

# THE ECHO.

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## THE ECHO.

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The college paper is a great enterprise. The editor gets the blame, the business manager gets the experience and the printer gets the money—sometimes.

## EDITORIALS.

WE ARE for peace, but when war comes, and it has come, when war is necessary, and it was necessary, let it be quick, sharp and decisive. Let the other nations know, with Spain, that a mighty martial power lies hidden within our nation, even though it is not burdened with military expenses.

That the spirit of patriotism is as much alive as ever; that our country need only ask and the services, if need be the lives, of her sons will be given to the hundreds of thousands, is proven by the response to President McKinley's call, and by the spirit of enthusiasm and devotion among all the nation's sons and daughters. It is because we love our country that we desire that the Cubans may have a real fatherland to love. Lowell's ode in commemoration of Harvard's sons who fought in the rebellion seems fitting here:

“O Beautiful! my country! ours once more!  
Smoothing thy gold of war-dishevelled hair  
O'er such sweet brows as never other wore,  
And letting thy set lips,  
Freed from wrath's pale eclipse,  
The rosy edges of their smile lay bare,  
What words divine of lover or of poet  
Could tell our love and make thee know it,  
Among the Nation's bright beyond compare?  
What were our lives without thee?  
What all our lives to save thee?  
We reck not what we gave thee;  
We will not dare to doubt thee,  
But ask whatever else, and we will dare!”

WE MAKE this a memorial number. We are glad to present our readers with an article from our esteemed Dr. Husted. At this time the class of ninety-eight accepts its privilege to contribute to the fund that is being raised for a memorial tablet. Are we thus leaving our

proper pedagogical field? We think not. Our professional interest is as broad as human life. It is our country that makes our lives worth living. What would our country have become had not these lives been given? "They fought, they died, not for themselves, but for others." They are our teachers. What they did we must do, give our lives for our country. It may not be on battlefield or on warship's deck, but to give our lives in work, in love, in devotion, in faith, in civic duty—this is our part, as it was the part of those brave men whom this tablet will commemorate:

"Men whose faith and truth on war's red touch-stone, rang true metal."

ONE MORE issue and another volume of The Echo will be closed, another year of school life will terminate. We extend a cordial greeting to those who have been chosen to take up the work on the paper for the coming semester. They are those, we feel sure, who will be interested and devoted, and, hence, will advance The Echo. We, in the work, as we hope to be, will look for a live, strong, and representative publication. We bespeak, from those who go out and from all, a more generous support of this paper, that it may improve and be worthy of the Normal College.

SHOULD any one be able to suggest an effective remedy for the evil of which we are about to speak, he will place all teachers under perpetual obligation. A "voice soft, gentle and low," may be an excellent thing in woman, or in man, for that matter, but a voice so soft and gentle as to be inaudible to teacher or class is a most useless instrument in a class-room. The anomalous thing is that some pupils, especially girls, who do not make themselves heard in a small room, may be found in the hall or upon the playground giving to their vocal organs the full exercise which they seemed never to have had. This evil is met with in the model classes here and is not entirely absent from the method's classes. When the interest and attention of the class is at the right pitch, the voices are more

likely to be distinct, but the maximum of interest and attention seems insufficient to produce distinct utterance on the part of some pupils. A teacher may be pardoned for feeling inclined to give some credit for a recitation or answer clearly and distinctly spoken, even though it is not correct.

IT IS fitting that The Echo should acknowledge any favor shown to the College. We wish thus to acknowledge the repeated kindness of Sergeant Sims, of the local weather bureau office. From time to time students have been sent to study the working of the instruments and the method of predicting. Not only these, but all who have been in the classes, to whom they reported, are largely indebted to those at the bureau, who, in the midst of their duties, find time and patience to explain fully the instruments and the methods.

IN EVERY college there is a class of students known as "grinds." The term partly explains itself. It signifies that the student pays undue attention to his books and neglects other important means of self-improvement. Least of all, it is said, does the "grind" indulge in any form of exercise. It is not intended here to speak disparagingly of the faithful student. But it is a generally accepted truth that some form of recreation is necessary for the best work of the student.

As the warmer days approach there is greater opportunity for regular exercise and the natural tendency is to be out of doors. A walk after dinner would be of much greater value than an attempt to turn the attention so soon after a meal to the getting of lessons. It is often urged that there is no time for such pastime. We venture to suggest that the time spent in some light form of recreation would be more than balanced by the intensity of application which could be brought to bear upon the work in hand. This is the view of exercise from the standpoint of economy of time alone.

The physical need of recreation, especially at this season of the year, is too well understood to require comment.

## LITERARY DEPARTMENT.

Gertrude M. Leete, Ph. B.

Edwin Cornell.

Ella M. Osgood, Ph. B.

Marion A. Everett.

## Professional Success.

In the year 1791, on the 22d of September, there was born of humble parentage at Newington, in Surrey, England, a babe, whose life and name were destined to become famous wherever in the world scientific thought and achievement were known. His name was Michael Faraday. Of his parents we know little, except that his father was Irish by nationality and made his living by following the trade of a blacksmith. It has been said that "a really able man never came from entirely stupid parents." Whether it applies in this instance cannot with certainty be said; this much at least is certain, the growing boy had little or nothing to stimulate him to lofty thought during his years of early growth, while yet he was trained in ways of honor, truthfulness, regard for religion and an unusual self-control. Such an education may after all be better on the whole than the reverse type.

At the age of thirteen he was apprenticed to a bookbinder, after the custom of the day, that he might learn a calling through which to earn an honest if meagre living. Eight years he worked thus, like many another, surrounded for much of the time with thought in which he had no part, like a cook, who prepares delicious dishes for others, but cares not to taste for himself. But near the close of this period he had opportunity to taste of a feast which aroused and whetted all his appetite.

A lecture was given in the Royal Institution in London, on a scientific subject by Sir Humphrey Davy, to which Michael Faraday secured a ticket. His mind was awakened at last and he began to devour all scientific publications that came under his hand for binding.

A deep love of science thus took possession of him, and at length he sent a copy of his notes to the distinguished lecturer, asking from him at the same time that he receive a position in the Royal Institution. In consequence he became an assistant in the laboratory, ultimately succeed-

ing Sir H. Davy as director. He says of himself: "Whilst an apprentice I, for amusement, learnt a little chemistry and other parts of philosophy and felt an eager desire to proceed that way farther. After being a journeyman for six months under a disagreeable master, I gave up my business and filled the position of chemical assistant, in which office I now remain. I am absent from home nearly night and day. I am constantly employed in observing the works of Nature, and tracing the manner in which she directs the order and arrangement of the world. I have lately had proposals to accompany Sir H. Davy in his travels through Europe and Asia as philosophical assistant." This position he accepted and for two years accompanied his friend and chief, performing for most of the time menial offices.

He then became director of the laboratory, which position he filled for the balance of his long life of study and research. Few names are more famous in the world of science than that of Michael Faraday. His profound researches resulted in discoveries which have made possible much of the machinery of modern civilization. Magneto-electric induction, the foundation principle of the telephone, dynamo and motor was brought to light by this "wizard" of the early days of our century.

Another discovery was that of the chemical action of the electric current, the parent of electroplating, electrotyping and the modern cheap manufacture of many metals otherwise prohibitive in their cost.

A third was the magnetization of light and a fourth the wonderful action of magnets on crystals suspended between their poles. Among his many minor discoveries, these four stand out like mountain peaks above their foot hills, landmarks in the region of human progress, both practical and theoretical. The position he occupied and which his name still fills in the scientific world is of the loftiest. As experimenter, theorist, writer he has few equals and no superior.

One cannot ponder such a life without a question, a wonder, where lay the secret springs of such successful achievement. Professor Henry Drummond has said: "The study of history is to

learn to know ourselves in the mirror of the world," and this is eminently true of the biography of a notable man. One is apt to feel discouragement in the presence of greatness, to feel one's own insignificance by comparison. Discoverers like Tyndall and Faraday, inventors like Morse and Edison, financiers like Rothschild and Vanderbilt, writers like Weir, Mitchell and Stevenson, educators like Arnold and Horace Mann — do

"Lives of great men all remind us  
We may make our lives sublime."

Do they not rather give us the discouraged feeling which voices itself in the question, "Cui bono?" What's the use? We have not the natural endowment, the genius, the golden, opportunity, the rich inheritance, the royal or official favor which lead to greatness. Let us be content with mediocrity.

