

# THE ECHO.

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## THE ECHO.

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## EDITORIALS.

THE attitude of the present board of editors is that the Echo is in no sense a private publication, but a concern of the whole college. We willingly work, but only as those who control for the time being, that which is the interest of the entire institution, that is, of all the faculty, students and alumni; they are the institution. Holding such an attitude we freely approach all students and ask them to support their interest.

Furthermore, we believe that it is of importance that a representative paper should be maintained here, and for these reasons. All that is best in the life and thought here should be reflected. A college paper may be the means, in a measure, of fostering a good college spirit. Every educational institution of rank is represented by a publication. The institution must be judged in some places and in some degree by its publication.

To have increased the number of local subscribers to one hundred and forty-five, is something, but why should we not have at least two hundred? There are nearly four hundred students in the college. We want everyone. Our purpose is no less inclusive than we intimated before. We believe in using a star for a steed or for a mark.

With a support which will insure our financial success, we can devote ourselves to improving the quality of the matter to be published.

The Echo is very grateful for the appreciation shown of our effort toward improvement and enlargement. Please note that we say toward. We propose to apply the development idea here, and hope that improvement will be apparent in each succeeding number.

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A LARGE attendance, almost a full attendance at chapel, of late. We have been favored with some very good essays well read. To read

so as to be distinctly understood in chapel, is a triumph of oratory. It is a distinct advantage to have a room in which special care in delivery is necessary. Those who read should realize this, and improve the opportunity.

“THE occasion tests the man.” When Mr. McKinley’s election to the presidency was assured the American people breathed more freely. They rested their confidence in his judgment and wisdom. The constant endeavor he has made to redeem party pledges, the conservative statesmanship with which he has acted, prove that no mistake was made. Especially has his discretion been shown in dealing with the Maine disaster and the Cuban question in general.

A NORMALITE in physical geography remembered fourteen thousand miles as the radius of the earth. No, the earth is not so large as that, but we may think how much difference such an increase in its radius would make. It would then be twelve and one-fourth times as large. A man walks three miles each day in different directions about his home exploring his environment. Suppose he has a wheel. He can as easily go ten miles in the hour. His circle of knowledge is now to what it was before as eleven to one. Extend your knowledge of the principles of teaching in one direction, the whole circle of your school work is enlarged. Take an academic or college course in preparation for one line of work, your life circle is enlarged. Possibilities and enjoyment which you had not anticipated are now within its circumference. Study a great masterpiece of literature, all literature is more meaningful. Open your soul to sympathy in one direction, your potentiality for sympathy in all directions is increased. “The athlete nurtured for the Olympian games gains strength for life.” Make a person skillful in one direction, you tend to make him skillful in all directions.

THE recent fine days remind of the coming summer, and we think of outdoor athletics. The prospects for our base ball team are good. Manager Meriam and Captain Dibble are doing

their best in preparation. Surely we all are interested in this game called by Robert Collyer “the healthiest and handsomest ever played.” We bespeak for base ball this spring the hearty support of all. Tennis! Why may we not have a tournament?

IN OUR first and last issue we made a request for verse contributions. Had the fine weather come sooner perhaps it would have warmed the sap of poetic genius to flow more freely. We were pleased to receive several contributions, and selected those we considered best. Vergil at his death requested that the manuscript of the Aeneid be burned. We trust that in rejecting some of the verse submitted we have not caused any such loss as that of the Aeneid would have been. We shall publish only what measures to the standard we know our readers will demand. We repeat, we want verse; we want more than we can publish. We want prose contributions as well, or better.

WE ARE told that teachers as a class do not continue to grow as they should after becoming settled in positions. We will go further and say that many of us are not growing as we might, now, when we think of a position only as an astronomer of some unknown star he hopes to discover, knowing only that there are undiscovered stars. Our lack of growth is due to confining ourselves too exclusively to our school duties. Not that we should regard them less, but something else just as much, for on that something else quite largely does our growth depend. An understanding of the subject matter of the branches and a knowledge of methods in them will not suffice. The circle of such knowledge is too narrow. To avoid the professional rut, the teacher must have the larger view and wider knowledge. Intercourse with other people, interest in reals everywhere, are needed. We suggest general reading. Read for the pleasure you derive. Read something that makes you forget your work. Sail your bark a little way beyond the sight of your little work-a-day island, beyond the sound of the breakers washing its shore. It may be for only half an hour each day, but results are cumulative. Reading only for pleasure is not possible, for we find thoughts and suggestions in subjects seemingly remote, that react upon our special work.

## LITERARY DEPARTMENT.

Gertrude M. Leete, Ph. B.

Edwin Cornell.

Ella M. Osgood, A. B.

Marion A. Everett.

**The Educating Influence of Robert Browning's Poetry.**

An old man, quite a genius in his odd way, was fond of making this criticism on modern educational methods: "You meet together in your teachers' associations and institutes, and spend a day or two emphasizing and repeating the statement that education means drawing out. Then you proceed to discuss the best methods of ramming in." If our theory is true, that education means drawing out, developing what is already latent in the life, we must define an educator as one who has the power of showing man to himself. Hence he must be a profound practical psychologist. This qualification Robert Browning possesses in greater richness than any other English poet since Shakespeare and Milton. His firm friend and contemporary, Tennyson, is a poet of institutions more than of man. He sings of "The Parliament of man, the federation of the world." Wordsworth is the interpreter of Nature, but none knows man as Browning does.

His poetry, like all true poetry, is intensely active. It is as many-sided as human life. There are poems of avarice, of hate, heroism, patriotism, love, humor, tragedy, devotion, mostly arranged in the form of the dramatic monologue and disclosing almost as little of the author's personality as Shakespeare's works. Now and then he brings the variety of his genius into one poem, and we have a symphony like *Saul*, or *The Ring and the Book*.

We are accustomed, rather dogmatically, perhaps, to divide life into three departments—physical, mental and moral. If the divisions come from the pulpit they are physical, mental and spiritual. We seldom combine them to make four, though morality and spirituality are confessedly different. Though our poet does not stoop to such divisions of what can be only a unit, his poems are full of life in all of these aspects.

If you ask for physical education or inspiration,

read *Saul IX*, and feel your blood flow faster, and be glad you are alive.

"Oh, our manhood's prime vigour! no spirit feels waste,

Not a muscle is stopped in its playing nor sinew unbraced.

Oh, the wild joys of living! the leaping from rock up to rock,

The strong rending of boughs from the fir-tree, the cool silver shock

Of the plunge in a pool's living water, the hunt of the bear,

And the sultriness showing the lion is couched in his lair."

Then, farther on:

"How good is man's life, the mere living! how fit to employ

All the heart and the soul and the senses forever in joy!"

Browning has been censured as "willfully obscure." For superficial reading, as a soothing pastime, his poems are not satisfactory. You must expect to be stirred if you read Browning. This very fact gives his poems their educational value. He has love poems—all poets have—though sometimes the love is decidedly sensual. His life revolved around Elizabeth Barrett Browning, and the love poems of both are the expression of a soul union such as the world seldom sees. In the little poem "Two in the Campagna," he gives his love-creed.

"Let us, O my dove,

Let us be unashamed of soul;

As earth lies bare to heaven above!

How is it under our control,

To love or not to love?"

There can hardly be a finer love poem than "By the Fireside." Here he represents himself as retracing, in thought, "in life's November," the development of their love for each other.

"My perfect wife, my Leonor,

Oh heart, my own, oh eyes, mine too,

Whom else could I dare look backward for,

With whom beside should I dare pursue

The path grey heads abhor?"

"My own, see where the years conduct!

At first, 'twas something our two souls

Should mix as mists do; each is sucked

In each now; on the new stream rock,

Whatever rocks obstruct."

Browning is not obscure to one who under-

stands mind. He writes for himself—his poetry is the expression of his thought, not a volume of rhymes with commentary and notes. He often leaves you to draw your own conclusions, as in "Memorabilia."

"I crossed a moor, with a name of its own  
And a certain use in the world, no doubt,  
Yet a hand's-breadth of it shines alone  
'Mid the blank miles round about;

For there I picked up on the heather  
And there I put inside my breast,  
A moulted feather, an eagle-feather!  
Well, I forget the rest."

Another poem, "Times Revenges," he closes in this characteristic way:

"There may be heaven; there must be hell;  
Meantime, there is our earth here—well!"

Many of his poems call for intense thought at first, but after a time how simply and naturally he leads you to see yourself in the character of the monologue. His "Grammarians' Funeral" portrays a true scholar, who

"threw on God  
(He loves the burthen)  
God's task to make the heavenly period  
Perfect the earthen.

