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THE ECHO.

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THE ECHO.

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EDITORIALS.

LET every member of the graduating class subscribe to The Echo for next year. It is a profitable thing to keep in touch with the institution.

IT is a suprising and puzzling, yet true, fact, that persons who evidently are fitting themselves for a profession should refuse to take part in those exercises which evidence their ability and aid them in that profession. Such individuals may be considered mere dabblers in the art, looking for the remuneration which may result therefrom.

A THOUGHT which all graduates should carry out with them as they leave their professional training and preparation for life work is that growth and power depend on what we give out in the welfare of others, not what we keep as an accomplishment within.

MANY, as they take up their work for the first time, may be surprised that all the theories they have formed cannot be realized. It is well to remember that conditions are not the same in practice as in theory. Conditions will exist in the particular sphere one enters for which, in his training, no special provision was made. The man or woman who, under these circumstances, can meet the conditions successfully is the one who will rise to the position of merit.

THE editor expresses his thanks and appreciation to all those who have so willingly contributed to the success of The Echo during his term of office. The ready response of the members of the faculty and of the students have been a great factor in whatever success The Echo has attained.

EVERY class meeting and class appointment give evidence to the fact that many people are lacking in college spirit and are centered on their own welfare. It is with great difficulty that a class meeting of any size can be gathered at 1.15 P. M. for any purpose. At elections in which every college-spirited student should be interested by attending, there is merely a handful. Perhaps such think that by gaining a few more facts or a little better standing their success will be materially increased. Nothing is further from the truth. Such persons will carry the same spirit in their work and it will never help in their advancement. Only geniuses can neglect the rules necessary to success.

THIS present year has seen brought out in the College new features which have never been before introduced. The Annual was a creation of a member of the graduation class and it has proven a success as a publication. But the student body has failed to do their share in making the sale successful. It is to be hoped that in the time remaining they will make it so.

AT THE last meeting of the Class of 1900 there was elected an "Alumni Editor" of 1900 for The Echo. This office requires the collection of news of the members of the class. This news is to be put in The Echo. This editor

will write to the members at intervals for the first few years after graduation. After this the members are at liberty to write to him. When the "Alumni Editor" writes to you for news concerning yourself, let it be your privilege and obligation to reply if you have any news. In this way you will gain news of others.

TO OUR successors in charge of The Echo for the coming year the present boards wish the highest success. The work is enjoyable and profitable. It gives one a chance to show what the quality of one's executive ability is.

A GOOD word to keep constantly before ourselves is "overcome." A difficulty mastered makes the next so much the easier. Someone has said that if life contained nothing beyond, it would be a pleasure to live for the conquests over self and external things. Victory brings with it some sense of satisfaction. It is exhilarating to be a conqueror.

THE development of character is above all things in life. The teacher should keep in mind that knowledge per se does not bring character. The opposite is true, that poor scholarship or lack of ability does not take away moral worth. Sensitive pupils are liable to make this connection between the two.

IN a recent lecture by Edward Everett Hale, the speaker gave three rules regarding the way a man's life should be daily conducted. First, he said, "Live in the open air."

The thought of this statement may be interpreted in this manner. Health of body is dependent upon the pure air

breathed. This is best secured by living in the open air. Again, in addition to health, there is the happiness which nature, in her various moods, brings to one living in the open air. The picturesque and the harmony of the surroundings of the open air furnish us with pleasure.

Second. "Touch elbows with those in the rank and file of life."

What advantage comes to one from this? Why, it enables one to give a cheering or helpful word to a fellow man. Further, it causes us to see and feel that our condition, if better, should bring forth thanksgiving on our part. This is the means by which the rank and file may be elevated and brought into touch with the best and noblest in life.

Third. This last bears a direct relation to ourselves: "Meet someone your superior every day."

This may mean superior in morals, intellect or in other spheres of culture. This will stimulate our desire for betterment. Ambition will be aroused. If we take the meaning of superior to be moral, the influence of such fellowship will be to make the recipient nobler and better.

Pause Before You Go.

To face the problem of destitution, to believe in the approaching Utopia, with a sick, hungry feeling and a mind biased by days and days of suffering requires a faith far exceeding that of a common dullard. Have you ever thought, have you ever allowed yourself to think how many are passing through this experience? It is a problem which meets the Socialist and the Humanist with immense force.

I can conceive of no higher vocation in life than that of helping some of these poor souls to a realization that life is

worth living after all. But *is* it worth living when on the very face of things the struggle for existence saps all of life there is, leaving no smallest part for happiness to come in!