The trouble is with the perspective. It is false. The point of view must be shifted. The philosophy of life must be changed, reconstructed. In conversation with an acquaintance whose life was along the lines of struggling attempt, the writer asked him concerning a mutual friend, whose life had been a failure, "What is the real reason for his lack of success?" and was paralyzed by the reply, "Life is a great field. When we are born, we pass in through the bars and stumble on, each in his own blind way, through this field. Scattered about are pits, on the bottom of one being written 'success,' on the bottom of another 'failure.' The issue of our lives depends on which of these chances to receive us." Who can wonder that the author of such a philosophy of life fell far short of successful achievement?

The difficulty is chiefly with the estimate of what constitutes success. It is quite commonly identified with eminence, greatness. If that be the true measure, then few can be successful. If all could attain to it, then all would thereby fail, for eminence means individual, unique condition. There was no pre-eminence of stature in Brobdignag, there were no giants; all were big. It is given to but few to stand on the lofty places of wealth, education, gift, opportunity, literary production, social or political leadership. Not the number or even quality of a man's natural en-

dowments are the measure of success, but the highest possible culture of the gifts he has.

Culture implies possibility of growth. Growth is not accretion or concretion, but development. Its force proceeds always from within, through the combined action of one or more natural forces, and its modes of action may, therefore, be fairly assumed to be reducible to exact statement as laws. These laws, like all natural laws, must be discovered, not by process of reasoning as to what we might, could, or ought to expect, but by observation and consideration of what has been and is.

Success is the final term of our activities, and the measure of real success is the comparison of our stage of attainment with our possibilities—it expresses our percentage of mental or moral humidity.

What, then, in the life of this great man, who attained to such a remarkable measure of success, was there which may become to every teacher an inspiration and a guide toward his own highest achievement?

First. Preparation. He wrote: "It requires twenty years to make a man in Science. Before that he is but an infant." It takes not less time to make an adult — professionally adult teacher. No detail can be omitted, no limit set to the painstaking patience with which such great men prepare for their best doing.

Second. A mind alert, orderly, exact. Faraday never permitted himself to be diverted by side issues, which yet cultivating the power of noting every change occurring within the range of his senses. Everything was classified and tagged, then stored in its proper place in mind or note book. Library, laboratory, lecture room, note books, account books, all were models of methodical and scrupulous neatness. Facts were properly martialed, connecting links systematically sought, causes thought out; no guesswork nor uncertainty permitted, descriptions and statements of others quietly challenged and their experiments repeated to see what "degree of luminous radiation would issue from it in his own mind." No principle, however strongly suggested, however beautiful, logical or attractive, was considered truth until it had stood the

rigid test of deductive verification. It were well if in this respect many of the rabid apostles of advanced theories could follow, even afar off, this great master.

Faraday loved truth, not theory, and he always reduced it to exact expression by careful writing and submission to the criticism of others. Above all, he valued mistakes, conceiving that from their study is formed the surest path of advance in the right direction. And he was never ashamed to acknowledge himself in error. It is only the youngest and most immature who are infallible.

A third essential quality of his mind was his highly developed imagination. He felt that he must get every principle and mode of action within the realm of Nature, which he was studying, as clearly defined in his mind as a well-focused and illuminated picture on the plate of a camera, and then fix and tone it there. He must picture a theory of every action. "Theory is the very sap of intellect," he wrote, it is the inner view of things, the perception of not the merely external, which is generally the superficial, but of the internal which is the real and vital. No one ever evolved a successful scheme for business, pleasure, war, politics or school management without the exercise of a largely developed and well regulated imagination.

Fourth. Singleness of purpose and persistence.

In 1831, Professor Faraday had to decide between wealth and science. Opportunity was offered him of a position with an income of \$25,000. He died in moderate circumstances. He was offered the presidency of the Royal Institution, but would not turn aside from his chosen life's work of investigating the laws of nature to matters of administration. Neither wealth nor honor had proven to tempt him in the slightest degree from the straight course marked. He was not concerned for practical results, he was not an inventor; in reply to the question, "What use is it?" he quoted Dr. Franklin "What use? What use in an infant? No use now, but endeavor to make it useful." In this eye single to his life duty is found a chief contributing element of success, characteristic of him, possible to all.

With all of this, Faraday cultivated gentleness, humility, self-control, unflinching courtesy. With an unusually well-trained and independent judgment, he yet could say, "It is not for me to affirm that I am right and you wrong. I am not so self-opinionated as to suppose that my judgment and perception are better and clearer than that of other persons. \* \* \* You will see that I am open to conviction, and you will also perceive that I must be convinced before I renounce." "The philosopher should always be a man willing to listen to every suggestion, but determined to judge for himself." "Also as to his relations to others." "The young, misinterpreted intentions. It is better to be dull of apprehension where phrases seem to imply pique, and of quick perception when, on the other hand, they seem to imply kindly feeling. People are sooner convinced when replied to forbearingly than when overwhelmed."

In private life Faraday was domestic, "blameless, vigilant, sober, apt to teach, of good behavior, not given to filthy lucre." Tyndall says: "The land of England contained no truer gentleman." A favorite experiment of his was to show how by crystallization impurities were excluded from a salt, and to insist that this must be the heart quality and heart action of him who would succeed in reading Nature's secrets, and Nature could be trusted never to betray the heart that loves her.

These are the elements which made the life of that man truly great, and these are the means within reach of every educator, man or woman, and by which success may surely be attained. Good preparation; a mind alert, orderly, exact; a cultivated imagination; singleness of purpose, with patient persistence; humility, courtesy and transparent purity of character, all can cultivate and with these the largest possible measure of professional success. E. W. Wetmore.

#### The Snow.

There's a beautiful garden in heaven,

And, when gentle Zephyras blows,

From the lovely white flowers

Fall the petals in showers,

And mortals on earth say "It snows."

—G., in Albany (N. C.) Echo.

### Red-Letter Days.

"On fame's eternal camping-ground  
Their silent tents are spread,  
And glory guards with silent round  
The bivouac of the dead."

Great events, like great buildings, to be appreciated, must be viewed from afar. Looking backward to-day across the thirty-five years which separate us from the "Great Rebellion" of 1861-65, that momentous epoch in our nation's history, assumes, approximately at least, its true perspective and proportions.

When the fratricidal conflict had lasted but a year or two, the northern States were impatient and discouraged—and not without good reason. For the first two years of the war, the record was one succession of failures and defeats for the "Boys in Blue." The situation in the field was sufficiently depressing, but the condition of public feeling at home was even more so. At the November election, 1862, a majority of the ballots in the Empire State were cast by the party which pronounced the war "a failure," and clamored for peace at any price—even the dissolution of the Union.

In July, 1863, just after the splendid victories for the Union arms, both at Gettysburg and Vicksburg, where hardly less than seventy-five thousand "rebels" were killed, wounded or captured, there was, in several of our northern cities, forcible resistance to the "draft," which had then become absolutely necessary to fill the more than decimated ranks of the Union armies. For thirty-six hours New York city was at the mercy of a "draft-riot" mob. A considerable number of negroes—how many was never known—were shot and hung in the streets, for no crime save that they belonged to a race which had been the innocent cause of the war. Much property was destroyed by the torch of the incendiary. Many stores were looted; the police and local militia were unable to cope with the mob. Several regiments of regular troops were hurried from Washington. Order was restored, and the "suspended" draft was finally enforced.

With fully one-third of the inhabitants of the land in the seceded States, and nearly one-half the remainder in sympathy with them, it is small

wonder that the remaining one-third were almost in despair.

When the first shot was fired at Fort Sumpter, the North was in the poorest possible condition for putting down a rebellion of such gigantic proportions. Her treasury was empty; her all-too-meagre munitions of war were mainly in possession of the South; for many years her people had given much less attention to military affairs than the people of the seceding States. But, the North had large resources of men and money—the "sinews of war"—and all, whatever their opinions, were compelled to pay their taxes and help fill the "quotas."

To-day it is plain that the defeat of the Confederate army and the capture of the rebel capital by General McClellan's army in May, 1862, might have been followed by a patched-up peace, without the destruction of slavery, and many years of border warfare between the two sections ending in a division of territory, with freedom and slavery facing each other from opposite sides of an imaginary line across the continent.

