of a modern language?

Miss R.—That we may grow larger all around.

“Twixt optimist and pessimist the difference is droll,
The optimist sees the doughnut, the pessimist the hole.—Exchange.

EDITORIAL.

THE announcements of the organization of the Senior, Junior and Freshman classes will be found in other columns of this issue. These meetings were all largely attended and were characterized by a good degree of life and enthusiasm. It is gratifying to those who have seen here the need and felt the lack of more college spirit, college fellowship and college loyalty, to see now evidences of a marked change. The early organization of the undergraduate classes, the formation of a Glee club, the choosing of committees for the purpose of selecting new college songs and yells, the inauguration of Saturday excursions by several of our societies, the activities of the Y. W. C. A., and the flourishing conditions of the various societies are all indications of a great awakening on the part of the student body. One needs only to read the bulletin boards to be impressed with these signs of new life and vigor.

THE ECHO will do all in its power to foster and promote this commendable condition of affairs, for we believe that the more we as collegians can meet together socially, on equal and friendly terms, the better it will be for us and for our work. Then each may profit by the experiences of all, and all may profit by the experiences of each. It is only by these personal relationships, these comradely discussions, this college fellowship, that college work is given the liveliness and the personal tone which is so essential to our best college work.

College spirit and college fellowship are the oils which lubricate the machinery of college life, and without them this ma-

chinery will be so crippled that we will not get out of our course all there is in it. The most difficult problems at colleges, if sandwiched between college spirit and college fellowship, become easy, and we meet them with pleasure, while many times, without this spirit and fellowship, the easiest lessons become tiresome tasks, and we meet them in no state of mind to successfully cope with them.

What we get out of a college course depends largely upon what of ourselves we put into that course, upon the spirit with which we enter upon the work, and upon the way we look at our college. Our studies are simply the methods by which we apply that spirit and attitude. What do you think would be the result if we, as a great student body, should join heartily in singing a college song (may our committee soon secure several), a song all our own, a song breathing in its sentiments loyalty to our college, and pouring out in its strains new enthusiasm, new vigor and new life to each one of us? What could arouse the latent powers of our being more than to sing of the institution we love? Would not all the powers of body, mind and spirit be stirred to new activities and greater endeavors? Would we not all do our college work more easily and better for being thus stirred up?

May the life and enthusiasm of all of us continue to increase as the year advances. May we be bright and happy in our work, and by mutual association and comradeship strive to further each other's interests. Above all, may we be loyal to our beloved institution, the institution to

which we, when we are older grown, will gladly trace whatever success may come to us in life.

IT is well and good for us to give up the greater portion of our time to college work, but to be so bound down to our work — so buried in our books, that we are blind to passing events is a grave mistake. More must be woven into our lives during the valuable years of our college course than merely the materials gleaned and gained from books if we are to measure up to the requirements of the times. The world demands, not that we live in the past with our books, but that we live in the active present, keenly alive to the world's work and how it is being done.

Albany offers to us excellent opportunities for keeping in touch with current events, and for becoming familiar with the different phases of public questions. Each year Albany is visited by prominent lecturers, able jurists, eminent theologians and distinguished orators, who, from pulpit and platform, speak upon questions of general concern. Here the State Legislature convenes, the Court of Appeals holds its sessions, and many conventions, representing various societies and organizations, meet. Within our reach is to be found every periodical of value that is published in this country, or in foreign lands, freely displayed upon the reading tables connected with the various libraries of the city.

These are opportunities which we may not always enjoy, but whether we may or not we should not neglect them now. It is so easy for some of us to become so absorbed (or otherwise) in our regular routine work that it is not strange that a whole college year goes by without our

scarcely glancing at a newspaper or magazine (unless it is assigned work); so absorbed that it is not strange that orators and statesmen of world-wide reputation who speak in our city fail to gain from us a listening ear. Such a condition ought not to exist.

Let us during the coming year freshen up our college work by bringing to it an up-to-date knowledge of current events. Let us brighten our lives and enrich our store of knowledge by coming in contact with the living thoughts of live and leading men whenever opportunity offers.

FROM now until election day our hours of study will often be disturbed by the activities of the various political parties. Even the student, who prides himself on being able to concentrate his mind upon his work until he is unconscious of time, place, sensations of heat or cold, or of the voices of his talkative roommates, will be called from his work by the first crackling of the small boy's bonfire, while the sound of an approaching brass band will cause him to fall over chairs in his effort to join the passing parade. Because of this characteristic in the American youth (shall we call it patriotism?) it would not be strange during the next few weeks for some of us to awake "the morning after" with our day's lessons unprepared.