Oh, if we draw a circle premature,  
Heedless of far gain,  
Greedy for quick returns of profit, sure  
Bad is our bargain!

That low man seeks a little thing to do,  
Sees it and does it;  
This high man, with a great thing to pursue,  
Dies ere he knows it.

That low man goes on adding one to one,  
His hundreds soon hit;  
This high man, aiming at a million,  
Misses an unit.

That, has the world here—should he need the next,  
Let the world mind him!  
This, throws himself on God, and unperplexed  
Seeking shall find him."

Briefly, his poems make you think and feel, and the world would rather do neither, so condemns him as obscure. The true teacher recognizes in them a means to mental development.

He preaches greatness and strength by picturing the detestableness of little, mean or weak

souls. "In the Cloister" is perhaps the most terrible poem of hate in our literature; "My Last Duchess" portrays a crabbed, mean soul by the side of a tender, spiritual nature; "Andrea del Sarto" shows us a man led by his love for a woman whose artistic beauty appealed to him, into crime and disgrace before the world.

"In heaven, perhaps, new chances, one more chance—  
Four great walls in the New Jerusalem,  
Meted on each side by the angel's reed,  
For Leonard, Rafael, Agnolo and me  
To cover—the three first without a wife,  
While I have mine! So—still they overcome  
Because there's still Lucrezia—as I choose."

These show the master hand unmistakably. A character comes upon the scene, and without a word of character description from the poet you hate him, or admire, as the case may be. You feel that you can take credit to yourself for deciphering his character, and you like the poet because he has given you a chance to use your own powers—another device of a good educator. His verses have none of that wail of despair which some so-called poets seem to consider a mark of genius. He is filled with a bounding, joyous optimism.

"It's wiser being good than bad;  
It's safer being meek than fierce;  
It's fitter being sane than mad.  
My own hope is, a sun will pierce  
The thickest cloud earth ever stretched;  
That after Last returns the First,  
Though a wide compass round be fetched.  
That what began best, can't end worst,  
Nor what God blest once, prove accurst."

"The year's at the spring,  
And day's at the morn;  
Morning's at seven;  
The hillside's dew-pearled;  
The lark's on the wing;  
The snail's on the thorn;  
God's in His heaven—  
All's right with the world."

There is a strange intangible something possessed by a very few people, which makes them great. We call it spirituality, not knowing what it is. Too little is done in recognition of its importance in the young people's minds. As a result we see outward conformity to creeds and dogmas, and little real reverence and devotion. Here again Browning comes to our aid. To quote once

more from "Saul." After David's song of physical power, he praises the delights of kingship, then rises to a picture of the great fame that is to be Saul's, and consummates the poem by the burst of spiritual life ending in the prophecy of the Christ.

"'Tis the weakness in strength, that I cry for! my  
flesh, that I seek  
In the Godhead! I seek and I find it, O Saul, it  
shall be  
A Face like my face that receives thee, a Man like  
to me,  
Thou shalt love and be loved by, for ever; a Hand  
like this hand  
Shall throw open the gates of new life to thee! See  
the Christ stand!"

"Karshish, the Arab Physician," and "Abt Vogler," are among the noblest of his spiritual poems. One short poem, expressing his faith in individual immortality and his love for Mrs. Browning, deserves to be quoted entire.

"Fear death?—to feel the fog in my throat,  
The mist in my face,  
When the snows begin, and the blasts denote  
I am nearing the place,  
The power of the night, the press of the storm,  
The post of the foe;  
Where he stands, the Arch Fear in a visible form,  
Yet the strong man must go;  
For the journey is done and the summit attained,  
And the barriers fall,  
Though a battle's to fight ere the guerdon be gained,  
The reward of it all.  
I was ever a fighter, so—one fight more,  
The best and the last!  
I would hate that death bandaged my eyes, and forbore,  
And bade me creep past.  
No! let me taste the whole of it, fare like my peers  
The heroes of old;  
Bear the brunt, in a minute pay glad life's arrears  
Of pain, darkness and cold.  
For sudden the worst turns the best to the brave,  
The black minute's at end,  
And the elements rage, the fiend-voices that rave,  
Shall dwindle, shall blend,  
Shall change, shall become first a peace out of pain,  
Then a light, then thy breast,  
O thou soul of my soul! I shall clasp thee again,  
And with God be the rest!"

One of the few places where Browning speaks in his own person is in the "Epilogue." Here he declares his own Christian faith, in these wonderful words:

"That one Face, far from vanish, rather grows,  
Or decomposes but to recompose,  
Become my universe that feels and knows!"

The mind must be unusual that can read some of these poems without feeling that he has gained something better than information. The world is not slow to recognize merit. The educating power of Browning's poetry was early felt, and manifested itself in the formation of numerous "Browning societies" even during the poet's lifetime. These are still doing their work. My plea is for more of Browning in the public schools. You read Tennyson, Pope and Byron to your pupils, perhaps you require them to learn such poems as "The Death of the Flowers" and "Thanatopsis," until they think it a characteristic of poetry to be melancholy and sad. Why not give them life and energy, and development in this as in other literature. Why not make them better by giving them Browning?

Alice Lattin.

### Socrates and Normales.

Socrates— Good morning, my young friend, and how came you to this lonely spot?

Normales— Only for a walk, but I am glad to see you here, Socrates.

Socrates— Why is it, young man, you have such a sorrowful and pensive look? Such a countenance bespeaks some mental trouble.

Normales— Mental trouble, indeed, Socrates; but I know you can help me.

Socrates— But are you sick, Normales? For the sick are sent to the physician. But never mind, perhaps it will help you simply to speak to me your trouble. Tell me the truth.

Normales— Merely the question of what course to take to acquire the right method in teaching. A teacher in New Jersey says: "The starting point in the study of educational method is the study of particular instances of teaching;" that "we must study method in the concrete;" that is, "the methods of instruction used by successful teachers at work." After this and other steps, we must finally "have regard to psychology as the natural critique of all methodology;" and then he would have us ready for teaching, I presume.

Socrates — And why should this make you so sober, Normales? Do not these statements seem clear and plausible?

Normales — Quite so, Socrates, but I have not yet told you my trouble. We are told at college that this is not the proper course; that instead of being taken last, psychological study should precede all else; that having studied the "law in the mind" with a knowledge of the "thought in the thing," we are then ready to teach. We are told that if we know the psychological principles, we need not study the concrete to make us proficient methodical teachers.

Socrates — Well, my young friend, what is the difficulty in what you have just now said?

Normales — The trouble is in telling which of the two is right for they both seem good. I think you can tell me, Socrates.

Socrates — Well, come, sit down upon this log, and let us see. You said, Normales, that your New Jersey teacher advises you first to observe the methods of successful teachers, and later to investigate the psychological basis for these methods.

Normales — You have stated what he said.

Socrates — And is he not right? If you were studying the stars, would you not first observe their movements, and then look for the underlying principles?

Normales — I certainly should.

Socrates — And if you were studying the science of flowers, would you not carefully observe the parts of the flower, and then search for the principles according to which the pistils and the stamens are formed?

Normales — I think that must be the best way.

Socrates — And if you were studying gymnastics, would you not first wish to see a good boxer or wrestler, that you might know how to do the same?

Normales — I agree with you fully.

Socrates — Does it not seem well, then, that you should first observe phenomena and then study the causes and principles; and would it not be best to first observe good teachers and then study the psychological principles of their instruction?

Normales — What you have said certainly

seems right, Socrates but can it be that the Normal College is wrong in teaching psychology first, as a foundation, before observing?

Socrates — Well, my good friend, let us look at that side of the question. If you would make a long journey, would you not first consider the purpose of your trip, the direction you would take, how you would travel and the expense?

Normales — Such would be necessary, Socrates.

Socrates — And if you wished to become a virtuous man, would you not first consider the requisite principles of virtue?

Normales — You are again right, Socrates.

Socrates — And if you wished to cultivate your mind, would you not study the principles for assimilation, for retention, and for reproduction?

Normales — Exactly in that way.

Socrates — Just so, if you wished to cultivate the minds of others, would you not take the same course, and study first the psychological principles of mental development?

Normales — You compel me, Socrates, to answer yes.

Socrates — But, my kind friend, have you not said that we should first observe the phenomena and then study the principles; and now you say we should study the principles first, that we may know and understand?

Normales — I asked you at first, Socrates, to settle this question for me, but you have only made me more confused.

Socrates — Come now, Normales, do not be discouraged. Think just once more. If you wished to be a good physician, would it not be necessary to both study the principles of medicine and surgery and also observe and practice in the art?

Normales — That seems certain.

Socrates — And if you wished to be a truly virtuous man must you not know the principles of virtue and observe virtuous men and practice virtuous acts — all together?