The war terminated when its mission was accomplished—when human slavery in this land of ours had been forever destroyed, and a lasting peace, on the basis of equality before the law, for all the people of the land, had been permanently established. The cost in treasure, in lives, in human suffering and human sorrow had been untold and immeasurable, but the verdict of all the coming centuries will be the sacrifice was not in vain.

When the participant in those stirring scenes takes a hasty glance across the intervening decades, certain red-letter days rise to his vision with startling reality—the firing upon Fort Sumter, the rout of our army at Bull run, the defeat of McClellan's magnificent army in the "Peninsular Campaign," and many others. Of little relative consequence, yet of much interest to those who marched with the "Normal School Company" (there was but one Normal school in the State at that time), was October 16, 1862, when that organization, one hundred strong, armed and equipped for active service, marched from the "Albany Barracks," near the spot where the Dudley Observatory now stands, to the train in

waiting to convey them to the seat of war. Their destination was the battlefield of Antietam, Md., near which the Army of the Potomac was refitting after its last conflict.

Our first contact with the rebel forces, December thirteenth following, marked a day that was "red," indeed. Never were loyalty to duty and prompt obedience to orders, under conditions the most hopeless, better illustrated than in the gallantry of our brigade — Third brigade, First Division, Fifth corps—on that ill-fated day. Since early morning we had watched from Stafford Heights, opposite Fredericksburg, the unsuccessful attempts of the lines in blue to capture the strongly fortified Marye's Heights, just across the Rappahannock, in rear of the city. Column after column, brigade after brigade, had crossed the pontoons, formed line of battle, made a dash for the fortifications and left their killed and wounded on the field; the remnant returning only to be followed by another column to meet a like fate. The sun was nearing the western horizon when our bugles summoned us to the same trying ordeal — the forlornest of all "forlorn hopes" it seemed, but

"Theirs not to reason why?  
Theirs but to do and die."

Fortunately for us, "night spread her sable mantle o'er the field" before we had time to make the final assault for the possession of the heights. All night we lay close under the guns of the enemy, unprotected from his fire save by a low ridge, behind which we had halted to re-form our line, which had been badly broken by the murderous fire of shot and shell. And what of the morrow? Would the attack be renewed? If so, we must lead it. Under cover of darkness the rebel works would be made impregnable. What our fate would be under such circumstances we could not doubt. At break of day and the order, "Attention!" we prepared for what seemed likely to be, for most of us, our last "charge." Soon it became apparent that plans had been changed and we should not be sacrificed. The Confederate sharpshooters were firing at every head which showed itself, and it was only by closely hugging Mother Earth that we kept out of sight — returning the fire as best we could.

Fortunately, again, the weather was mild and we did not suffer greatly from exposure. Thus, for twenty-four hours, we faced the enemy at short musket range. With the return of darkness our army withdrew to the other side of the river, and those of us who were able to travel were soon again at our old camp near Falmouth, Va.

Two weeks later, January 1, 1863, marked an era for human freedom on this continent. On that day President Lincoln's "Emancipation Proclamation" took effect; by its terms all the bondmen and bondwomen of the States in rebellion were set free. No portion of the army had greater occasion for remembering the day than our own Third brigade. The day previous about noon we had orders to "move immediately," and move we did, through mud and rain until midnight, then camped on the open field in the midst of a cold storm of snow and sleet.

Six months have passed; meanwhile the Army of the Potomac has fought and lost the battle of Chancellorsville. For two years the brave Confederates, under the leadership of General Robert E. Lee, have successfully defied the armies of the North; now they resolve to "carry the war into Africa;" the field of conflict has been transferred from the "sacred soil of Virginia" to the free soil of Pennsylvania. A veteran rebel army of one hundred thousand men, infantry, artillery and cavalry, is fifty miles north of Washington. The situation is extremely critical and the free States are thoroughly alarmed. One more defeat for the Army of the Potomac and the Confederate government will take possession of Washington, and the independence of the South must be acknowledged. The fertile valleys and flourishing towns of Pennsylvania are already paying no small tribute to the invaders.

At Gettysburg the two great armies, now nearly equal in numbers and equipment, and composed largely of the veterans of previous campaigns "took up the gauge of battle."

On your return from the meeting of the National Educational Association at Washington next July, you will probably take the Gettysburg route. Making a tour of the battlefield, you will observe, on Little Round Top — which marks the extreme southerly point of the infantry "line

of battle," the most noticeable regimental monument, of the more than three hundred which commemorate the deeds of as many organizations. In form it quite resembles a miniature church, about twelve feet square, of solid granite, with a tower forty-four feet high at one corner. A winding stairway in the tower leads to the roof, from which a large part of the battlefield and a great sweep of country to the north and west may be viewed. It bears the inscription "Forty-fourth New York Volunteers"—the regiment of which our company was a part—and marks the spot so successfully defended July 2, 1863, by the Third brigade, consisting of the Forty-fourth New York, Eighty-third Pennsylvania, Sixteenth Michigan and Twentieth Maine regiments, and consecrated by their blood.

Three miles northward is Gettysburg, a town of about six thousand inhabitants. Midway of these two points is the ground traversed by Pickett's men in making their celebrated charge on the Union center July third. A little to the southwest of the village is Cemetery Hill, where sleep the Union dead—more than thirteen hundred of whose headstones bear the words "New York." Here also may be seen the tall, graceful monument erected by our State, at a cost of fifty thousand dollars, to the memory of her heroic sons.

Battles, fevers and the many hardships of soldier life had thinned our ranks, but, in view of the recent successes of our arms, and with Grant in supreme command of all our armies, we entered the campaign beginning May 3, 1864, with confident steps and high hopes. The Wilderness, Spottsylvania, North Anna, Cold Harbor and the Siege of Petersburg were one series of "red-letter" days. Of our nineteen regimental commissioned officers who crossed the Rapidan on the night of May third, only four were "present for duty" May twelfth—most of the others had been either killed or wounded. The Normal School Company was reduced to twelve.

But "The Retreat" was never sounded. Our march was steadily forward until Appomattox was won, and peace crowned with joy the toils and sufferings of four years of war.

H. N. Husted.

### Education of the Negro in the South.

It is not my intention to add suggestions to those already made by so many wise heads in regard to the education of the negro, but rather to state briefly a few facts that may be of interest to those who are not familiar with the condition of the negro in the South. Neither are you to hear entirely of the negro in the Black Belt, as is often the case, but rather, as the subject suggests, of the whole South.

At the close of the Civil War there were between four and five million negroes set free with the existing circumstances that must necessarily result from a people—a savage people from the Dark Continent—being under the institution of slavery for some generations after their introduction into this country. These negroes had nothing, and, worse still, when the war closed, those who had been their masters had practically nothing. The greater part of the South had been completely devastated during the four years of strife. The plantations had lain for three years uncultivated and now there was little for a beginning.

I shall relate a condition with which many of you are already familiar, and were you not a few words would be vain to convey any idea of the condition of the South at this time.

At any rate there arose a labor system, the most unfortunate on the globe, known as the tenant system. Every laborer (and this meant chiefly the negro), was now to rent a few acres of land. He was to be supplied by the landlord or country merchant with a mule with which to cultivate this land and the necessary provisions and clothing for a year. In return for this he was to give a mortgage on this same mule and also on everything the land produced.

At the end of every year the negro found himself deeper and deeper in debt and with not a cent to show for his labors, for the amount of provisions purchased always reached the limit of his credit.

The planter found his land going to waste for want of proper cultivation and the average merchant found in nine cases out of ten he was losing money, because the price of cotton decreased from year to year. This preface is introduced to



show under what disadvantages all parties concerned must work.

The question now arose as to how to improve the condition of the negro and as a way out of the difficulty education naturally suggested itself. But how was this to be accomplished? Naturally many of the farmer slave owners were opposed to this plan. Many were anxious to have the negro educated, but were powerless to help the cause. Others held the view that the people of the North had freed these people, now they must educate them.

A small proportion of the Northern people contributed liberally to the school fund and in this way a beginning was made. Negro schools began to spring up in the South, but they were to be found principally in the towns and cities.

These, of course, reached a large part of the colored inhabitants of these towns and cities, but statistics show us that hardly one million out of the seven million negroes in the South live in the cities. So here are the six millions left to the Southern people to educate. A grave problem here arises for solution. They must be educated, but we are not able to educate them. Why not? We claimed to be a wealthy nation before the war. So we were; but we lost, according to the best estimates, about two billion dollars in the value of our slaves. That impoverished the South to the same extent and it was a heavy burden. We had to pay our own and also our proportion of the war debt of the Union. As a consequence, little was left for educational purposes.