IT often happens in our reading that we come across a reference to a book we would like sometime to consult, or a mention of some subject we hope some day to have time to investigate. But we finish our reading, and forget the clue which attracted us and which might have led us into new and interesting fields of

thought. To guard against this result it is necessary to write down the name of the book, the notice of the subject, the reference to the particular point with which we would like to be more familiar — and to write it down at the instant we meet the name or the allusion we would like to retain.

To follow out the above means our having a notebook and a pencil constantly at hand, but we of the Normal College are not strangers to notebooks, and we sometimes use pencils, and there is every reason to believe that a special notebook, kept as indicated and filled with "Notes for Future Reading," or "Helps to Information," would be most useful and beneficial to us all.

CAREFULNESS and exactitude in speech are sometimes characterized as affectation and mere pedantry, but say what some people may, it is unquestionably the unfailing mark of culture. No one thoroughly and lovingly acquainted with the literature of his language can regard propriety in its use with contempt. The purity and harmony and rhythm of his native tongue are as precious to him as the perfect rendering and interpretation of music are to the musician; and to the preservation of the English language in its integrity, it should be the duty and pleasure of every individual lover of it to contribute.

THE following article was taken from one of our exchanges, and so well expresses the ideas of the Editor-in-chief that it is published for the benefit of our readers: "There is nothing that pays the college student better dividends than an investment in true politeness. When

discourtesy is met with courtesy, and gruffness with consideration, the impolite person is very sure to feel himself in the wrong. As a rule, there is nothing a rude, sarcastic or caustic person likes better than to 'be paid back in his own coin,' and if by his impertinence or rudeness he succeeds in getting someone to reply in kind, he feels well satisfied. But gentleness and dignity form such a striking and sharp contrast with his own conduct, that he cannot fail to see the difference and feel smaller in consequence. True politeness and considerate courtesy always pays."

WE are glad to give our readers in this issue "A Short Sketch of the History of the State Normal College," written by Miss Mary A. McClellan. The article is interesting and instructive, and should be read by every one.

IN the Alumni Department will be found an extract from a letter from Mrs. S. Elizabeth Verrinder Wilson, of Olathe, Kansas, which should be read and thoughtfully considered by all undergraduates and by every member of our Alumni Association. Mrs. Wilson wrote the above-mentioned letter on her seventy-first birthday. She was a member of the class of 1856, and during the half century that has elapsed since her graduation has been most loyal to her Alma Mater. May she live many years to bless and inspire by her generous acts and noble living. May the many kindnesses and loving attentions which she has so freely bestowed upon others be returned to her, making her ripening years peaceful and full of joy.

OBITUARY.

MRS. SARAH F. BLISS.

Mrs. Bliss, who was formerly a teacher of the Normal College, died in St. Louis at the Baptist Hospital there on September 20, 1906. A good many of the former students will remember her as a lady of unusual worth and uncommon ability to inspire enthusiasm. No one ever succeeded in getting the best out of students more than she. Her ideals were the highest, her plans for the accomplishment of them were sane and practical, her work toward the realization of them was superb. Those who were her pupils remember her with great affection and reverence.

Before coming to the Normal College Mrs. Bliss had been for several years a teacher in the Normal School at Geneseo. She left there to organize and assume charge of the Teachers' Training School at Saratoga. From there she was called to an important position in Purdue University in Indiana. Ill health compelled her to resign her position there, and after two or three years of rest she resumed her work in Albany.

She always had an eager desire to take charge of a school in which the care of children constituted part of her daily duties, so when

a position in the practice school at Providence, R. I., was offered her she accepted it. However, about that time her physical condition was such that she felt she could not endure so much mental strain and she therefore accepted a position at Plattsburgh, where she taught for some years, and lived quietly until a few months ago. Not long before her recent illness she completed plans for organizing a Normal department in one of the prominent colleges of the State of Kentucky. With her accustomed zeal and enthusiasm she began preparing for the execution of her plans, but disease attacked her and so her dearest plans were frustrated.

If she had been spared to do her work there she would have achieved a notable success because her zeal was so great, her judgment so fine, her preparation for the work so unusual that she would have attained renown very promptly.