Normales — You speak the truth, Socrates.

Socrates — And if you wish to develop your own mind or the minds of others, can you observe to advantage the teaching of others, without knowing something of the psychological principles of mental activity; or can you to any advan-

tage study these principles in the abstract and not see them applied in the concrete? Answer me, Normales, if you agree with me in this.

Normales — You seem to have stated the whole truth of the matter, Socrates.

Socrates — But, Normales, let me ask you one more question. If we are studying method in preparation for teaching, have we a right to assert that we must study psychology first or make observations first? Can we not much better say, that neither can be rightly studied without the other; but that we should study both together, and that as much as possible?

Normales — Very true, Socrates, and now the whole matter seems clear and satisfactory to me; and I owe you many thanks for what you have said.

Socrates — Quite the reverse, Normales; I am indebted to you, for you have answered for me all these deep questions; I am well pleased to have had this talk with you. But here comes my wife after me. How troublesome she is when I wish to talk with my friends. She probably wants some meal for dinner and some sticks for a fire to bake the cakes. Let us meet here again to-morrow.

J. L. Meriam.

#### Harvard Teachers' Association.

A distinguishing characteristic of the meetings of the Harvard Teachers' Association is the unity of thought throughout the session. At the seventh annual gathering held March fifth, in Sever Hall, Harvard University, the topic for discussion was "A Free Election of Studies in Their Relation (a) to the college; (b) to the Community."

The first speaker was Professor Nathaniel S. Shaler, of Harvard University, with whose name and writings we are all more or less familiar. After a somewhat detailed account of the requirements and electives in the Laurence Scientific School, he proceeded to treat his subject from a more philosophical point of view.

He endeavored to show the value of forming judgments in the developing years. Early judgments are wise ones. If the pupil, in conjunction with the secondary schoolmaster, who is closest to him, is led to make decisions which are to determine his future course in his student life, he

is helping to develop his talents in the best possible manner. He confessed that at the age of seventeen he fully intended to be a professor in Harvard College. The question of electives resolves itself into a consideration of the individual tastes of the pupil.

Mr. Samuel Thurber, of the Girls' High School, of Boston, followed with an interesting and carefully prepared paper, making a bold stand for the demands of the community. He said in substance: Of scholarship we have had our fill. We must abandon the fancy that only those who have studied Latin and Greek are to be the leaders in our civilization. Pupils who enter our High schools do have special tastes. Moreover, there are those who are deficient in physical strength and who would be unable to complete a rigid course, yet they have an abundance of mental curiosity. The "course" of the Sixteenth and Seventeenth centuries is still the course of to-day. The High school must not prescribe to the people what the people want. The colleges give the courses which the people want, and the High school should do the same. The High school should be a "people's college," to which boys and girls may come at any time of day and take any subject they choose.

Age brings maturity of power and fitness for advanced work. Minds mature with or without study. If there is no stimulus toward intellectual pursuits life becomes a tedious blank, not one of ideas. The articulation between the High school and the college is of no benefit to the community. We must bring the High school closer to the community, and thus further a reform which can only come in small increments.

Professor Thurber's somewhat erratic proposal was received with generous applause, and was the direct cause of the spirited discussion which followed.

Professor Hart, of Harvard, spoke of the difficulties in the execution of such a scheme. First, the expense necessarily incurred. He maintained that in many places the taxpayers were already nearing the limit of expenditure for educational purposes, and that a further demand would be unwise.

Second, the securing and paying of competent

teachers. The classes would be small and the preparation proportionately intensified. He even ventured to suggest as a third objection that perhaps it was not a bad thing for a pupil to be obliged to work along some lines which were not of his special choosing.

The next speaker was Mr. Tetloe, of the Girls' Latin School, Boston. He began by saying that he always had considered it a great misfortune to be absent when Mr. Thurber read a paper, but that on this question he was radically unsound. His opposition almost took on the form of ridicule as he pictured this "elective chaos."

For instance, if one pupil wished to study geometry from the text-book, another without, and still another by combining the two methods, and each subject in the course was treated in a corresponding manner it is not difficult to see into how complex a problem the practical working out of the idea would resolve itself.

At this point the audience were invited to participate in the discussion. Perhaps the choicest bit of extemporaneous speaking was done by Thomas Wentworth Higginson. The burden of his thought was that the boys and girls should be guided in their choices by the working teacher, and that they would learn an enormous amount by their own blunders but nothing by the blunders of their parents. By way of illustration he quoted the remark of a young friend of his who had been reproved by his mamma in this manner: "Where do little boys go who disobey their mammas?" His reply was: "Where do mammas go who torment their little boys?"

But after all was said there seemed to be a universal acceptance of the fact that election was already active in the majority of High schools, but that a more careful study of individual choice was necessary.

A. E. H.

### Two Sunrises.

(From the High School Class in Literature.)

Date 1000 B. C.

Lysippus rises from his couch at dawn for today is to be the beginning of the Pythian games, and he must go to the temple to see if the oracle will tell him who is to be the winner in the con-

tests. Getting into the chariot which his slaves have brought, he drives to the temple at Delphi. Here the oracle tells him that the honors of the day will fall either to Helian or Zeon. Gladly would he know more exactly, but believing that the oracle speaks ever for the best he is content, and turning away, he drives to the scene of the contest.

As yet there are but few spectators present, and the contestants will not appear for several hours, so taking a seat where he can see the heavens he employs his time in watching the passersby. They are slaves most of them, with occasionally a rich merchant come, like Lysippus, to witness the games of the day, or a soldier hurrying along to join his fellows. Suddenly, as he sits lost in thought, forgetting for the moment his surroundings, a ray of sunlight falling on his white robe causes him to look up and gaze with awe and admiration on the scene before him. Apollo is rising in the east, his horses rearing and plunging. Aurora floats before him in her beautiful robe of pink and gold and violet. Lucifer and Tithonus have already disappeared, and Apollo's beams are gilding the towers and roofs with radiance, while all nature is bright and gay.

As he sits rapt in admiration of the beautiful scene he is startled by a voice at his side, and turning, beholds a dear friend. Together they watch Apollo as he advances, and talk of their gratitude and love toward him — how he restores the sick to health, cheers the weary-hearted and nourishes the growing crops.

But during their conversation the people have been gathering, slowly but surely, and now they must get their seats among the throng. So they part, and each goes to his place wondering more and more as he goes at the greatness of the god in whose name all these people are assembled.

Date 1898 A. D.

Mr. Hadley lives in a pretty little cottage in the suburbs of Brooklyn. His place of business is in the heart of the city, so he takes the car every morning. But before he reaches the car he has to walk quite a distance. Usually Mr. Hadley is too much preoccupied with thoughts of business to notice such trifling matters as the sun, stars or clouds. But this morning the sky is clear and the



sun is rising bright and glorious from a bank of dark blue clouds, tipped with gold where the sun is breaking through them, surmounted by waves and streamers of pink. Birds are twittering gaily, and nature seems to be at her brightest.

No wonder, then, that Mr. Hadley, as he walks down the path, stops to gaze in admiration at the beautiful scene before him, and when he resumes his walk begins to hum a tune that he learned in his boyhood. When he has finished it he wonders what the name of it is, and searching his memory finds that it is "Praise the Lord for He is Glorious." He has now reached the car. The sun is higher, and as he takes his seat and looks from the window, he sees the church-steeple, roofs and factory chimneys bathed in a flood of golden light. Now he understands why that hymn came to his mind.

All day Mr. Hadley's clerks wonder why he is so much kinder than usual, and reward him for it by their careful attention to duty, and by leaving unsaid many harsh words that might have been said had he been less kind.

To-night, as they sit by the fire in their cosy little parlor, Mrs. Hadley says: "Harry, wasn't that sunrise lovely this morning?" and Mr. Hadley smiles an odd little smile, and says: "Yes, dear, it was."

M. C., '99.

#### The First Daisy.

Diana, the moon-goddess, had seven beautiful daughters, whose duty it was to follow her chariot each night and see that no harm came to her.

They were robed in robes of white and gold, and they were bound together by a chain of white and gold. Each daughter held this chain in her hand.

After their watch of Diana was over they would rest and talk over their night's journey.

One day in the early spring while they were resting they saw a youth near. He was so beautiful that they asked Diana if he might not return with them and become a god. To think that a human being should wish to become a god made Diana so angry that she persuaded Jupiter to kill the youth with one of his terrible thunderbolts.

When the maidens found that the beautiful

youth was dead their grief became so violent that their chain was broken, and one of the links fell to the ground. As it touched the ground it turned into a lovely flower with white petals and a heart of gold.

When the maidens saw this they said, "Each spring we will drop these flowers in remembrance of the beautiful youth."