The negro, of course, paid no tax to be expended on his education and even at the present time his tax list is small. In almost every district there is a school for colored children, but these schools are only open three or four months of the year, and in some of the Southern States the amount expended on the education of each child for a year is only ninety cents. These schools are often taught by teachers possessing little more learning than the pupils. A member of a school board in a remote district tells this story of an old darkey who thought his son had been ill-treated by the teacher. When the trial was announced and the accuser called forward, he

said: "Gen'l'men, I knows my complaint to be just becuse I'se been a taughter myself."

In many of the districts the negroes are somewhat opposed to education and will not take advantage of the opportunities presented them. In a community of this kind I met a negro woman who seemed quite excited. On making inquiry as to the cause of her indignation she explained that she was just making a complaint of the new minister. The following was the serious charge: "He is sich a high-fer-lutin nigger and tries to be so proper. Why, he ris' in the pulpit this mornin' and said prayer fer pr'ar, feet instead of foots and because fer becuse." This was more than the good sister could stand and she had openly rebelled at having her religion dealt to her in such a proper fashion.

Generally speaking, however, the teacher and the preacher are much respected. If their teachers are respected by the white people it increases ten fold their own for them.

So far, I have spoken principally of the negroes in the country.

The town and city schools, as is the case with the whites, offer much better advantages. These are usually in session the same length of time the white schools are. The same course of study is provided and they receive a share of the superintendent's attention. The teaching, however, is always done by negroes. Most of these teachers are graduates of Normal schools. Some of the work done is very creditable.

The best work that is being done may be seen in the Normal and Industrial Schools, especially the latter. The negro must help himself and at present his hands must be educated more than his head or else for the present he is too far advanced for existing conditions. The majority of the negroes are field hands, few are skilled workmen. The best mechanics, until very recently, learned their trades before the war. In some parts of the South the influence of the Industrial Schools is noticeable, but in no section to the marked degree we hope for in a few years.

While little seemingly is accomplished, the Southern States are doing more for the education of the negro than many suppose. In every State we find Normal and Industrial Schools for

higher education, with appropriations ranging from \$2,000 to \$15,000. Among these are the excellent schools at Hampton, Va.; Chaflin University, of North Carolina; the half dozen good schools of Georgia, Alabama and Tennessee, besides a number of others. One of the most useful and successful of these institutions is that under the control of Brooker Washington at Tuskegee, Ala., in which we find a thousand colored students. The education of the negro fails in its aim as a rule, because it does not improve his morals, but makes him a little more crafty. It is to be expected, though, when one reviews his ante-bellum code of morals, which allowed him to reason something like this: "My body belongs to my master and taking master's chickens to feed master's body is not stealing."

One old man who was caught stealing, said to his master: "Well, now massa, you's got a few less chickens, but you's got a good deal more nigger."

A mixed school in the South is an unknown institution, and always will be. There must be separate schools for negro children. It is best for all parties.

However it may in other sections of the country, it is not best to mix the races in the Southern school room.

The colored schools should have the support, countenance, indorsement and co-operation of Southern white people, but the negro can never expect to reach the same social scale in the South.

Much is said and written to contrive a plan to dispose of the negro to the best advantage. However, so far as man can see or devise, these negroes are in the South to stay. The South is the best place for them and the people of the South will yet prove themselves to be, of all people in the world, the fittest to deal with this very difficult and delicate race problem. In solving the problem they can only follow the admonition of Carlyle, "Do the duty that lies nearest thee, the next will already have become plainer."

Our Northern friends can suggest, and even insist, on a different condition of affairs, but they can never fully realize the position of the Southern people as regards the negro. This story is

told of an old French surgeon, who served the Confederate army, which illustrates very aptly the feelings of the North and South: "Fellow-citizens," he said, "I have been in two revolutions before this. One time I was conqueror, one time I was conquered. I tell you dere is one great deeference in dose two little lettare. We know the 'd,' the North knows the 'r.'"

"All the past is shut up within us, and is a sort of perpetual present. All the future is before us and, though duty is a present thing, it is constructed out of the past, and runs into the future. Thus we have the past and its memories, the present and its duties, and the future with its anticipations — one for wisdom, one for action and one for hope." Susan K. Pride.

The Echo will be pleased to publish model lessons to serve as guides for future teaching.

Who remembers to have been in a room in summer when the sun shone in?

(Pupil volunteers.)

What feeling did you experience when it shone on you?

It was very warm.

From where did the heat come?

It came from the sun.

How did it get into the room?

It passed through the pane of glass.

Make a statement as to ability of heat to pass through glass.

Heat will pass through glass.

Who has been in a hot-house?

(Pupil volunteers.)

Of what is it constructed?

Of many panes of glass.

What did you notice as to the degree of heat in the hot-house?

It was greater than that outside.

What kept the heat in?

The panes of glass.

What do you infer as to ability of heat to pass through glass?

Heat will not pass through glass.

But you have just said that heat does pass through glass.

(Confusion.)

Now, in the first case, which way did the heat pass?

It passed from without in.

In the second case, which way could it not pass?

It could not pass from within out.

Now make a statement which will be true of both cases.

Heat will pass through glass from without in, but it will not pass from within out.

Make the statement with reference to direction.

Heat will pass through glass in one direction, but not in the opposite direction.

Since this is the law of the passage of heat through glass, what mistake must a glazier avoid?

He must avoid placing the pane of glass wrong side out.

What would happen if such a mistake were made?

The heat of the house would pass out of the window and no heat from the sun could come in.

Then what might be done in summer to keep the room cool?

Turn the window inside out.

Yes!

### The College Girl of the Future.

Much has been said of the woman, new,  
Of the bloomer girl, in bloomers, blue;  
They have talked themselves tired, of the dear old maid,  
And yet, have times changed by what has been said?  
The fair future girl of the college, we meet,  
Coasting like lightning, o'er the paved street;  
Earnest, intent on her profession in life  
Which she, worthy girl, has earned through the strife.

Fearless and strong, what a sight meets our view!  
A feast to the eyes, divinely sweet, true,  
The athletic figure with muscles well knit  
And cheeks, as if on them the roses had lit,  
Those eyes, who describes them? No one, I vow!  
For while she is talking, just glance at them now  
And drink in the peaceful expression untold  
Of the seraphic windows of the purest of souls.

She is busy each moment, as she speeds on her way  
She flutters about, day after day,  
Chatting on politics, science and weather  
Discussing the tariff on man's tanned leather.  
The college girl fills up the mayor's big chair,  
Ah! sweetly indeed is she resting there —  
Her common council of sister colleagues  
She bravely with tact and common sense leads.

The foot ball games by woman are played  
And are quite the attraction of the swift age —  
When a game is announced, quite often are seen  
A few pale-faced men, standing round on the green,  
All muffled up warm, from fear of the cold,  
And going home early, as they have been told;  
They stand about, shivering and dodging the ball,  
While the girls who are playing do not see them at all.  
It is quite unusual for the men to be there  
But I think their good wives let them out for some air.

We find her in office, in church and in shop,  
Digging at Klondike and picking the hops,  
Preaching and teaching, reporting the news;  
Earning fair fortunes by selling fine shoes;  
Making good roads for scorchers to ride;  
Building stone jails where sinners may hide;  
Bottling up medicine for poor men to take  
When the laws of nature, they violate.

Guiding machines that fly in the air,  
And holding with honor the President's chair;  
Pleading the cases which come 'long her way  
With classical eloquence, far from passe;  
Spanning the streams which freshen our land;  
Moulding the bricks from out of the sand;  
Feeding the hungry and clothing the poor,  
She turns not the needy away from her door.

The reward of these angels, ah! who can foretell?  
They who have run the race, faithful and well;  
I see St. Peter as he stands by the gate,  
And for these dear saints, he patiently waits.  
He hails their approach with smile and with cheer,  
For unto his heart were none e'er so dear;  
He grasps their fair hands and sweetly exclaims,  
"Old Maids, I've long waited thy name to proclaim  
A welcome, true welcome, to you I extend,  
Ye, who lived rightly, from beginning to end;"  
And then says in accents, seraphically sweet,  
"Step in, my dear maidens, and take reserved seats!"

—S. M. H.