Few women in this State or in the country had more qualities that could be levied upon to produce success than Mrs. Bliss. Those who knew her for these many years will regret to know that her services in life are ended.

News

Y. W. C. A.

The regular weekly meetings of the Y. W. C. A. have been very well attended indeed, but we would like very much to see more of the girls present. The hour spent in social prayer and praise is not a wasted one, rather it strengthens and stimulates, gives a better outlook on life, and hence, gives us a better grip on affairs.

Four Bible study classes have been formed.

Miss Florence McKinlay leads a class in the Old Testament.

Miss Olive Smith leads a class in the Life of Christ.

Miss Lillian Brown leads a class in the Acts of the Apostles.

Miss Gincie Gould leads a class in the Old Testament.

An earnest invitation is extended to every girl in the college to join at least one of these classes. We are sure that you will enjoy them. Come and see, won't you?

Eta Phi.

A special meeting was held at the home of Miss Raynsford, Thursday, September 26th. Miss Margaretta Shanks, '06, was present.

On Saturday, September 28th, all of the members of Eta Phi, with a few friends, spent a delightful day at Castle-ton. This gave many a chance to practice culinary accomplishments hitherto hidden. Miss Mabel Bryce, '06, spent a part of the day with us.

At the senior class meeting on Wednesday, October 3d, Eta Phi was

honored by the election of Miss Jessie Treible as vice-president, '07. At the junior class meeting on the same day Miss Elizabeth Schaupp was elected vice-president of the '08 class.

Miss Margaret Rogers, '05, has visited the Misses Hartley and Sharpe, '06, who are teaching at South Orange, N. J. She spent a very delightful time, also seeing some others of our alumni.

Miss Florence Graham, '06, who teaches at Tarrytown, N. Y., was home last week over Sunday.

On Thursday evening, October 4th, the regular meeting and initiation was held. We are glad to welcome the Misses Hazel Rugen and Louise Lobel as new members. Miss Lobel was voted in last year but left college on account of the death of her father. After the goat had been ridden refreshments were served and a delightful social time was enjoyed by all.

The Eta Phi Sorority is to give a reception to the faculty and members of the college on Saturday afternoon, October 13th.

On Friday night, October 12th, Miss Shanks is to give a party for the members and some friends of Eta Phi.

Watch for the diamond among the '06 members.

Friday, September 8th, Miss Raynsford, Miss Schaupp, Miss Capron and Miss Beutler attended the funeral of Miss Arabella Wilman at Green Island.

There were two booths, one in the national colors, over which a fortune-teller presided. She made many happy, predicting a bright future. We think that this was an easy task for the fair lady as she was so very happy, looking

forward to her own bright future. In the other booth, which was decorated with sorority colors, peanuts and popcorn were distributed. All seemed to enjoy these viands of their youth. Besides these, candy and the pink lemonade of the county fair were served. Those who presided at the booths as well as the rest of the members were attractively dressed in white with aprons and caps.

RECEPTION.

On Saturday, October the thirteenth, the Eta Phi Sorority gave a reception to the college students and the faculty in the form of a county fair. It was held in the primary chapel, which was artistically decorated with autumn leaves, cornstalks, banners, and the Eta Phi colors, blue and gold.

Margaret Rogers and Berta Bendell, '05, and Margarita Shanks, '06, of the Alumni, were present.

The chief element which made it enjoyable was the lack of formality. The new girls and the old girls became well acquainted and all had a good time. Instrumental music and singing of Eta Phi songs contributed to the pleasant time. Each carried away as a souvenir a card bearing a picture of the Eta Phi girl with her four-cornered cap.

RESOLUTIONS OF RESPECT.

Resolutions adopted by the Eta Phi Sorority on the death of Arabella Wilman:

Whereas, God in His infinite wisdom has removed from our sorority a trusted friend and beloved sister, Arabella Wilman, bowing in accordance with His Divine will, be it

Resolved, That we, members of the Eta Phi, extend our sincere sympathy to

her bereaved family and that a copy of these resolutions appear in THE ECHO.

IRENE JONES,
RUTH TREIBLE,
ELSIE SCHULZE,
Committee.

Delta Omega.

Delta and a number of her friends entertained at Mr. Marsh's home on Friday, October 5th. During the first part of the evening games were played, after which refreshments were served and vocal and instrumental selections enjoyed.