Thus it is that the meadows each spring are decorated with daisies.

N. G. L.

#### Origin of the Snow-Flakes.

Apollo, the sun-god, had to arise each morning after his sister Aurora, and harness his fiery team to his golden chariot. Now, it was his duty to give light to the people of earth during the day, and then to rest for a time while his sister Diana illuminated the earth.

It is a well-known fact that the days of winter are shorter than those of summer. Now Apollo had to drive across the heavens during the winter just as well as summer. Therefore, he would have to do the same amount of work in less time, and this would necessitate much hurrying. The horses had to be driven so fast that they were scarcely discernible beneath the foam. Then, as Apollo descended into the sea, the foam was washed from the horses and the breeze caused by his descent blew it to the four winds. After it was caught by the winds it was blown to the earth in the form of snow-flakes.

M. E. K., '99.

#### The Significance of Play.

Three years ago a professor in a New England college wrote an article on college sports. It had for its aim the proof that athletics did not lower the standard of scholarship. He found by examination of reports that the members of the athletic teams made a better average record than other students. The argument for the retention of sports generally rests upon the claim that exercise makes brain work easier. It seems to me that this is scarcely a sufficient reason for the good work of the athletes spoken of. Often the sport produces over-exertion — detrimental to work of any kind.

There was undoubtedly a more fundamental cause. Athletic sport was merely one of its manifestations. Those men liked fun. Into it they put their energy. They were enthusiastic. They were successful players, because they played hard. Some were surprised that this man or that displayed so much animation. They had never known him to do so before. But the fact that he could was a most redeeming feature. It was the basis of hope for better results in serious occupation.

It is not an uncommon thing to hear a person highly praised for what some of us are inclined to regard a trivial accomplishment — liveliness. This is another way of saying he has the spirit of play. Certainly no one ever loses because he has it. The ability to enter into a social event seldom characterizes the unsympathetic, and never the listless. To appear lively is worth much in itself. It inspires to animation and makes faces brighter. We may and do expect more from such people, and we are rarely disappointed. But there is something behind the appearance — a vigorous spirit.

He who cannot display energy under the most favorable conditions, when external restraint is wanting and the soul is free to express itself as it wills, is certainly lacking the quality necessary for good work. Better be a good player than a good-for-naught.

Play does not merely display the vigor of character, but serves as a means to things good in themselves. It is worth while to know how to play so that we may profit most by it. Rest prevents loss of vitality, play increases strength, and that, too, in proportion to the animation characterizing it. "Play hard" is as wholesome advice as "work hard."

Good players are not always good workers, but few work well who do not have the inclination for play and the ability to indulge heartily in it.

The spirit of fun prompts to recreation. Like other dispositions it may be cultivated. This is done most easily through contact with people who love fun, but it may be literally manufactured by means of unwearied determination to know the joy of life.

The subject will interest the instructor from a professional point of view. To know students he

must be able to imagine himself one of them. This is impossible without the possession of the spirit of play — without sympathizing in the employment which occupies a large part of the daily lives of children.

The play-ground is the market-place in which is conducted the business of youth. Here they are no less serious than men who carry the actual burdens of life. Human nature is no less sensitive in "make believe" business than in the realities of trade. The teacher must understand the trials and pleasures of the young. To do this he must meet them on their own ground. He must go more than half-way. He may even guardedly participate with them in their sport. If the proper attitude is maintained by the teacher no harmful results need follow. If he is careful no sort of offensive familiarity will show itself in the students.

If he is successful in this, we may count upon him not merely as a sympathetic and whole-souled teacher, but a man whom increasing years will not make old. His hair may grow grey, but he will yet know the joy of life, and say, with Dr. Holmes:

"Yes, we're boys; always laughing with tongue or  
with pen,  
And I sometimes have asked, 'Shall we ever be men?'"  
L. H. E.

### Singular, Dual and Plural.

(Student's room, furnished with table, chair and student. On the table, books, note books, letter files, a planisphere, geological, zoological and geographical collections. On the chair, student. On the student, an expression of world weariness. On the whole, examination time.)

Student (who is practicing his lesson on erratic boulders before a class consisting of his image in the mirror opposite)—"So, then considering this position of the Committee of Ten, and the inclination of the earth's axis, what do you infer as to the cause of heretic boulders?"

Class yawns.

Student—Good! That is just my inference. If it isn't time to take a nap, then I'm not the bundle of stimuli I think I am.

Scene I. Singular.

Student asleep at the table. Spirits hovering near.

Spirit of Physical Geography (picking up an Echo from the table)—What a singular item for a pedagogical paper! “The engagement of Mr. Law in the Mind to Miss Thought in the Thing is hereby announced.”

Spirit of Geography—Class, have you any criticisms to make on the lesson here taught?

Chorus of Spirits—It should have been developed, not told. It violates the law “particular before general.” It should have been illustrated either by diagrams, pictures, model or molding board. It implies that a direct question has been asked, and direct questions are never allowable.

Spirit of Psychology—Model! Molding board! Love! Man! What frivolity! All are but stimuli.

Spirit of Astronomy—At the time when the moon entered Aries, when B. of Orion was on the meridian, I met Mr. Law in the Mind, who requested me to invite all the spirits to the wedding, to occur Saturday at high sidereal noon, at the crossing of the parallel of 42 degrees, 40 minutes and 35 seconds with the 72d meridian. I call this to your individual attention.

Chorus of Spirits—Present our compliments and say we will be present.

Spirit of Psychology—Stimuli! Stimuli! All are stimuli.

Exeunt.

Enter Ancient Pedagogy, reading a paper which he has just written.

I, Ancient Pedagogy, in view of the atrocious daring of Mr. Law in the Mind in proposing to marry Miss Thought in the Thing, denounce the marriage as impractical, impossible and unpedagogical and challenge the said Mr. Law in the Mind to meet me with no weapons but celestial poles, at the time and place proposed for said marriage.

Mails the letter and exit.

### Scene II. Dual.

Curtain rises, disclosing the duelists in the act of saluting each other with the poles. Spirits hovering around wonderingly, comforting Miss Thought in the Thing, who watches the contest with tearful interest.

First Spirit—I thought we were invited to a

wedding, and here we have a duel. The ways of the world are strange.

Spirit of Psychology—Stimuli! All stimuli!

Scream from Thought in the Thing—Oh, look, his north pole has pierced the celestial sphere!

Spirits—Be comforted. See, he parries the thrust, and returns him even more severely. The next few motions will decide.

(At this point enter policeman, places his hand on shoulder of Ancient Pedagogy and arrests him.)

Policeman—I arrest thee on the charge of disturbing the peace and of attempted murder.

(An attendant carries away the poles and hangs them on either end of the axis. Thought in the Thing faints in the arms of Law in the Mind.)

### Scene III. Plural.

Judge, Modern Pedagogy, jury, Committee of Ten, plaintiff, Law in the Mind, witnesses, spirits and Thought in the Thing.

Judge (addressing jury)—Gentlemen of the jury, consider in your verdict the fact that Ancient Pedagogy severely wounded Law in the Mind, and, as all the witnesses agree, was only prevented from killing him by the intervention of our law. Think also of the extenuating circumstances, if you can find any, and render an impartial verdict.

(Jury retire and return almost immediately.)

Foreman—The jury finds the defendant guilty.

Judge—Accordingly I pass the sentence of death upon him, and let this be a type sentence for all such offenders.

Ancient Pedagogy is led away. Spirits gather around Law in the Mind and Thought in the Thing and propose immediate marriage. Spirit of Physical Geography performs the ceremony.

Dinner bell sounds. Student awakes. Spirits vanish in the direction of the Normal College.

Student (yawns)—I got the dual second and it should have come last. But there goes the gong, so it doesn't matter. What stuff dreams are made of! The general aim is to develop a scientific imagination.

L.

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“It is an eternal law that no man can be wholly defeated unless he defeat himself.”

## VERSE.

## Discontent.

A tall, tall elm in a meadow loomed,  
Spreading and graceful and green;  
Beneath on a bank a daisy bloomed,  
And swayed and swayed  
In the winds that strayed,  
And the sunny summer's sheen.

"O would I were great," the daisy sighed,  
As she gazed at the elm so tall,  
"And would that the birds on my branches wide  
Would swing and swing  
As they merrily sing—  
How unhappy it is to be small!"

The sky grew black and the east wind moaned,  
And the lightnings lit the pole,  
A stroke — a crash — and the tall elm groaned  
As it fell and fell,  
With its dying knell  
A rumbling thunder roll.

The sky grew clear and the west wind played,  
And the daisy raised her head,  
But the tall, tall elm, on the earth low laid,  
Still lies and lies,  
And will never rise —  
Blasted and blackened and dead.