How can one deride the adopting of such a calling as to enable one to reach the little hearts that are crushed by the heartless, hopeless condition of inherent poverty and stupidity? Think of it! to give one little child a glimpse of the World Beautiful, to let him hear the fresh, pure, happy songs of childhood, to see birds and breathe flowers, to know of that wondrous world of beautiful things which has never been his world and, still more, to live in it. He has dreamed of it and longed for it with all his cramped, down-trodden but God-given little soul, for to every human soul the Creator has given the groping after happiness and goodness lest we should be satisfied with groveling in the sod.

If one will only visit a kindergarten or a primary school under a proper instructor there will be the reward of a glimpse of the awakening spirit in the child. To the children from squalid homes this is a Paradise. If it is blessed to give "even a cup of cold water in My name," thrice blessed is she who opens the world of happiness and warmth to little children.

For one year, perhaps two, you have pursued studies that you might know how to teach. You are going now, going out into the world to see what you can do with the powers which have been given you. Before you have done forever with all this training, ponder for a while on what it all means. Are you going for the good you can do or do you seek only your own happiness? Think of it and think so earnestly that your hearts shall become saturated with the longing to help little children, and, when the temptation comes to accept the position which offers the most alluring prospects, think of the children who are crying for something which shall raise them and give them a chance in the world, then, with your Good Angel to lead you, decide.

M. L. A.

LITERARY DEPARTMENT.

Janet King. Genevieve Bailey.
Elizabeth Bishop.

Men Who Deserve Statues.

Among modern educators there is a group of three men, who not only were worthy of statues, but the people of their own countries have delighted to honor them with the erection of such monuments. The pioneer in this group was Pestalozzi. His "thinking love" for the Swiss peasantry led him to desire earnestly the regeneration of Switzerland. With this in view, he first became a pastor, but found that theology was not the best weapon with which to wage war on the existing evils in Switzerland, so he turned to his beloved teaching. In his system of education we find the expression of his love for the poor and abandoned of his land, and his great interest in their welfare. Pestalozzi will never be remembered or revered for his great knowledge, but he possessed something infinitely superior to that — he knew "the human spirit and the laws of its development and culture, the human heart and the means of vivifying and ennobling it."

A great admirer and friend of Pestalozzi, Froebel, followed in the footsteps of his predecessor and co-worker. Some one has said that Froebel saw in every child a perfect man. He made it his life work to bring the minds of young children to that perfection. Froebel called the old education, "hot-house education," because, by its severity and artificiality of instruction, the child's own powers were smothered. This lover of little children would have them expand freely in play and, to that end, he substituted a free and joyous education, which cultivated the faculties of the

mind. He sought "tranquil peace of heart, harmony of life and purity of soul." In our kindergartens of the present time, we find these beautiful views put in practice. We are grateful because the love of Froebel for young children inspired him to formulate what we know as the kindergarten method.

The third member of this group, Edward Austin Sheldon, is dear to the heart of every American teacher, because to him, chiefly, we owe the introduction of the modern system of education in this country. It was his lot, as it is that of every reformer, to endure discouragement and seeming failure, but we shall honor him always for his noble "contest with ignorant conservatism and unintelligent critics." Dr. Sheldon believed that the ultimate aim of education was character. He was not in sympathy with the idea that an educated man was one whose head contained much intellectual lumber, useless or useful, it mattered not, that, as the end of education was knowledge, the memory must be burdened and facts stored away, while little attention was given to the way of acquiring these facts. Dr. Sheldon endeavored to introduce valuable knowledge and, at the same time, emphasized the method of obtaining this knowledge, that the power and character of the pupil might be strengthened. He said once: "I cannot determine the education of a child by its ability to answer questions in a given way. These answers may be obtained from books. Rather let me ask a question to which they have not learned an answer from the text-book and let them give an answer in their own language, from their own thought." We owe much to Dr. Sheldon for his pioneer work in object-teaching and in the "development

method," but as Charles R. Skinner says, "Behind his profession, behind his work, stood the *man*." It is the saintly character and the unselfish life of this great man that will always be held in affectionate remembrance.

"Do we ask if such a life, with such a character woven into it, had an influence upon our educational theories and methods? It was more than influence—it was *inspiration*. Always holding high ideals himself, he inspired others with lofty purpose and noble ambition. He transmitted to others hope, faith and resolution." It is most fitting that a statue of this great educator should now stand in the State Capitol at Albany. Even the mere sightseer, who may pay a casual visit to our Capitol, must be impressed with the dignity and simplicity of the figures represented by the sculptor. The exquisite touch of the artist is shown by the trusting love expressed in the child's face and attitude as he looks up to his kindly teacher. That this monument should have been erected by the pennies of New York State children is a tribute appropriately rendered to this "friend of little children."

The influence and inspiration of these three educators, Pestalozzi, Froebel and Sheldon, will go on for many a long year. Their disciples will lovingly spread abroad the principles which they promulgated. To each one of these great men could be applied the words which were first spoken of our own Abraham Lincoln: "He could receive counsel from a child and give counsel to a sage. The simple approached him with ease and the learned approached him with deference."