A regular meeting was held at the rooms of Miss Emma Montrose.

Miss Barbara Sammons was the guest of Misses Alice Palmer and Florence Kelley last Monday.

Miss Helen Kerr, '06, has returned to college in order to complete the classical course.

A position has been secured in the Boys' Academy by Miss Barbara Sammons, '05.

Miss Kathleen Phillips spent Saturday and Sunday in Averill Park with her friend Miss Viola Coons.

Kappa Delta.

The second meeting of Kappa Delta was held at the sorority house on the 19th.

Saturday, the 22d, the society entertained some of its friends at a social evening.

Miss Myra Morse, an alumna who is teaching in Staatsburg, and Miss Jane Shaw, who is teaching in Rhinebeck, called recently.

Miss Hull, an alumna, who is teaching in Rensselaer, called on the girls one afternoon.

Friday, the 28th, some of the friends of the society were entertained at a candy pull.

A regular meeting of the society was held October 1st. Mrs. Geiser, an alumna, was present at the meeting.

Mr. and Mrs. Hickok were our guests at dinner on the 2d.

Mrs. Lansing and Mrs. Haggert were recent guests at the house.

Psi Gamma.

Several special meetings have been held during this term.

Psi Gamma gave a Japanese tea on Saturday, September 29th, in the primary chapel. The rooms were prettily decorated with palms and Japanese lanterns. Two of our alumni members, Misses Mosier and Sherman, were with us on that afternoon.

Psi Gamma and some seniors were entertained at Miss Ostrander's camp on Ballston Lake, Saturday, October 6th.

A regular meeting was held at Miss Meigs', with all members in attendance, Tuesday evening, October 9th.

Friday evening, October 12th, Miss Tallmadge entertained Psi Gamma and several of the freshmen.

Miss Elizabeth Stafford visited us on her way to her school in Augusta, Ga.

Phi Delta.

The regular meeting of Phi Delta fraternity was held on Friday evening, September 28th, in the rooms of the primary chapel at No. 98 Willett street.

President Dann called the meeting to order, after which he gave a short talk on the general aim of the society and the good that might result from the social relations and bond of universal fellowship existing between its members. The following names were then proposed for membership: Messrs. A. S. Bassett, James P. Haupin, Claude A. Alexander and Floyd H. Case.

The vacancy of Mr. Austin as vice-president was filled by C. A. Alexander.

The executive committee, consisting of Messrs. Nolan, Haupin and Bassett, were then appointed by the president.

After this the constitution was read by the secretary for the benefit of the new members present. There being no other business to transact the meeting adjourned.

Senior Class.

Seldom has the State Normal College witnessed the organization of a senior class under more enthusiastic conditions than those which prevailed at the first meeting of the class of 1907 on October 3, 1906. A spirit of interest, goodwill and fellowship was present which bids fair for a most happy year of college life.

The meeting was called together by Mr. Brown, who explained the object of the meeting. After singing a college song the juniors retired to the adjoining room for organization. Mr. Dann was elected chairman and Miss Foster secretary pro tem.

The election of officers then ensued, with results as follows:

President, Mr. Dann; vice-president, Miss Jessie Treible; secretary, Miss Vidal; Treasurer, Miss Dardess.

It was decided that the time of meeting should be every two weeks, on Monday, beginning October 15th, at 4:45, the place of meeting to be announced upon the bulletin board.

The president appointed the Misses Lansing, Graves and Treible to act as a committee upon a class yell.

Much enthusiasm was shown over the motion of showing the "freshmen" that they are still young and must, therefore, be treated in a fitting manner. A committee to plan for this necessary consideration was appointed consisting of Miss Lyon, chairman, Mrs. Nolan and Mr. Randall.

Junior Class.

At a meeting of the Junior class held Friday, October 5th, for the purpose of organization and of choosing class officers, Mr. W. J. Nolan was elected chairman and Miss Carnute was chosen secretary pro tem.

The following officers were elected: President, Mr. W. J. Nolan; vice-president, Miss B. Schaupp; treasurer, Mr. C. A. Alexander; secretary, Miss A. Merrill; reporter for ECHO, Miss E. F. Shaver.

If you are a Junior join the class now and help to arouse and maintain our class spirit.

E. F. S.

Here's to the class of nineteen eight!
Renowned may it be, and happy its fate.

Freshmen Class.