—A. R. B., '98.

## To the Bobolink.

Oh gay little bird, thrilling out your glad song,  
Mocking the breezes that hurry along  
One would think to see you there  
That your home was free and fair  
Or that you were glad to roam  
From the closeness of your home,  
But I know, oh, I know

Of a little brown field and a little brown nest,  
Where a shy brown bird is biding.  
Of some little brown eggs snug and warm at her breast  
And all there so cosily hiding—  
But no! no! oh, ho! ho!

What's that to do with our rover?  
Do you think he cares for her hidden wares  
Or the nest shut in by the clover?  
For can you not see how on every tree  
Warm nests are airily rocking?  
Oh I'll not hear a word of your low-minded bird  
With her nest in the mud! why 'tis shocking.  
But not so, for I know

That there's never a nest where you will, east or west  
That by him would be thought any neater  
And there's never a song, be the voice ere so strong  
That by him would be thought any sweeter,  
Than the soft little twitter he hears at their meeting.  
Oh it pays to fly far for this shy brown bird's greeting,  
Oh I know, I know, for he told me so.

Then fly away, rover, your play time is over;  
Get a worm or a bug,  
Or a jolly fat grub,  
And away to your mate in the clover.

—A. E. D.

## Professional.

I am a learned professor. I  
Know how all worlds were made that fly,  
Each in its place without a flaw;  
I understand the reign of law.  
How atoms join with molecules,  
I know the facts and all the rules.

She is a learned professor. She  
Knows why all worlds were made that be;  
She knows it is the law of love  
That rules things here and things above,  
How souls unite, she knows the art  
And rules supreme within my heart.

—B.

March has come! How do I know it?  
'Cause the snow makes rainbow-drops.  
All the happy children show it,  
By their marbles and their tops.

See our hair, blown every which-ways,  
As we race with Boreas bold.  
See, alas, the muddy crossings,  
Where run waters, deep and cold.

March has come with wind and sun-gleams.  
Take her moods with kindly smile,  
For like other griefs and joy-beams,  
She lives but a little while.

—D., '98.

Who tears you blithely limb from limb,  
And dangles you over Hades' rim,  
And smiles as you writhe at the torture grim?—  
The Critic.

Who makes you wish for a little hole,  
As far away as the farthest pole,  
Into which you may creep and compose your soul?—  
The Critic.

Who'll find some day, when he gets a school,  
That he's another great big fool,  
And that he can't always teach by rule?—  
The Critic.

## NEWS DEPARTMENT.

J. L. Meriam, A. B.

Mae Crawford.

## De Rebus.

The Echo whether thermometer is rising.

The seventh grade teachers are up to the temples in Greece.

Inspector Graves of the Regents visited the High School classes March 3.

Miss Mabel Martin, '99, has been at home recuperating.

Mr. Potter, representing Henry Holt and Co., made a business call at the college March 3.

Miss Doughty, '98, received a visit from her brother March 2.

Miss Lattin, '99, attended the Student Volunteer convention, held in Cleveland, O., February 23-27.

Miss Faucett, '98, had a pleasant visit with her sister who spent a week here.

Prof. Hodge, of the department of science in the Utica Free Academy, inspected the science department of this college March 5.

Miss Mina Hondsinger, of '98, after six weeks' sickness with typhoid fever, is now able to return to her home in Rome.

We are glad to see the Misses Carner and Hess again in college after a week's sickness with tonsillitis.

Dr. Husted, Mrs. Mooney and Miss Anna Husted attended the Harvard Teachers' convention in Cambridge, Mass., March 5.

Dr. Milne attended the Department of Superintendents' National Educational Association, held in Chattanooga, Tenn., the last week of February. He also was present at a meeting of the teachers of Buffalo, Saturday, March 5, where he spoke on the subject, "The Better Teaching of English."

The Times-Union, of this city, has presented to the college a beautiful copy of the Standard Dictionary in two volumes in consequence of pupils of the Primary, Grammar and High School departments having won the highest rewards in a recent contest given by the Times-Union. The pupils received their own rewards in addition.

Prof. Wetmore has supplied his classes with 63 copies of the World Almanac. This is a good pamphlet for astronomical reference, and is an encyclopedia in miniature. Its special value consists of easy reference to definite data.

Through Mr. Gager 160 copies of the Report of the Committee of Ten have been purchased this year by the students of the college. This pamphlet should be in the hands of every Normal student, since it gives valuable suggestions as to the arrangement and amount of subjects to be studied and also methods of instruction.

The pieces of home-made apparatus prepared by the method classes in physics last quarter are of exceptional good quality. All this work is placed in the physical laboratory for future use. The same apparatus, if purchased from dealers, would cost no less than \$300. Among the many pieces that might be mentioned for their excellence are: physical pendulum, port lumiere, leyden jar, gold leaf electroscope, electric motor, model house to teach ventilation, barker's mill, photometer, hydrometer commutator, instrument for counting the number of vibrations of a tuning fork per second.

Prof. Oliver Arey, principal of this school from 1864 to 1867, recently visited the Buffalo schools and was well honored by the pupils. Prof. Arey introduced into the Buffalo schools exercises commemorative of the birthday of Washington. He has been in charge of Normal schools in Brockport, N. Y., Cleveland, O., and in Wisconsin. He is now living at his home in Rochester.

## Kappa Delta.

For many friends of the Kappa Delta Society, Washington's birthday, '98, was made memorable by their unique and hence additively appropriate entertainment.

The girls of Kappa Delta had apparently "dusted themselves" and spared no pains in preparation and decoration of the room.

Among the many enjoyable features of the occasion was the representation of a fictitious magazine called the "Kap and Quill." This consisted of the departments usually found in a modern and up-to-date publication.

The cover was represented by a tableau and the first article, entitled the "Personal Side of Washington," was read by Miss Faucett. "A Sad Chapter of the Revolution," was read by Miss Saxe; editorials by Miss Jones; a world of music consisting of a very finely executed piano solo by Miss Fairchild; current events by Miss Coughtry. Last but not least were the advertisements which were thoroughly enjoyed by all present. These were very vividly portrayed by tableaux.

The young ladies were all attired in costumes suitable to the time of the one whose birthday was commemorated.

The souvenirs were very appropriate, being dainty boxes of cherries upon which were painted the proverbial hatchet and a bunch of cherries.

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#### The Class of '98.

Officers for the last semester—President, W. M. Strong; vice-president, Mary Millard; secretary, Edith R. Esselstyn; assistant secretary, Margaret J. Faucett; treasurer, E. H. Ganow; assistant treasurers, J. F. Turner and Mary Baker.

Class-day speakers — Orator, J. L. Meriam; poet, Phoebe Doughty; essayist, Annie R. Barker; historian, Grace Cook; prophet, Letta B. Burns; presentation orator, E. M. Sanford; statistician, C. G. Lang; writer of class song, A. G. Cummings.

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#### Psi Gamma.

There is a new literary society among the ladies of the college called Psi Gamma. At a meeting held on February 21, Mrs. Davidson gave them an inspiring talk and helped to outline the work.

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#### Student Volunteer Convention.

February 23-27 was held, in Cleveland, O., the largest student gathering in history, the third international convention of the Student Volunteer movement. There were present 2,214 delegates, representing 458 institutions of higher learning, with missionaries and officers of 71 mission boards. John R. Mott, the hero of the Christian student world, presided. The meetings were characterized by a quiet intensity. Strong addresses were given by eminent men of various professions

from many lands, and the various problems carefully discussed. The watchword of the movement is "The Evangelization of the World in This Generation." This it proposes to accomplish in the persons of its numbers by planting preachers, teachers, physicians, and mechanics in greater numbers in every country. When, with the hammer of William Carey, Mr. Mott declared the convention at an end Sunday evening, our only regret was that our whole college could not have been there to get a glimpse of broader fields of educational usefulness.

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#### High School.

It was with deepest regret that the students received the news of the death of Warren Briggs, '01. The High School was represented at the funeral by Miss St. John, Messrs. Heath and O'Leary. A floral tribute, a pillow, bearing the word "Classmate," was sent.

The following resolutions have been drawn up by a committee appointed by the students of the Normal High School:

Whereas, Our beloved schoolmate and friend, Warren Briggs, has been taken into the divine keeping of our Heavenly Father, and

Whereas, His death has caused sorrow to us all,

Resolved, First, that we, the students of the Normal High School, do hereby express and record our most profound sorrow in the sudden removal of our schoolmate.

Resolved, Second, that we extend to his bereaved family our sincere sympathy and trust they may be comforted with the thought that God has called him to a higher work.

Resolved, Third, that a copy of these resolutions be sent to his family, a copy be placed in the Normal High School and a copy in the Normal College Echo, and Castleton paper.