### A Myth.

King Salek was the ruler of a country called Calebina. He had two sons whose names were Wylia and Melik. King Salek was the God of Water, and he could dry up all the rivers and oceans by uttering a single word. Wylia and Melik were two very wayward children, and the king could do nothing with them. One day the sons sat in a shady grove secretly plotting the downfall of their father, and after talking over various schemes they both deemed it safest to kill the king.

It so happened, however, that one of the king's most faithful servants was in the grove, and hearing the king's name mentioned he resolved to play the eaves-dropper. In this manner he heard the whole plot, and immediately acquainted the king with it. The fond parent could hardly believe the story, but he knew the servant was honest, and so was obliged to. When he was convinced that it was true he immediately sought his sons, and in his anger, changed them into two large bodies of water. He afterward felt sorry for his act, and resolved to be kind to his sons now changed into water. So he ordered large quantities of salt to be thrown into the water to flavor his children's food, and hence the salt water in the Atlantic and Pacific oceans.

B. T. M., '99.

## VERSE.

**On the Fly Leaf of a Favorite Volume.**

Dear, old familiar volume, once again  
 I turn thy pages o'er, and know so well  
 The story and the plot that there awaits,  
 Yet some strange, certain, indescribable,  
 Magnetic power e'er lures me on to keen  
 Enjoyment, as, when strolling in some path  
 Along the brookside, in the sylvan shade  
 At even, where oft before I've wandered  
 In my musing, the dancing, babbling brook  
 Sings music ever new; or some old tree  
 Or old moss-covered stone comes into view,  
 Before passed by unnoticed, and new joys  
 Make dearer still the long familiar haunts;  
 So, when I turn thy pages, beauties new,  
 Of language or of thought hold me entranced,  
 And o'er and o'er, each time with keener joy,  
 I seek thy close companionship, dear book,  
 And am inspired to nobler, higher things.

—B. H.

**What is She Like?**

What is she like, my maiden fair?

Like a precious pearl or ruby rare,  
 Like a peaceful dream of paradise,  
 Seen by the raptured spirit's eyes.

Like the spicy breath of brier-rose,  
 Or the faint perfume which lightly blows  
 From sweet white-violet's mossy glen,  
 Near the dreamy heron's vine-grown fen.

Like a charm inspired by singing shell,  
 Whose mystic music stories tell,  
 Like the tender strains which heavenward float  
 From a trembling harp's fast dying note.

What is she like, my reader fair?

Like the purity of mountain air,  
 Which soothes, yet stirs the tired brain,  
 'Til hope and trust are born again.

With the best of intentions some students sat,  
 Their mental processes viewing,  
 They thought of this and they thought of that,  
 Till the number of trains they had to trace  
 And find the connection in every case,  
 Was something quite appalling.

For no sooner of one did they gain a view,  
 Than some untimely intruder,  
 Recklessly seeking relations new  
 With the old material in some brain  
 Quickly and boldly switched off that train,  
 And absorbed their whole attention.

Backward, turn backward, O, train, in your flight,  
 To my childhood days, O, speed;  
 Bring back to memory my doll or kite,  
 Did I grasp for yellow or red in my play,  
 And what did I learn from my playthings gay?  
 Sighed each in perturbation.

When I planted an apple seed in the ground,  
 This, I fear is a grown-up example,  
 If the law of nature is round and round  
 (We omit the proof for lack of space,  
 We have it all in its proper place)  
 Did an oak lift high its branches?

When did I find my playthings too few?  
 And what did I long for next?  
 What was there of old and what of new?  
 Why did I long at this stage to know  
 The inside of things, and to see the wheels go?  
 Such were the problems confronting.

But round and round in the class they find  
 No end and no variation;  
 The law holds true in every mind,  
 Though they patiently struggle with all their might,  
 They ever unfailingly just miss the "pint"  
 Which will settle the whole discussion.

For the Law in the Mind and the Thought in the Thing  
 Failed here to disclose a method.  
 Yet with hopeful faces they evermore sing,  
 The train we started is speeding away,  
 Only give it time, 'twill return some day  
 With our childhood's deeds and fancies.

**After James Whitcomb Riley.**

(A long way after.)

There little girl, don't weep,  
 You have "flunked" in exam., I know,  
 And another long ten  
 You must "at it" again,  
 And o'er the old track go.  
 But you will forget when you go to sleep;  
 There, little girl, don't weep.

There, little boy, don't swear,  
 There was only one punch, I know,  
 And you can't get through  
 As you hoped to do,  
 Because you have fallen below;  
 But when you are dead you will never care;  
 There, little boy, don't swear.

There, little card, don't grin,  
 You show pretty bad, I know,  
 And your demonish sneer  
 And demoniac leer  
 Are "powerful" depressing, I trow;  
 But time moves on, and the vanquished win,  
 There, little card, don't grin.

## NEWS DEPARTMENT.

J. L. Meriam, A. B.

Mae Crawford.

## De Rebus.

Prof. Howard J. Rogers, second deputy State Superintendent, visited the college April twenty-fourth.

Rev. Hira Singh Puri, a native missionary of India, spent a portion of last week at the college.

Prof. Wetmore spoke at the Orange County Teachers' Institute, which was held at Goshen during the week of April twenty-fifth.

Many of the blackboards in the class-rooms of the grammar department have been ornamented with patriotic designs.

Many are securing positions for next year. A list will be published in the next issue.

State Superintendent Charles R. Skinner attended the Arbor Day exercises of the various departments of the college May sixth.

Joseph A. Lintner, our State entomologist, died suddenly in Rome, Italy, Thursday, May fifth.

No session in any of the departments of the college was held Monday, May second, by reason of the departure of the Tenth Battalion.

Prof. White attended the association of the teachers of Columbia, Greene and Ulster counties, held at Athens, May seventh, and spoke on the subject, "What to read."

Dr. Milne attended the semi-annual meeting of the Normal School Principals held, at Oswego May eleventh, twelfth and thirteenth.

There was in attendance at the Dutchess County Teachers' Institute, held recently at Fishkill, Miss Russell, May fourth, and Dr. Milne, May sixth.

At the time of the Arbor Day exercises held throughout the departments of the college, collections were taken up for the Sheldon memorial. These amounted to twenty-five dollars, which is very good considering that the amount given by each was from one to five cents.

At a Teachers' Institute, assembled at New Rochelle April fourteenth, thirty-nine alumni of this college, from the class of '73 to '97, signed and sent to Dr. Milne a paper expressing their

appreciation of their alma mater and their interest in her welfare. Special mention was made of Miss Isdell, her work and influence.

## High School.

Misses Ulman and Porter and Mr. Maggs, all of '98, have returned to finish their course.

Among the visitors at the school have been Misses St. John and Purris, of Springfield, Mass.

Exercises were held Friday, May sixth, in observance of Arbor Day. The collection taken at this time for the Sheldon memorial was \$6.17.

The friends of Miss Farrell were sorry to hear of the death of her father. As Miss Farrell will not return to school the graduating class loses one of its faithful and favorite members.

The following appointments have been made for class day, June eleventh: Poet, Earle Sidney Crannell; essayist, Louise Hasenbrein; prophet, Gertrude Sherwood; address to '99, Conrad Hoffman; historian, Julia H. Burrus.

## Class of '99 Reception.

Those who attended the reception given by the class of '99 on Saturday evening, May second, were unanimous in voting it one of the pleasantest events of the school year. As the guests entered the main hall, they were most cordially welcomed by the class officers, and then conducted into the spacious playroom, which had been profusely decorated for the occasion with plants, palms, and the stars and stripes, thus showing that the younger generation has lost none of the spirit of patriotism.

Promptly at nine o'clock the guests were summoned into the main hall where the following enjoyable program was rendered:

President's address, E. S. Pitkin; violin solo, Miss Hotaling; song, quartet, Misses Hawkey and Jones, Messrs. Van Denburg and MacMahon; reading, Miss Chapman; song, quartet.

Wentworth's orchestra discoursed sweet music throughout the evening, and, at the close of the program those so inclined indulged in dancing. Promptly at 11.30 the guests departed, declaring that the class of '99 was second to none in the methods and art of entertaining.

**New Echo Board.**

The editors of The Echo for the first half of next year are:

Editor-in-chief, L. H. Ensworth.

Literary editors, Winifred L. Jones, Katherine V. D. Merwin, Leola D. Weed, Alvah G. Frost.