There are a large number of students enrolled in the great, illustrious class of 1910 at the State Normal College. It has the honor of being the first Freshman class entered in this institution since

its reorganization. Its members are well scattered through the various classes, although the greater number are taking the course for the degree of Bachelor of Arts.

The class held its first meeting on October 3d at 4:45 p. m. Nearly all the members were present. Mr. Brown directed the choosing of a chairman and a secretary pro tem. Mr. Haupin and Miss Mabel Wood were chosen for these offices. Nominations for the class officers were then made by ballot. The following were elected:

President, Mr. Roy C. Van Denburg; vice-president, Miss Mabel Wood; secretary, Miss Harriet B. Osborn; treasurer, Miss Florence Burchard; reporter, Miss Genevieve L. Brooke.

The meeting was interrupted by some frivolous Seniors who, having organized their own class successfully, thought to descend upon the "Fresh" in a body and prevent any further work on their part. This plan was not carried out, however. The Seniors then returned to their own room and passed resolutions that the gentlemen of the Freshmen class should wear large red neckties and the ladies green bows on their hair. These things will be done if the Seniors furnish the ribbon.

The meeting was adjourned at about 5:30 o'clock.

A large number of the students attended a reception given by Trinity church on Monday evening, October 1st. All report a very pleasant time.

Charles Wurthmann, our genial and obliging janitor, had the misfortune to be thrown from his wheel recently. Besides receiving a severe shaking up, he

sustained a badly sprained wrist and has been carrying his arm in a sling for several days. He has been able, however, to superintend his work, and we all hope that he will soon be able to use his injured arm.

Claude A. Alexander has gone to his home in Lowville, Lewis county, on account of his health. Mr. Alexander has become very popular with the students during his short stay here and we all hope to see him back again in the near future fully recovered in health.

On Monday, October 8th, Mr. Champlain, of the State Library, addressed the students of the college. His talk was a practical one, giving the students a knowledge of how to get books at the library, and naming some of the standard works that would be helpful to them in their work.

He emphasized the fact that the students were at liberty at any time to ask aid from the library attendants.

About five o'clock on a recent Wednesday afternoon the quiet populace on Lancaster street, in the vicinity of Trinity church, were attracted from their usual leisure by the pitiful wail of two apparently lost Freshmen. Several goodly matrons endeavored to ascertain the cause of their discomfiture. They had been cautioned before leaving home to beware of strange women and every effort to solve the mystery was met by a wild-eyed look and a fresh burst of grief.

An aged police sergeant, who in the park had been resting from his arduous duties, appeared on the corner. With salt tears running down their rosy, unsophisticated cheeks, they rushed to him

frantically crying: "Where does the Freshman class meet?" only to receive the response, "I don't know nothing about none of your Freshman. We usually send them over to Pavilion F at the hospital." "Oh, no, Mr.! they said they would meet at Trinity."

The policeman was about to take them into custody when a friendly junior arrived, explained the matter to the policeman and escorted them back to Trinity and to the meeting.

A special service for college students was held in the First Presbyterian church on Sunday evening, October 7th. Dr. Whittaker, the pastor, preached a stirring sermon on the "Power of Prayer," referring to the "Haystack Prayer-meeting" and the growth of missions therefrom.

Dr. Whittaker extended a cordial invitation to all students, who had not established a church home elsewhere, to attend services in his church.

Never imagine that people discuss you when your back is turned. They do not. They are occupied with their own affairs. Be above noticing pin-pricks of neglect. People in general are very kind. They do not mean to be intrusive, officious or brusque. If they seem indifferent it is because they are busy or preoccupied. Go anywhere, carrying the sunlight in your face and music in your voice, and the moods of those you meet will be responsive to your own. A. F.

Don't be a drudge. That is where man may show his superiority to an animal. Go at your work as if you enjoyed it and it will surprise you how soon that work becomes a pleasure.—A. F.

The Alumni

Alumni Notes.

The following is an extract from a letter received a few days ago from Mrs. S. Elizabeth Verrinder Winslow, of Olathe, Kansas: "On my birthday anniversaries I like to put away a dollar for the Dr. Albert N. Husted Fellowship Fund of my beloved Alma Mater, and a dollar for THE ECHO, our college magazine. Will you be so good as to send me THE ECHO for a year, beginning with September, 1906? I send a check in this letter on the Hudson County National Bank, Jersey City, New Jersey."