Laura Branch, 1900.

Knowledge is power.—Bacon.

Scene between Gertrude and Stauffacher, in which she inspires him to fight for Swiss liberty (Schiller's *Wilhelm Tell*, act 1, scene 2).

Stauffacher:

'Tis but a pretext by them now awaited
To bring against our mountain-land ill-fated,
The furious hordes of war at their command,
To strive with victors' rights within our land,
And though pretending righteous punishment,
To seize the charter to our fathers lent.

Gertrude:

But ye are men and can your weapons wield;
As for the righteous, God is still their shield.

Stauffacher:

O, wife! a fearful horror is in war,
The herds and herdsmen strikes he dead
before.

Gertrude:

One must endure what heaven to him sends,
To aught unjust, no true heart ever tends.

Stauffacher:

Thou lov'st this home we built not long ago,
Which war, harsh fiend! may shatter with
one blow.

Gertrude:

Thought I my heart to earthly goods was
bound,
With this own hand I'd burn it to the ground.

Stauffacher:

Humanity thou lov'st! But war spares not—
Not e'en the tender infant in its cot.

Gertrude:

But innocence in heaven has its friend!
Look thou not back, but forward to the end!

Stauffacher:

We men can bravely fight, nor, dying, fear,
What fate however will be yours to bear.

Gertrude:

The final choice is to the weakest given,
One leap from yonder bridge—all ties are
riven!

Stauffacher (embracing her):

Who holds a heart like this against his breast,
Can fight for hearth and home with mind at
rest,

Nor fear with royal force his strength to test.

—Clara M. Frank.

Relation of Method to Culture.

In order to understand the intrinsic value of method, and to appreciate the part it must ever take in the training of the young, it is necessary to be acquainted with the fundamental principles that underlie the art of education.

Herbert Spencer has defined education as the "Preparation for complete living." There is much embodied in this definition. Character, strength and ability to enjoy to the fullest extent all the God-given powers that are the rich inheritance of the children of men. Stein has said that "Education is the harmonious and equible evolution of all the human faculties by a method based upon the nature of the mind." This implies a knowledge of the laws which govern the operations of the mind.

That the mind naturally receives a thing first as a whole, and then divides it into its parts, and then gathers all together again, is perfectly patent to those who have watched the process of its development.

The sole aim of education is to unfold and develop the human faculties and to bring them into a condition of response to the touch of outside influence, however subtle those influences may be. It is the process of preparing the sensitive plate of the soul that, at the slightest notice from without, it may be made to take the impression and to retain the correct and permanent setting.

John Stewart Mill has said that education "Includes whatever we do for ourselves and whatever is done for us by others for the express purpose of bringing us nearer to the perfection of our nature," and Plato has carried the thought to its beautiful completeness in his expressions of the idea of the purpose of education: "To give to the body and

to the soul all the beauty and all the perfection of which they are capable."

Here we have the key to culture. For true culture should be the aim of all development. Power to do, to act, and to see, on the instant, to make correct classifications and discriminations; but, above all this, to think — deeply, to know always the noblest and then will to make *that* the grand, constant choice of life.

Hamilton Mabie speaks of the cultured man as one whose large scholarship has been so "Completely absorbed that it has enriched the very texture of his mind;" it has its own peculiar "charm and power," and carries with it its own "atmosphere."

Much knowledge may be gathered and many facts stored away, but if the beautiful Goddess of Wisdom has not bent low and touched into life the sacred fire deep hidden in the soul of man and made it to glow with simple warmth and earnest purpose, that one is only partially awakened, and has not once a hint of the divinity in education. For culture is the divine part of it, the part that makes education the living growth that ever reaches towards a more perfect development.

Method is the manner in which this development is most easily and quickly brought about. The word, "method," is from the Greek, and it means "the way over." Based on the laws of the mind, method seeks to explain how the mind can be led by gradual steps from the realm of the known to that which is unknown; or to discover "the way over" to the new field of thought.

There are many devices for accomplishing these ends, but they are all founded upon the one method. Thus if method be rightly understood and properly used, it will enable the mind to de-

velop new ability for every future act, and gain greater power for close and logical thinking.

All true instruction is based upon these principles. Thus the mind is set free at every step and "the way over" into new pleasures is easily and rapidly made.