News editors, Grace D. McGregor, Florella Hawkey.

Exchange editors, Fannie M. Pendleton, Gertrude M. Vroom.

Review editors, M. Louise Watson, Edna M. Fisher.

Business manager, E. S. Pitkin.

Assistant business manager, R. D. MacMahon.

Auditing board, Mr. Sisson, Miss Holmes, Miss Leland.

**Athletics.**

A tennis tournament has been arranged among the gentlemen of the college, to be played in singles. The preliminaries will be played by the following couples as chosen by lot:

Bookhout—Ames, Sanford—Shubert, Lang—Bloomer, Herrick—Martin, MacMahon—Ensworth.

Smith—Armstrong, Vossler—Petit, Van Denberg—Adams, Edwards—Strong, Meriam—

Three "sets" will be played by each couple; the winner of two "sets" will be the winner in each contest. The winners of the preliminaries will be chosen as above to play the first round; the winners in the first round the semi-finals, and the winners in the semi-finals the finals. It is desirable that the preliminary matches be played before May twenty-second that there may be time for the completion of the entire series.

Dates for the several preliminary matches as arranged between the couples above drawn, should be left with Ensworth as early as possible.

**De Alumnis.**

'88. Mr. and Mrs. B. F. Lynch, of Fishkill-on-the-Hudson, are rejoicing in the birth of a daughter. Mrs. Lynch was Miss Mary K. M. Lynch, of '88.

'89. Robert L. Conant is principal of the schools at Whitestone, L. I.

'89. Mrs. Jennie M. DuBois-Kelly, after an

illness of only a few days, died at her home in Wilson, N. Y., May fifth.

'90. Rev. Gilbert J. Raynor, since taking his A. B. at Oberlin College in '98, has been at work for the Anti-Saloon League. Mr. Raynor is at present district superintendent at Toledo, Ohio. Rev. B. Fay Mills speaks of him as "a man of remarkable power."

'91. E. F. Kilcoin has been for the past five years principal of schools at Matamoras, Pa. Being just over the line, his pupils take advantage of the Regents' examinations.

'91. A. S. Embler is practicing law at Walden, N. Y. He is Democratic candidate for Assembly this year and is at present secretary of Board of Education in Walden.

'92. Mary F. Wilson married the Rev. E. J. Lloyd, of Whitestone, L. I., last July.

'92. Mary Wilkelow has for the past five years been engaged in the grades of the schools at Whitestone, L. I.

'92. Amelia W. Hunter has, since September, '93, had charge of third year work in the schools at Newburgh. Her address is 58 Ann street.

'92. Julia A. Babcock is teaching at Union, N. Y. She has charge of the teachers' training class at the academy and teaches physical geography and Latin. She has been hired for another year.

'93. George R. Green has resigned his position as principal of the Morris High School to accept a position as lieutenant in the army. This was secured for him by Senator Platt. Mr. George Brownell, '98, assumes the principalship for the remainder of the year. Mr. Brownell is engaged for the next school year as principal of the Union School and Academy at Pine Plains, Dutchess county.

'93. Oscar E. Colborn, now at Saratoga Springs, has been elected principal of schools at Mount Vernon, at \$1,100 salary.

'93. George A. Bolles, A. M., principal Parkes High School, 1869-1897. Endowment, \$30,000. College preparation a specialty. Mr. Bolles is at Clarence, N. Y., and reports show that he is having fine success.

'94. Anna C. Mackey writes an interesting letter from Flushing, which place, she says, is some-

what of a lawn for Albany graduates. The following are there: Helen Cockran, '67; Olinia Griffin, '76; Daisy Northrop, '96; Lila Pickens, '97; Florence Williams, '97; Edna Ash, '97; Jennie Lee, '97; Alice Lynch, '97. Near by, at Little Neck, are Mr. Sime, '97, and Miss Stewart, '98.

'95. Mrs. H. C. Cussler, formerly Margaret King, lives at 105 Grand street, Jersey City. Rev. Mr. Cussler is pastor of the Free Reformed church of that city.

#### Alumni Letter.

Akron, Ohio, March 25, 1898.

Dear Echo.—The Albany Akron colony congratulates you on your new dress and hopes you are as ready as ever to listen to friends who claim fellowship with those whose interests still center within the college walls. Though far away from our dear quaint Albany, we find pleasure in meeting, in working together here and in recalling old associations of our alma mater.

We are especially fortunate in having a broad-minded and progressive superintendent, who appreciates and encourages all efforts expended in the right direction. While there are here, as in many other places, those who are somewhat narrow-minded and selfish in their conception of the purposes of the public schools, and who are much opposed to the adoption of any new educational ideas; yet the more liberal and intelligent are thoroughly in sympathy with Superintendent Thomas to make Akron's schools the best in the State.

Akron is a busy city of over forty thousand inhabitants. It is well connected with all parts of the country by main lines of railroads and also by street car with Cleveland. There are within its limits a large number of factories and mills, including rubber, tile and pottery works, the printing house of the larger Wermer Publishing Company, and the mills of the American Cereal Company, of which you are often reminded by the familiar sign of Quaker Oats. The proximity to the bituminous coal fields facilitates manufacturing and also the sale of soap. We have long since overcome the mortification of appearing in society with grimy countenances. We would not have you think Akron is wanting

in historical landmarks. John Brown's cottage may still be seen on a hill near by, and some of us cross daily the canal along which Garfield tramped.

The school buildings, twelve in number, including a fine High School building, are pleasantly situated and well kept. Representatives of many New York State Normal Schools, including Geneseo, Oswego, Oneonta, Brockport and Cortland, are teaching here.

A new feature of the schools is the Normal, which has been in existence two years. Two of our number are in this school, which consists of four regular rooms taught by eastern Normal graduates and three practice rooms, having about forty pupils in each, taught by students. There have been in the school this year twenty-five students, in charge of two teachers, who do both method and critic work. Although the work has been conducted under many difficulties, still it is gaining ground and the enthusiasm of the students and their earnest efforts to reach high ideals prove that the work is not in vain.

A Mothers' Circle has been organized and connected with each school, and through this means home and school are brought in closer touch. Its influence has been greatly felt. The study of child nature by Elizabeth Harrison forms the basis of the work. Mothers have become interested in helping to form school libraries.

We send greetings through these columns to the faculty and other friends.

In calling your attention to the fact that "we are seven," please note that the proportion of the sterner sex is about the same as we remember it in our college days.

With best wishes for the future success of The Echo, we are

Fraternally yours,

Jennie M. Guy, '92, M. Laura Woodward, '94,  
Sherman W. Krull, '96, Amy B. Horne, '97,  
Amanda Bibb, '97, Franc De Land Sproul,  
'97, Edna Steenbergh, '98.

The following of '98 have been engaged to teach at Akron next year: Miss Brown, Miss Palmer, Miss Brookman, the Misses Tenent and Mr. Meriam.

## EXCHANGE DEPARTMENT.

Annie R. Barker, A. B.

Mary L. Baker, A. B.

## In the Great Round World.

"Any news?"

"Yes; the Goddess of Liberty is going to be Queen of the May this year."—The Record, Chicago.

The great importance of the Cuban and Spanish question has thrown the Hawaiian matter and other matters, such as the Bering sea sealing question, the settlement of the Alaska boundary line, and the indemnity demanded of Turkey on account of destruction of property in Armenia, in the shade. A joint resolution for the annexation of Hawaii is before Congress, and its friends will endeavor to secure its passage before the close of the present session.—Teachers' Institute.

The Queen of Spain is an important figure at this time. Senor Sagasta said after a cabinet meeting: "We went in seven men to one woman; we came out seven women, leaving one man inside"—meaning that she was so brave and warlike as to inspire them all.—School Bulletin.

Gen. Weyler grandiloquently avers that rather than see the Cuban star torn from the crown of Spain, every youth in the kingdom should be willing to lay down his life. Weyler is as disinterestedly patriotic as was Artemus Ward, who declared, "This cruel war must cease, even if I have to sacrifice all my wife's relations."—Learning by Doing.

Spain's reigny season in Cuba is about over.—The Chicago Journal.

The Scientific American remarks that in the case of war with Spain, the United States would be practically invulnerable in a quarter where most nations would suffer greatly, namely, in ocean trade. This is due to the fact that most of our ocean shipping is carried on in ships belonging to other nations, our merchantmen being for the greater part on rivers and lakes where they are practically secure. It is estimated that for every one ton of our commerce exposed to attack, there are nine tons which will be safeguarded by the laws of neutrality.