Mrs. Winslow wrote the letter, from which the above is taken, on her seventy-first birthday.

She graduated with the class of 1856, and her college friends will be glad to learn of her good health and continued devotion to her Alma Mater.

Miss Georgiette Willetts of Rochester, N. Y., class of '03, is doing First Primary work at Williamson, N. Y.

Corrections.

Miss Cora Grattick, '06, has a High School position at Victor, N. Y.

Miss Gertrude E. Nelson, '06, has a kindergarten position at Phelps, N. Y.

Death.

Mrs. Rachel A. Harris, '57, died at Evanston, Illinois, August 17, 1906.

Marriages.

At Matteawan, N. Y., on Thursday, July 5th, Miss Anna Janet Robeson, '95,

was united in marriage to Mr. Elijah Jenks, Jr.

At Millbrook, N. Y., on Saturday, September 1st, Miss Jennie Elizabeth Cusack, '02, was joined in holy wedlock to Mr. John Francis Pingry.

On Wednesday, the tenth of October, at West Haverstraw, N. Y., Miss Florence Marguerite Goll was married to Mr. James F. Vavasour, '01.

Review

"Coniston."—The novel is one of love and politics — American politics. It begins in the period of Andrew Jackson, but most of the scene is laid in the days of Grant's presidency. Its hero, Jethro Bass, is the first political "boss," and the purpose of the story is to help us to recognize that "things do not go of themselves and that popular government is not in itself a panacea, is no better than any other form, except as the virtue and wisdom of the people make it so, and that when men undertake to do their own kingship they enter upon the dangers and responsibilities as well as the privileges of the function." The New York Sun thinks that the numerous characters are capital snapshots of real New Englanders; but they fail to develop as the story proceeds:

"They remain unchanged every time that they appear, from beginning to end. We fear that this applies even to his hero, Jethro, who is very nearly the same man, except for the author's explanations at the end that he is at the beginning."

In Harper's Weekly James McArthur reviews the book briefly, but expresses the conviction that it is the best con-

ceived and best executed work for fiction the author has yet produced, going as far in advance of his previous work as "The Crossing" fell below it.

"The Vision of the Savoy."—The book is, at all events, well meant. Jane Cardigan, a young London heiress, who in life is oppressed with a sense of neglected opportunities to help the poor, unhappily dies midway in the book, and one evening when three of her friends who had loved her well are dining at the Savoy a vision of Jane Cardigan in a glory appeared before them. From that moment on Arthur, one of those young men, resolves to do settlement work for the "neglected rich." He resolves to build a temple that must draw the rich to divine service, a temple where the "cult of happiness will be preached." Some day, maybe, such a temple will be built.

Among other recent novels may be mentioned Sydney H. Preston's "On Common Ground," the pleasant romance of an amateur farmer pleasantly written; "Brown of Moukden," by Herbert Strang, the successor of G. A. Henty, who in this book deals with the Japanese war in Henty style; and "A Grain of Madness," by Lida A. Churchill. This book is a somewhat extravagant romance devoted to an exploitation of the cult known as the New Thought. An idea of the scope of the book is given in its text, taken from Arsine Houssaye: "He who is not born with a grain of madness in his composition is disinherited by heaven. He will be neither poetic, nor artistic, nor victorious, nor amorous, nor young." The book is readable.

Exchanges

The June number of the *Crimson and White* is very attractively gotten up.

We have received a copy of the *Tri-Weekly Hermonite*, published by the Mount Hermon students. The paper is well arranged, and contains a number of choice articles. "The Diary of a Yale Freshman" is true to life. One catches just a bit of the Northfield spirit when reading this paper.

Essay on Ponies.

All ponies are divided into two colors, pale mouse-colored pea green, and a runny kind of mixed brown and yellow. The first kind, which are flexible, are made in Philadelphia, and cover all texts for German, French, Latin and Greek; the latter, which are stiff and cracky-like, are made in New York city by Hinds and Ignoble, and translate everything from "Omnia Gallia est Divisa" to Latin XIX and the Teachers' Greek course.

These ponies can be spotted and identified at a distance of a mile, although as a habit they are generally under a tight cover, unless the owner can convince the other fellows (common gender) that they are simply used to "smooth over the rough places." They help to cheer up the weary, for everyone smiles when they see one.