In behalf of the Normal High School,

Julia H. Burrus.

Anna M. Harlfinger.

Herbert Bothwell.

Cornelius O'Leary.

The class of '98 has as their motto, "Accomplish what you attempt."

Miss Johnson, '99, who has been seriously ill with typhoid fever, is recovering.

Miss Evans, '98, has returned to school after a lingering illness

Exercises were held commemorating the birth of Lincoln and Washington.

Officers of the class of '99—President, Nicholas De Voe; vice-president, Josephine Smith; secretary, Lulu Wynkoop; treasurer, Clinton Hawn.

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### De Alumnis.

The Echo is grateful to the alumni for their prompt responses. Upon you depends the success of the "De Alumnis" column.

'51. Truman D. Cameron recently died at his home on Central avenue. Mr. Cameron taught four years in a district school, was for seventeen years principal of the Albany Academy, since which time he has been a lumber dealer in this city.

'74. Anna L. Packer has charge of the music and drawing in the Fort Plain High School.

'85. Mrs. W. H. French, formerly Bertha M. Stowitts, died March 7, at her home in Worcester, N. Y.

'87. Arthur E. Barnes of St. Johnsville, called at the college March 5.

'88. Anna F. Donoghue, M. D., resident physician at the New York Medical College and Hospital for Women, has an article in a recent Cressent on "The Best Method of Disinfecting."

'91. Fanny B. Merrifield and her mother called at the college March 8.

'91. Gertrude M. Minkler, now teaching in the second grade, Springfield, Mass., called at the college, March 2.

'92. Anna Mooney, of Waterford, called at the college recently.

'93. Russell Bellows is principal of the Fort Plain High School. He is doing fine work, having raised the standard of the school from a common village school to one of the best in the State.

'93. George R. Greene, for four years principal of schools at Morris, changes his occupation for a salary of \$1,200 and expenses.

'93. Nathan Lowe is in charge of the schools at Tottenville. In connection with his day school, he and his teachers conduct a night school and are pleased with the results.

'93. Frank Stanbro, now principal of the Brookfield High School, has accepted the principalship of the Morris High School, beginning September 1, 1898. The Brookfield Courier expresses high appreciation of the excellent work done by both Prof. and Mrs. Stanbro, and deep regret that they are to take up work elsewhere.

'94. Edna Nims, teaches the first grade in the Fort Plain schools.

Ex. '94. To Mrs. Genevieve Pratt-Stielman born January 6, 1898, a son.

'94. Mr. and Mrs. George C. Streater (both of '94 S. N. C.), are residing in New York. Mr. Streater is instructor in sciences in the Institute for Deaf Mutes.

'94. Helena S. Curtiss is in her third year as principal of the Bainbridge High School. She teaches Latin, German and English.

'94. Eloise Whitney, formerly teacher of geography in the State Normal School, Ypsilanti, Mich., visited the college recently.

'97. Mr. Sprague, now teaching in Troy, attended the reception given by the Kappa Deltas on Washington's Birthday.

'97. Cornelia E. Gayler is teaching in the grammar department of the Fort Plain High School. By sending a year's subscription to The Echo, she sets a good example to those who have not done so.

'97. Eugenia Hintermister, assistant principal in the Tottenville High School, writes that all the departments of the school are well conducted, since only Normal graduates are employed.

'97. L. J. Cook is proving himself successful as principal of the Middle Granville Union School. At a recent entertainment his school cleared \$48, which will be duplicated by the Regents.

'98. (Feb.) Martha E. Smith has a position in the public schools in Newark, N. J.

'98. (Feb.) The Misses Tenent have received their diplomas and are now at their home in this city.

'98. (Feb.) Miss Stetson is teaching in the Union Free Schools at Hunter, Greene county.

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### Athletics.

Our base ball team is at work and may be found each afternoon in their cage, situated on Madison avenue, between Willett and Lark streets. Here Captain Dibble is giving the team hard and careful training. Games are now quite definitely arranged with New York University, Syracuse University, Hamilton College, Clinton Liberal Institute and Oneonta Normal. Negotiations are being made with several other teams. To contend creditably with these teams, our own team must have the sympathy and support of all the students. More than this; there must be hard and steady work by those trying for the team. Competition is the life of the team as well as of trade. The nine positions are all open and will be filled by those who prove themselves the best players.

## EXCHANGE DEPARTMENT.

Annie R. Barker, A. B.

Mary L. Baker, A. B.

## The Great Round World.

"And curious to hear

What happens; new; fame also finds us out."

—Milton.

The war cloud which one month ago hung threateningly over Europe and the East has shifted and now throws its black, unwelcome shadow over the United States. The explosion in the harbor of Havana, on the night of February 15, which blew up the United States battle-ship Maine and sent to swift and unexpected death over 250 of her crew, still echoes over our land. The statesman is silent, the patriot looks grave, but the "yellow journalism" of the country cries "war, war!" In the mind of the thinking American this same "yellow journalism" with its insidious methods and its open disregard for truth and honor is a much greater menace to a free land than the basest treachery on the part of any foreign nation. The latter acts from without; against him we are on our guard. The former acts from within and slays us while we sleep.

During the excitement attendant upon the foregoing incident the disgraced De Lome, minister to the United States from Spain, has crept home to the protecting arms of his mother country, for the most part unnoticed, except by the all-seeing eye of the ever watchful cartoonist. De Lome is but another instance of the parrot that talked too much.

Not one of the least important of the month's events is the decision in the Zola trial for slander, which sentences the well-known author to a heavy fine and one year's imprisonment. What this means let him reflect who reads these words from the mouth of Count Esterhazy, the officer acquitted by a military tribunal of the crime of high treason for which, by like tribunal, Dreyfus, the Jew, was condemned: "If Dreyfus were ever to set foot in France again, there would be one hundred thousand corpses of Jews on the soil. If Zola is acquitted there will be a revolution in Paris." Truly, "O tortured Israel, the wails of thy children ascend to heaven from every country and in every time."

With the approach of spring the Klondike fever has broken out anew, and the dreamer, the enthusiast and the tramp are already on their way toward the fabulous pot of gold which sits at the end of the rainbow. What doth it profit a man if he gain the whole world and lose all that is lovely in environment of body and soul.

Looking toward the coming Congressional elections to be held in the fall of '98, the passage by the Senate of the Teller resolution, declaring that government bonds may be paid in silver, but the defeat of the resolution in the House, is significant. In one more campaign, at least, the 16 to 1 jingle will play a prominent part.

A resolution looking toward the annexation of Hawaii has been introduced into the Senate and is now under consideration. The "man on the fence" looking anxiously at the attractive sugar cane fields upon one side of him and the suffering leper upon the other and discreetly holds his peace.

February 8, Barrios, President, or, more properly, Dictator of Guatemala, was assassinated. One month later King George of Greece barely escaped with his life, attempted in a like cowardly manner. "Uneasy lies the head that wears a crown."

Teacher (in geography class)—"Johnnie, how is the earth divided?"

Johnnie (who reads the foreign news)—"Don't know. I haven't read the papers this morning."—The News, Chicago.

Here's a critical study in diplomacy: Mr. Bayard was criticised for criticising his own country in another country. Hannis Taylor was criticised for criticising another country in his own country. Mr. De Lome is criticised for criticising another country in that other country. The three should get together and compare impressions.—The Republican, Springfield.

## Life and Desire.

Let but the heart once reach its goal,  
Lost is the joy that we acquire;  
Since naught but hope can spur the soul,  
Can there be life without desire?

—Harvard Advocate.



### The Realm of Pedagogy.

"A poor play taught like sixty is better than a good play taught like six."

"Born short" is a newly-hatched phrase. So far as we can make out, it is intended to imply that nature has failed to pre-adapt certain children to the processes of some kinds of educational sausage mills. Is it possible that some of the educational theorists are "born short"—of common sense?

The fact that teachers are underpaid is an example of neither injustice nor indifference. The teacher's average pay is simply the average market price of the teacher's work, and like all other market values, is the result of supply and demand. When the price of poultry goes down, the fact evidences no "injustice" to the farmer, much less that people have lost their appetite for roasted turkey. When people buy anything, they buy it for as little as they can get it for, education as well as other things.

Have you an idea that you are pretty accurate in the matter of pronunciation? Try the following dozen words, and then look them up. If you get all of them right, you can "pass:"

Diverœ, anchovy, biography, banquet, designate, dismay, fortress, frontier, manganese, memoir, precedence, senile, vagary.

Language and literature are the ground sills of mental education, all else is superstructure.