In all crises this nation has two great sustaining forces—its sense of honor and its sense of humor.—The Chicago Record.

The first dread calamity to overtake us after the cruel war is over may be a lecture tour by Gen. Gomez.—The Denver Post.

The Russian government has decided to introduce the French metric system of weights and measures throughout the Muscovite empire, and, by order of the Czar, a decree to this effect has been submitted to him for signature. An imperial commission has likewise been organized at St. Petersburg for the purpose of considering the best means of abandoning the Russian calendar in favor of that which prevails in the remainder of the civilized world.

Russia announces a twenty-five year session in usufruct from China of Port Arthur, Ta-Lien-Wan and adjacent territory. Vessels have been sent there, troops and guns landed, and the Russian flag raised alongside the Chinese. The port of Ta-Lien-Wan will be open to foreign trade.

Russia, following the example of the United States and Australia, has decided to exclude Chinese from Russian territory, especially Siberia.

## Among the Colleges.

Harvard University is considering the question of conferring degrees semi-annually.

Every State in the Union and fourteen foreign countries are represented at Harvard.

The question for the Harvard-Princeton debate at Cambridge May sixth is, "Resolved, That the present restrictions on immigration into the United States are insufficient." This question has been chosen by Harvard, and Princeton will have the choice of side.

The debate between Cornell and the University of Pennsylvania was decided in favor of the former. The question discussed was, "The Restriction of Immigration in the United States." Miss Gail Laughlin, the leader of the Cornellians, has the honor of being the only woman to take part in the intercollegiate contests in the East.

Chicago University is about to erect the finest gymnasium in the world.



At Cornell University all work for the degree of A. B. was made elective this year. The experiment has proved a decided success, and the change is likely to remain a permanent one.

Military drill is to take the place of gymnastic exercises at the Chicago University.

Johns Hopkins University has recently established a new system of instruction in forensics, under the direction of Prof. Guy Carleton Lee. The senior class is organized as the senate and the junior class as the house of representatives.

The annual cost of maintaining a modern battleship is said to be over three times the cost of maintaining an institution such as Johns Hopkins University.

President Hyde, of Bowdoin College, who has been studying university problems in Europe, has returned to his work in the college, it is said, with a strong American bias.

Stanford University gives her professors a salaried vacation for purposes of additional study one year in seven.

The University of Virginia is probably the only institution of learning in the country that has never had a president, that office being filled by one of its professors chosen by the faculty from year to year. A majority of the alumni, however, now favor the establishment of the office of president.

Dartmouth is now considering the adoption of the honor system.

Cambridge University has sent an expedition to the East Indian Archipelago, with the object of investigating the physical characteristics of the natives of that region, their mental condition, customs, amusements, songs and languages, as affected by the geographical environment.

A graduate of Cambridge University, Eng., loses his degree and has his name stricken from the alumni roll if he commits any crime.

The oldest college in the world is Mohammand College at Cairo, Egypt, which was 1,000 years old when Oxford was founded. It has 11,000 students.

The following ten colleges and universities now edit daily newspapers: Yale, Harvard, Cornell,

Princeton, Brown, Stanford, Tulane and the Universities of Wisconsin, Pennsylvania and Michigan.

Chauncey Depew says that sixty per cent of the trustworthy positions in this country are filled by college graduates.

#### In the Realm of Pedagogy.

The following recent pithy observation from William Dean Howells contains a meaty kernel of pedagogic wisdom: "For my own part, I believe I have never got any good from a book that I did not read merely because I wanted to read it. I think this may be applied to anything a person does. The book, I know, which you read from a sense of duty, or because for any reason you must, is apt to yield you little. This, I think, is also true of everything, and the endeavor that does one good—and lasting good—is the endeavor one makes with pleasure. Labor done in another spirit will serve in a way, but pleasurable labor brings, on the whole, I think, the greatest rewards."

No book is worth anything which is not worth much, nor is it serviceable until it has been read and re-read and loved and loved again and marked so that you can seize upon the passages you want in it, as the soldier can seize the armory, or a housewife bring the piece she needs from her store.—Ruskin.

One of the foundation stones of that mighty structure, the American Kindergarten, is: "Teach the child to make use of everything that comes within his reach," and many a valuable lesson in utility is thus taught. Applying this principle to the saving of pictures, one is truly amazed to find what a collection can be made for the purpose of object teaching, language work and illustrations for other subjects.—The New Education.

If there is any one thing which distinguishes schools of the present from those of the past, it is the humane spirit, the tie of sympathy between pupil and teacher. Tyranny and despotic rule have been succeeded by a government that might be compared to a constitutional monarchy. The progress must not end here. A still higher development is possible. Perhaps the schools of

the future will be republics. Who knows? That at least is an ideal that is worth striving for.—Teachers' Institute.

Two things are needed in the educational world: Theorists who will reduce their beautiful principles to practice, and practitioners who will not reject everything that has not the odor of antiquity in its wings. There is no use of a mutiny against progress in education; the mutineers will only suffer an ignominious defeat.—The New Education.

Every one should be a theorist and think far beyond his time, but he must not live up in the clouds or he will never get anywhere.—The Cresset.

Compulsory education is about to be established throughout European Russia, the minister of public instruction having devised a system which will be enforced as soon as the Czar approves it. This will be a great benefit to that country, as only eight per cent of her population of 130,000,000 can read and write.

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#### Stepping-Stones.

Geography is a means, not an end, in teaching. What does this mean? Just this: That geography is one of the means by which a child is educated to become accurate, earnest, loving and sincere. It is one of the stepping stones. Geography as an end is useless. The great difference between good and bad teaching is, that in good work nothing is studied as an end. Grammar is used to lead the child to love to express his thoughts; arithmetic, that he may be educated to delight in calculating; geography, that he may enlarge the scope of his vision; history, that he may find pleasure in the exploits of men and women of other times; and the sciences, that he may be lovingly introduced to all nature. An education that does not lift the possessor of it high above the dry details is not worth very much.—A. J. A., in *The Normal Review*.

According to Darwin it takes a monkey thousands of years to make a man of himself, but a man can make a monkey of himself in a minute.—Ex.

#### Co-Education.

In the annual report of President Canfield to the trustees of Ohio State University is an able discussion of the question of co-education. Among other things he says: "It is noteworthy that the theory of co-education has been so generally accepted as settled and practically beyond dispute that the index of current literature for ten years contains no more than a dozen references to this question; and an examination of these shows but three or four articles of special length or value. No educator of high standing, well read in psychology and pedagogy longer questions the fundamental propositions that women desire, deserve, appreciate and are strengthened by higher education; that it is unquestionably to the advantage of the whole race and to their half of it that women have the best education attainable. \* \* \* Anyone taking a counter position to-day would be considered first cousin to that German professor, who, when he heard of the thousands of young women at work in American colleges and universities, independent in thought and life, exclaimed, "May God forgive Columbus for that he discovered that America."

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The just measure of a man's education is not what he knows but what he can do with what he knows.

I have not willingly planted a thorn in any man's bosom.—A. Lincoln.

Character is always writing its name on the face with indelible ink.—Ram's Horn.

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O, for a joke as huge as a barn,  
As wild as a Spanish sailor's yarn;  
So high and wide and big and fat  
That the echoes thereof would scare the cat;  
Make the watch-dog howl and the chickens scud,  
And the mill-dams break and cause a flood.  
A joke so sharp and witty and rich,  
That grim old Nestor's lips would twitch,  
And the worthies old would suddenly pause  
And fill the air with their loud guffaws;  
A joke so fresh and a joke so rare  
That fret and worry and long-faced care  
Would slip to their lairs for a year and a day,  
Till the sides of mortals should ache with pain  
And their mouths would never come straight again.

O, for a joke, a joke, a joke!!

## REVIEW DEPARTMENT.

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

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"Continuous Sessions of Normal Schools," by Irwin Shepard, principal of the State Normal School at Winona, Minn.—A paper read before the Department of Superintendence, National Educational Association, at Chattanooga, Tenn., February 24, 1898. Published in the Educational Review for April, 1898.

Mr. Shepard argues against the long summer vacation, particularly for Normal Schools. The following ideas are discussed at some length:

1. The phenomenal growth of summer training schools for teachers indicate a demand which the Normal Schools have not met.