Their binding is in a class by itself. No other book is bound anything like it. They have never been mistaken for any other book, although a ministerial student is known who had one bound in a *Discipline* (M. E.) cover. Furthermore, they are conducive to thoroughness and scholarship in work, for they help the

student to thoroughly imbibe the spirit and classic meaning of the author.

There is a more complex type of the pony known as the "horse." It is four times as large; costs three times as much; has the titles stamped on the back and covers in gray and dark-brown colors, with yellow edges, and can be afforded and used by professors only.

An instructor has but one chance in three of telling who uses them. The three classes are, first: those whom he thinks uses them and do not; those whom he does not think uses them and do; and those whom he thinks uses them and do, although they do not think that he thinks so. Ninety-five per cent of any class is included in the second division.

If ponies were bound in solid and darker colors, were put in different sizes and put up in library editions, the problem would be solved. Then the parlor may be virtually a merry-go-round, and they could be called "The Classic Authors in English," "The Works and Letters of Horace, Virgil, etc.," published by Ginn, Harpers or the Oxford Press. May some philanthropic supply the funds to enact this imperative reform.—From Syracuse University Weekly.

In a certain school district one of the trustees was extremely nervous on the subject of fire, and when he visited a school with the examining inspectors he always confined his remarks to a question addressed to the pupils as to what they would do in case the building caught fire. Knowing this little peculiarity the master had coached his pupils as to the answer which they should give. When the visitor called, however, he simply said to them: "You boys and

girls have listened so attentively to your master's remarks that I wonder what you would do if I were to make you a little speech?"

To the consternation of the master a hundred voices shouted in unison: "Form a line and march downstairs."—Exchange.

If I do not keep step with my companions it is because I hear a different drummer. Let a man step to the music he hears, however measured or however far away.—Thoreau.

One day when Pat and Mike were out hunting, relates the Philadelphia Public Ledger, they shot at almost any living creature in sight. Toward evening, as they were returning to the camp with nothing but a small amount of ammunition, Pat was telling how foolish they had been to use all that ammunition and get nothing in return.

Just then two birds flew by, and Mike took aim and killed one, which fell at Pat's feet.

On picking it up Pat discovered its neck was broken, and, turning to Mike, he exclaimed: "Sure, Mike, why did you use that shot? Why, the fall would have killed this bird."

"My good woman," said the learned judge, "you must give an answer in the fewest possible words of which you are capable to the plain and simple question whether, when you were crossing the street with the baby on your arm, and the motor car was coming down on the right side and the dog cart was trying to pass the motor car, you saw the plaintiff between the carriage and the dog cart, or the motor car and the dog

cart, or whether and when you saw him at all, and whether or not near the carriage, dog cart and motor car, or either, or any two, and which of them respectively, or how it was."—Illustrated Bits.

Read the following quickly and your listeners will be amused:

Simple Simpkins sang a song of sixpence as the sun shone silently on the shoe shop sign.

Sarah sells sea shells sewn up in a sheet.

The sick sinner's sixth sheep is sick.

Silent Sambo slumbered safely on the shifting sea sand.

Break the bands that bind you blindly before breakfast.

A peck of pealed pickled pears put into a pale pink pitcher.

Peter Plump, the pessimist, pestered portly Pat Perkins.

BARBAROUS THINGS.

Digging the eyes out of potatoes.

Pulling the ears of corn.

Cutting the hearts out of trees.

Eating the heads of cabbages.

Pulling the beards out of rye.

Spilling the blood of beets.

Breaking the necks of squashes.

Skinning apples. Knifing peaches.

Squeezing lemons. Quartering oranges.

Threshing wheat. Plugging watermelons.

Felling trees and piercing the bark.

Scalding celery. Slashing maples.

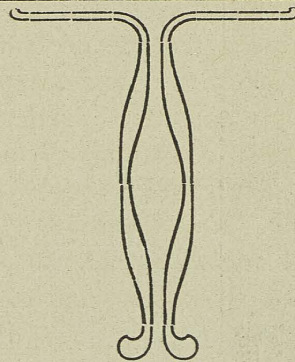
Crushing and jamming currants.

Mutilating hedges. Stripping bananas.

Burning pine knots. Burying roots alive.

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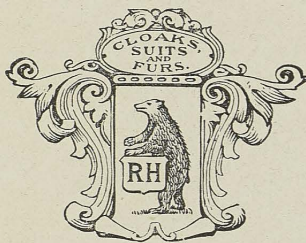
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