Great occasions do not make heroes or cowards; they simply unveil them to the eyes of men. Silently and imperceptibly, as we wake or sleep, we grow and wax strong, or we become weak, and at last some crisis shows us what we have become.—Ex.

Professor in geography (absently to bevy of girls who have swooped down upon him for aid)—"Are you 'The Nebular Hypothesis?'"

Head of the procession—"No, sir, we are 'Materials of the Earth's Crust.'"

### Purple Violets.

All violets were white as snow  
When Love was constant, leal and true.  
But Love was false, and in their woe  
They donned the sombre mourning hue.

—Exchange.

### College World.

Three French boys were studying a volume of Shakespeare in their own tongue their task being to render portions of it into English. When they came to Hamlet's famous soliloquy, "to be or not to be," their respective translations were as follows: 1. "to was or not to am." 2. "To were or is to not." 3. "To should or not to will."—Ex.

There is a section hand working on one of the railroads of the northwest who is a graduate of two universities and speaks eight languages. Possibly this may be one of the ten cent boys on whom a \$10,000 education has been wasted.—Ex.

Rockefeller has given the University of Chicago \$200,000 more, in order that its annual income may be \$729,000, the sum needed to pay its expenses.—Ex.

At the meeting of the trustees of the college last week the sale was consummated of a large amount of property in Long Island City belonging to Union. The selling price was \$1,000,000 and it is said that \$100,000 of this will at once be taken to make any necessary repairs and alterations in the college buildings.

President Jordan, of Leland Stanford, is playing havoc with the students. He has dismissed forty-one for idleness and bad habits and has his eye on several more.—Ex.

President Gilman, of John Hopkins University, has summed up in the following manner the objects of a college education:

1. Concentration, or the ability to hold the mind exclusively and persistently on one subject.
2. Distribution, or the power to arrange and classify facts.
3. Retention, or the power to hold facts.
4. Expression, or power to tell what you know.
5. Power of judgment, or making sharp discrimination between that which is false, that which is temporal, that which is essential.—Stentor (Lake Forest).

A handsomely dressed young woman entered a crowded street car. Several young men in the car remained seated, but presently a dingily dressed old man got up and said: "Miss, take my seat; I don't look as well as these here gentlemen, but I've diskivered that I've got more

politeness." The young woman sat down without thanking him. "Miss," said the old fellow, with a smile, "I b'lieve I've left my pocketbook there on the seat. Will you please get up?" The woman got up and the old fellow sat down. Stroking his whiskers, he remarked: "B'lieve I'll just keep on sittin' here, miss. I've got a little more politeness than these here gentlemen, but I've diskivered that I ain't got nigh so much sense."—Ex.

There is nothing so scarce as good nonsense. You may find a hundred who can sit on a dry limb and look wise and say nothing, and be respectable, to one monkey who can play the fool and do justice to the subject and himself.

A little Susquehanna girl is very much up to the times. At her prayers the other night, after the usual appeals for her loved ones, she added: "And please, Lord, take care of yourself, too, for if anything should happen to you, we couldn't have any one but Mr. McKinley to depend on, and he isn't doing as well as papa expected."

There is a story of a party containing two ministers crossing a lake in a storm. When matters became most critical, some one cried out, "The two ministers must pray!" "Na, na," said the boatman, "the little ane can pray if he like, but the big ane maun tak an oar."

Son (who has been caught reading a dime novel)—"Unhand me, tyrant, or there may be bloodshed."

Father—"No, my son, there will be nothing more serious than woodshed. Come, that is where the strop hangs."—Ex.

Tommy (studying lesson)—"I say, pa, where does the Thames rise, and into what sea does it empty?"

Pa (reading)—"I don't know, my son."

Tommy—"You don't know, eh? And to-morrow the teacher will lick me on account of your ignorance."—Ex.

William—"I told Professor Bung this morning that I was indebted to him for all I knew."

Richard—"What did he say?"

William—"He said, 'Don't mention such a trifle.'"—Ex.

Angry professor—"How dare you swear before me?"

Student—"How did I know you wanted to swear first?"—Ex.

"I feel for you, James," said the teacher to the disobedient scholar. "I feel for you every time I am compelled to punish you."

"You find me, too," replied the scholar, as he rubbed the chastised portion of his anatomy.—Ex.

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### A Novel in Three Chapters.

I.

Maid one.

II.

Maid won.

III.

Made one.

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### History Repeated,

King Richard on the battle field,  
To stem the conflict's course,  
Cried, as he waved aloft his shield,  
"My kingdom for a horse!"

To-day we hear the Senior wise,  
This sentiment endorse,  
When o'er his Tacitus he cries,  
"My kingdom for a horse!"

---

A wit named Turner, once registered his name at a hotel as "E. K. Phtholognyrrh." A friend with him noticing it, asked the reason, when he explained that "Phth" had the sound of "t" in "phthisis;" "olo" was the "ur" in "colonel;" "gn" the "n" in "gnat," and "yrrh" was the sound of "er" in "myrrh." "Now, if that doesn't spell 'Turner,' what does it spell?" he asked, somewhat triumphantly.—Exchange.

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And only the Master shall praise us, and only the Master shall blame.

And no one shall work for money, and on one shall work for fame.

But each for the joy of the working, and each in his separate star,

Shall draw the thing as he sees it, for the God of things as they are.

—Rudyard Kipling.

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No man or woman of the humblest sort can really be strong, gentle, pure and good without the world being the better for it, without somebody being helped and comforted by the very existence of that goodness.—Phillips Brooks.

## REVIEW DEPARTMENT.

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

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"Is There a Science of Education?" George P. Brown, in *Public School Journal*, February, '98.

The answer depends upon the definitions of science and art. The writer maintains that a process is a science where the causes or principles at work in producing results are known; while art sets up ends and works to effect them by clearing the way for the free activity of the causes whose efforts these ends are. If these definitions hold, there can be no art if there is no science.

If there is a science of education, there must be material which the principles of the science use in the construction of it. This must be gathered (1) from the objective worlds of nature and of man, (2) from a study of the human mind. The world must be known because we educate for life in the world. The objective world of man must be known, because we find our ideals of education in the institutional life of man. We must study the nature of the mind to find the best method of procedure and the aim of education. The nature of the mind is discovered in rational psychology; empirical psychology assists in directing the learner in pursuit of his ends by classifying and arranging the facts of mind in such a way as to make them explain each other. Rational psychology goes farther and discovers that the source of all existence, in whom all things are, is self-active, self-caused, absolutely free being—hence, immortal. This gives the educator such a view of the world and the nature of man as makes it worth while to educate the individual child. The aim of education is to make that child realize in himself that self-determination and freedom from the thralldom of mechanism that makes it in the highest sense the child of God. Physiological psychology assists in solving the problem. Child-study is another important contribution, because it shows how the child grows; education starts from its observations and seeks to develop the spiritual into a mastery over the physical and the animal by adopting this order of evolution, (1) feeling, (2) intellect, (3) will. It is only when mind is seen as the source and the essence of all existence that the education of the child is the highest and divinest work in which a human being can engage.

Then the principle of our science is self-determining self-activity, and the goal of our art the development of a moral will. The question arises, "To what extent does a science of education now exist?" Briefly, only so far as that view of the world held by rational psychology prevails.

There are three stages in the evolution of thought, (1) the practically atheistic stage, which regards everything as matter in its ultimate analysis and has no place for a personal cause. Many teachers are in this

situation. The second class may be called pantheistic. With them everything is relation, and God Persistent Force. A less army of teachers are in this stage. This has no place in Christian America. Here the Understanding stops and Reason takes up the search at the third stage, and finds self-determining and self-conscious energy to be the fundamental principle of all life and of all sciences.

Hence it seems that there are at least three sciences of education corresponding to these estimates of mind. Indeed there is a science for every child. We can only claim that we see more clearly the condition of our science and seem to have fairly entered upon the way that will lead to the discovery of the process. But every one's science is much like his philosophy—he must discover it anew.

A. Lattin.

"The Functions of the State Touching Education." Andrew Draper, in *The Educational Review*, February, '98.

After comparing the different forms of government from the family to the nation, the author shows that educational interests must not be managed by any power less than the State or nation, because purely local and unrelated municipal organizations are unable to administer and uplift a general system of education; and since the Constitution of the United States does not provide for the means of education while the State constitutions do, the State is bound to advance the common good by providing school privileges for the children of the poor and the rich.

Some of the functions, then, of the State touching education are these:

The State must see that a suitable elementary school is maintained within reach of every home. It must define the platform upon which public schools stand and promulgate the theories upon which they operate; it must keep the territory free from religious intolerance, and banish partisanship from the council chamber; it must put teachers on the merit basis and regulate pay.