2. These summer schools are creating new demands which only Normal Schools can efficiently meet.

3. It is one of the functions of the Normal School to provide training for teachers while in service.

4. The rural school teachers, with an average vacation of five months each year, furnish a needy and most available constituency for such training.

5. It is an indefensible policy to close the Normal Schools during that period of the year when teachers are most at leisure to attend school.

6. The terms of Normal Schools should be so adjusted in time that the usual long vacations of teachers could be utilized for further preparation, and that the courses so provided should not be special but regular and progressive and should constitute organic parts of the full courses offered.

The plan that Mr. Shepard recommends is one lately adopted in two of the Minnesota Normal Schools. It is as follows:

The school year is divided into four quarters of twelve weeks each, commencing January first, April first, July first and October first.

The courses of study are organized by quarters, the work of each quarter constituting a full unit on which credit is given whenever completed.

Classes are graduated at the close of each quarter and new classes organized at the opening of each quarter if necessary.

Special classes are organized for graded school teachers for the first six weeks of the summer quarter and this work applies on the regular courses, with provisions for completing the work by correspondence during the year.

It is claimed that this plan has been most successful, there being a large attendance of rural school teachers.

Continuous sessions do not involve continuous teaching service by the faculty. Vacations are granted as heretofore with the difference that any quarter may be selected, subject to the approval of the management.

The article closes thus:

"The 160 State Normal Schools of the United States, equipped with buildings and appliances of over \$17,000,000, graduate about 8,000 teachers annually, which is a small proportion of the needed supply, and yet all of these buildings are closed during three months of the year. An additional annual expenditure of about \$600,000 would open every one of these schools for the additional three months of each year, afford 50,000 teachers annual vacation opportunities for professional study and secure to all teachers the many other advantages of continuous sessions."

W. L. Jones.

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"Practical Methods of Teaching History."—Report presented at the first annual meeting of the New England History Teachers' Association by the committee on methods of teaching and studying history.—Educational Review, April, 1898.

The present movement in education recognizes history as a disciplinary study. To meet the present demands for methods which shall give such training necessitates various aims and devices.

The inseparable companion of every day's lesson in the study of the history of my country should be a brief digest of its history as a whole, showing its general movement, presenting that unity which ought always to be insisted upon.

Every history course should consist of two

parallel lines — the history of a given nation and current history. A reading room supplied with the best periodicals of the time is a desirable adjunct. Bulletin boards, kept bright and attractive by portraits and pictures serve a valuable purpose. Deliberative assemblies should be visited and the pupils required to give a resume of these meetings, sit as legislators and hold parliaments.

Definite articles should be assigned for weekly reading and analysis; newspaper books, presenting current history in analytic form, should be regularly handed in; the principles of political economy, upon which the issues of to-day rest, should be discussed.

Require pupils to write out a topical analysis of a subject. Discuss the relative merits of the topics suggested by the pupils, and finally get what seems an adequate and reasoned order of presentation. Such logical arrangement of ideas, if constantly insisted upon, insures secure lodgment in the memory, and constitutes an important part of the work in history.

The study of local history is of great value; it interests the young pupil, it awakens his civic pride and patriotism, it teaches him to handle original material. The park system, work of the board of health, care of the town poor, suggest topics for individual research.

Mental training of this sort should be given in schools if they are really preparing for life. It should be begun in the grammar schools.

One of the most important aims of the teaching of history is to train the sensibilities. The educational value of art in accomplishing this desired result cannot be overestimated. Let the art of any epoch be put before the student as the expression of one and the same spirit that shaped its history; above all, teach Greek art, that our youth may come into the possession of high standards.

The teacher of history ought to be the upholder of the men of the nation, the discoverer and fortifier of their individualities and character. The deepening of ethical insight and the unfolding of ethical will, in the service of the individual and community alike, ought to be pre-eminently the aim of the teaching of history.

E. J. B.

“The School Grade a Fiction.”— Educational Review, May, 1898.

The unintelligible jumble of subject-matter, due to efforts made to adapt it to the grades, strongly suggests that the principle underlying correct graduation has not been very clearly recognized. A fixed unit of time and arbitrary distribution of subject-matter are not alone responsible. The pupil's skill and experience have not been taken into account.

It would seem that a system of grades resting upon an arbitrary distribution of subject-matter, upon relative expertness in skill and upon the extent of experience is without foundation in the laws of growth.

A study of the country school may give us a clew to the true basis. These schools have preserved the spontaneity of the pupils. These indicate that the periods of growth are of variable duration.

The question as to what shall constitute a school grade must be solved from the standpoint of child study and the later psychology. Instead of being a question of subject-matter and turn out to be one of interests or attitudes of mind. sequence and interrelation of subjects it is likely to

It would seem that a philosophical system of grades must rest upon a classification of interests that will show themselves through well-defined attitudes of mind, which are determined largely by predisposing physical causes and environment.

A rational solution of the problem requires a study of the following points: First, the nature of the various interests that may be distinguished from each other; second, to what extent children's interests develop simultaneously; third, if development is seriatim the order in which they appear.

In the beginning there is an absorbing interest in everything. The itching palm of the child reaches out to the world. Then follows the standpoint of utility. The child looks for the uses of things. After a time the strong feeling of sentiment springs up. He finds a response in everything in nature. Finally there comes a time when he calls upon everything in nature to give a reason for its being.

Corresponding to these interests there seem to be certain equally distinct attitudes or aptitudes of mind. In the first period the strongly marked characteristic is receptivity. During this stage the teachers' watchword should be presentation. School should be out of doors.

During the second period there arises in the mind an aptitude for construction. Everything should be subordinated to doing. It is the fullness of time for manual training. In the sentimental period there is an aptitude for history. It is the period for physical culture.

When, finally, nature arouses in the child an interest in the meaning of things she commands him to speak. Speech grows eloquent, and writing becomes easy and natural. All that precedes, when compared with it, is but the empty rattle of the machinery of expression.

These stages overlap but the climaxes of intensity do not coincide. The present method of grading was evolved when the conceptions of childhood differed widely from those which now prevail. The attempt, therefore, to build rational methods of instruction on this antiquated framework must end in confusion, disappointment and failure. New wine must not be put into old bottles.

E. M. Sanford.

The "Teachers' World," in its February issue, contains an interesting article written by Henry S. Townsend on "Education in Hawaii."

Printing was introduced into Hawaii as early as 1822, yet previous to this time many of the chiefs had been taught by missionaries to read and write. The first book printed was a school book, and the eagerness of the people to learn is attested by the fact that "before 1824, 2,000 people had learned to read, and a peculiar system of schools was spreading rapidly over the islands."

The prevalence of the feudal system rendered it an easy matter for the chiefs to make education compulsory.

The rapidity with which a public school system was established, and the excellence of the work done may be judged from the fact that some years later "children were sent from San Francisco to Honolulu in order that they might have

better educational advantages than those furnished at the City of Golden Gate." And it is gratifying to learn that the nucleus of this well-developed system originated through the energy and perseverance of our own New England missionaries.

Subsequent to 1840 laws have been passed defining the limits of school districts, the ages between which children must attend school and the qualifications and appointments of teachers.

Of the 483 teachers at work in the islands, 226 are Americans and 76 British, including among the former many graduates of Yale, Cornell, Harvard and other Eastern colleges and universities.

These scholars being with them the most enlightened views regarding the best methods of teaching, and on their advice training schools for teachers have been established similar to our own Normal Schools.

The educational facilities of the islands are further augmented by the establishment in different localities of public libraries and similar institutions, while the University Association of Honolulu, comprising graduates of Harvard, Yale, Wesleyan, Amherst and other colleges in good standing, establishes a standard of culture for the people, and encourages the cause of higher education.

G. F. Z.

"The Gill School City," first proposed by Wilson L. Gill, is a scheme for the training of our future citizens, which is attracting universal attention at the present time.

The first school was formed in New York city last July. In a few days all the pupils are citizens in a school city, governing themselves under a mayor and common council regularly elected. No distinction of sex is made either in office holding or in voting. Delegates are selected to attend a convention where the nominations for the different offices are made. The election then follows and successful candidates are regularly installed.

The point of this scheme is to induce self-government, and relieve the teacher of the details of discipline and organization. Each child is led to see the need of law and order. He then constructs his own laws and puts them into execution — thus acting by his own will.

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