The State must keep the work upon scientific lines by carrying the principles of teaching through all the grades; by working for brain and spirit culture; by dignifying the manual industries by putting the knowledge of good English and the desire for learning behind them; and by showing the responsibility of American citizenship.

The State is bound upon principle and the result of experience to give the school system independent autonomy while some one has undivided and unquestionable authority.

The State must compel attendance; must equalize school privileges throughout its jurisdiction by equalizing taxation for the running expenses of the schools; and must prohibit the granting of degrees by unauthorized institutions.

The State is bound, also, to help on whatever con-

tributes to sound information and promotes culture, viz.: to encourage voluntary assemblages, to aid and guide home study; to subsidize local libraries; to make art collections; and to promote the appreciation for architecture by making fine public buildings.

Upon the performance of these and other functions of the State depends the ultimate success or dismal humiliation of the cause of education.

A. G. Cummings.

"Stories of Pennsylvania." By Joseph S. Walton, Ph. D., Professor of History, State Normal College, West Chester, Pa., and Martin G. Brumbaugh, A. M., Ph. D., Professor of Pedagogy, University of Pennsylvania, and President of Juniata College. Linen, 12mo, 300 pages. Illustrated. Price, 60 cents. American Book Company, New York, Cincinnati and Chicago.

With all our modern resources in history much that is most interesting and instructive is still hid away among old unpublished records. Professors Walton and Brumbaugh realized the richness of this material in their own State and have compiled the unique book, "Stories of Pennsylvania." However, mere historical knowledge is by no means all that one gains from reading this book. One is carried from laughter to tears in quick succession. But best of all is the uplifting moral influence of the book. One cannot receive a debasing thought from these pages, which cannot be said of all histories. Indeed there is something in the directness and simplicity with which these stories are told which makes one forget all about authors or printed pages, and one simply lives over the grand old days, and in that living, his soul expands and becomes ennobled, under the influence of the heroism and self sacrifice of the men who lived them. The book has an atmosphere which is sympathetic throughout to the patriotic and consecrated lives portrayed, and one cannot fail to appreciate it and be stirred deeply both in one's patriotic and religious nature. Hence the book is most sweet and wholesome.

It is also interesting and exciting, with perfect historical accuracy, even to most of the illustrations. The basis of all the incidents and sketches is from the colonial records, the Pennsylvania archives and the collections of the Pennsylvania Historical Society. The sketches are all brief, and are not isolated facts as in many readers, but one feels while reading each one "this is one of the circumstances in that great series of events which culminated in the signing of the Declaration of Independence and later on in the great Civil War."

The stories are arranged in groups in their natural climatic order. Religious intolerance in Europe is spoken of first, as the obvious cause for emigration. Then come graphic accounts of the early days and of Penn's home, followed by many stories of the Ger-

man settlers and their life. One of the particularly good features of the book is that it tells of their early educational industry and of the founding of colleges, and what the graduates of those colleges did for America and American civilization. This portion of the book is an inspiration in itself. The history of Pennsylvania is rich in Indian stories as well as that of the other colonies, and the pages of history may be challenged to produce more heroic or tender incidents than are described in this book. Yet the stories are told with such skill that in no instance can one rejoice in the violence done, even if it is to requite the bitterest wrong. And then come the war stories and one's interest is held increasingly to the end, the illustrations adding greatly to the whole book. A strong feature of the book is that the geographical location is always carefully given, and every section of the State is represented, so that the book is well adapted to correlation work with geography, and also United States history.

On thinking over the history of Pennsylvania and particularly on reading this book, one realizes what an important factor the Keystone State was in bringing about the formation of the United States. On this account it is quite wrong to think of this book as having only a local interest. But rather, for this very reason, and because of the important new historical truths brought forward, because of the strong moral convictions which it must arouse in the minds of those who read it, because of the love of historical reading which it is sure to engender, and because finally of the patriotism which it inspires, this book justly claims a place in all the States as a supplementary school reader, and as a reference book in school and also in public and historical libraries, for while the language and often the form has been modified so as to be most attractive to boys and girls, it is yet agreeable reading to older persons.

The authors have shown great care in the preparation of the book. They have treated the subject impartially, manifesting the true historical spirit, and they deserve great praise for producing a book which will prove so direct and effective a means of making our school boys and girls into patriotic, devoted American citizens.

Lakeside Literary Series. Book I, "Fables and Rhymes," for First Reader Grade. Large type. Illustrated. Mailing price, boards, 25 cents; cloth, 30 cents. Western Publishing House, Chicago.

The rhymes in this supplementary reader are classics, and those that are most popular with young children. Hence the propriety of introducing them into the First Grade work, for nothing could prove a greater inducement to a child to learn to read. This is in reality the same method now employed to render at once easy and effective first year work in foreign

languages, by using at first well-known and interesting stories. But there is also another purpose in introducing these rhymes. Their rhythmical movement is generally conceded to be very perfect, and thus at the outset a child's idea of rhythm is to be cultivated as a preparation for an appreciation of poetry. Some of the rhymes are written in script and furnish a suggestion to the child to copy them and learn them.

The fables which comprise the larger portion of the book are selected for the good moral lesson contained and also with a view to stimulate the imagination, the importance of which form of mental activity is too often underestimated in a scheme of education. The conversations of the animals will appeal strongly to the childish imagination. The fables have been rewritten into simple English, but the language has not descended to puerility, the fault of many readers. The type is large and clear and the illustrations are those that would delight a child. They almost tell their own story, for example the expression on the countenance of the lion who is talking to the mouse.

"Fables and Rhymes" was compiled with a purpose and that was to teach reading and a love for reading simultaneously, and this as a preparation for an appreciation of the higher literature that follows, and the best means to this end seems to have been adopted in introducing some of the nursery rhymes and tales into the school, the child thus passing by easy degrees from play into the first attempts at work.

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"Religious Instruction in American Schools." A digest of an article of the above title by Levi Seeley, in the *Educational Review* for February, 1898.

The more educators come to recognize that there is a philosophy of education, the more profoundly convinced are they that there is something radically lacking in the American school system.

Most countries of Europe have always given religious instruction in the common schools while in America the conflict between denominations apparently makes this impossible. In the old world the line of division is Catholic and Protestant and the problem is much simpler than with us with our many shades of Protestantism. The Catholics have always insisted that knowledge of God is an essential part of education, yet were inconsistent in their attitude when they aided in the exclusion of the Bible from the schools. Now, many of them freely acknowledge their mistake and are trying to remedy it by establishing parochial schools. But obviously these schools must always be inadequate to the number of Catholic children and leave the problem still unsolved as to all non-Catholic schools. The parish school exists because of the lack in the State schools.

Necessity of religious training for a properly-developed character is generally conceded. Lack of this education among the rising generations of America is too apparent to be commented upon.

The pupil needs chiefly:

1. A minute knowledge of the historical facts recited in the Bible.
2. A clear conception of the meaning of the parables and other teachings of Jesus.
3. A memory of much sublime language of the poets and prophets of the Old Testament.

Familiarity with the Bible is worth more to the student of literature than familiarity with any dozen other best-named books.

We teach the history and literature of every other people. Why omit that of the Bible? And there must be and need be no sectarianism. There is a common platform of literary, historic and moral teaching, founded directly upon the Bible upon which Catholics, Protestants, Jews and Christians, orthodox and liberal, can stand in our public schools.

Does any denomination fear lest the people should become too morally independent in religious thought and in reverence for Deity?

Is the State protecting itself by the moral training of good citizens?

Is the brotherhood of man and the fatherhood of God being exemplified?

The State, the church, the home, the individual—each has its duty to perform in the education of the child, and if each performs its duty the result will be an American citizen, pure, holy, intelligent and patriotic; a man loving his country, his God and his fellowmen as he loves himself, and one who believes and practices righteousness.

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The Macmillan Company announce for early publication "Topics on Greek and Roman History for use in Secondary Schools, by A. L. Goodrich, Principal of the Free Academy, Utica, N. Y., and formerly principal of the High School, Salem, Mass.

This is a full and systematic scheme for the study of Greek and Roman history by the topical method, adapted for use in accordance with the latest recommendations of Committees and Conferences on the study of history. All phases of Greek and Roman history (including literature and art) are covered, and each topic, or group of topics, is accompanied by abundant references to authorities.

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Specimens of the Pre-Shakespearean Drama, with an Introduction, Notes, and a Glossary, by Professor John Matthews Manly of Brown University, will be of interest to teachers of the history of literature. The two volumes begin with fragments of the earliest liturgical plays, and extend through the miracle, mystery and moral plays, the interlude, down to the final comedy and tragedy of the Elizabethan age. The specimens are adapted to a first-hand study of the English drama in its development. (Ginn & Co., publishers.)

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
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
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