A perfect familiarity with the subject taught is one of the first requisites of the teacher who would put this method into practice. This is why a few enthusiastic specialists, having something of the native art of teaching, attain good results, though entirely lacking in professional training. Their very familiarity with the subject, gained through deep thought and original research, leads them to present it in a simple and natural way. We say that such teachers are born and not made, but how much greater the power, if, instead of the lucky stumble upon the right path, they were able to follow with firm and confident tread. Dr. Hugo Münsterberg, of Harvard, makes the assertion that boys graduated at the German Gymnasium at eighteen are equal in mental maturity to an American lad of twenty-two, just ready to take his degree at an American college, and he attributes the fact to three main reasons: First, to the nine years of rigorous training at the hands of skillful teachers, each a specialist in his line, and men of broad culture. Second, to the greater steadiness with which the course is followed, and, third, to the sentiment of the home with regard to education, always urging the youth on to do his best in the chosen course marked out for him.

Sweeping as seems the statement, we cannot deny that the unfavorable comparison is in some measure true, when we think of the meagre four years in the

High School, after which boys and girls are hurried into college, and before their minds are ready for this work are subjected to a course of lecture instruction, which they are totally unfit to appreciate. They must adjust themselves to their new environments and find their own method of bridging over the chasm from High School to college.

Just as the transition from the freedom of the kindergarten to the more rigid school work of the first grade is a critical point in every child's life, so this transition from school to college marks another epoch, which if not skillfully met by earnest and competent teachers, acquainted with the true method upon which to work, may prove a serious delay in the onward step toward discipline and culture.

Thus the college should be content to perform this critical office of preparing the youth for the university by patiently winning him, in accordance with the laws of the mind, into the full possession of his powers.

This calls for right teaching; for teachers not only well armed with many facts, but those who are cultured, disciplined men and women, willing and brave enough to lead the younger brother and sister by the surest path, step by step, until the very essence of their culture has permeated the hearts and minds and lives of the boys and girls and brought them to feel their own strength and power.

Only as right methods are employed, can this be accomplished, but quick will be the response when the keynote is sounded. Someone has said, culture rests on "ideas rather than upon knowledge." Ideas are our own. We originate them, and when we have the power to think nobly and grandly ideas pass

into ideals, and life holds for us a freedom from narrow views and provincial outlooks that make us citizens of all the world, in perfect harmony with law, happy in our own emancipation, and humble and grateful in our added power to make life richer and sweeter for all.

Eunice A. Perine, 1902

Paying Attention.

"Attention is the stuff memory is made of."
James Russell Lowell.

Attention is the due application of the ear to sounds, the eye to visual objects, the mind to things brought to it for consideration.

Attention may be considered as under two heads — automatic and volitional.

Our first consideration will be the reciprocity of impression, and it is desirable that, before we enter upon our subject, we inquire into the action of the higher centres and note the active as distinguished from the passive states, and how or whether they are carried to the sensorium by nerves of the external or by those of the internal senses.

That is whether we fix our attention on what is going on outside us or on something that is going on within us.

It is in the power which our will possesses over the direction of active reciprocity or attention in the acquirement of knowledge, the control of emotions and the regulations of conduct.

Our attention may be fixed on something going on outside us or on that going on within us, instead of being affected by each impression in proportion to its strength.

A man in deep thought may be walking along a crowded street and have his attention so completely taken up with some internal train of thought that he pays no attention to what is going on

around him, so long as it does not interfere with his progress onward.

He sees nothing and his movements are purely automatic.

Another man may be so attracted by whatever is passing about him, as to be almost unable to discuss a matter of business with a friend, with whom he may be walking.

His attention is fixed on what is going on outside himself, rather than the internal, and his train of thought is completely interrupted and he is at a loss to recover it until his attention is no longer occupied by that which attracted him.

Now, if the discussion had been of such kind as to greatly interest him, he would have paid no attention to the things about him, nor let them attract him, but have given his undivided attention to the subject under discussion.

This state of active compared with the passive reciprocity may be either volitional or automatic; it may be intentional or an act of the will.

It may be produced unintentionally by the great attraction which the object external or internal has for him.

A flash of lightning, the rumbling of a cart, the ringing of a bell, a touch, will compel us to attend by their own force and we call it non-voluntary or passive attention.

A boy may be conscious of the fact that his book is open on the desk before him and this will be non-voluntary, but if he desires to please his teacher, to acquire knowledge, or any other motive that leads him to concentrate all his powers of mind on it, his attention is voluntary or active, so we fix our attention on a particular object by a decided act of our own.

In young children the will is weak,

hence the inattention to lessons often treated as wilfulness, but really just the opposite, for it is the result of a want of volitional control of the mind.

We have observed that the attractiveness of a thing determined the attention given to it.

Then, first, we must interest the pupil.

The effort to fix attention on an object is greater in proportion to the attraction of some other objects.

A number of persons may go along the same street, and probably no two persons were attracted by the same thing: One saw some new book in the window at the newsdealers, another the architecture of the buildings, an artist, a passing bit of beauty in the landscape; each that which most interested him.

The sound of a passing wagon or of a piano in another room may draw away our attention in some other train of association it has set in action.

Sometimes the will may do its best to keep the attention fixed, yet may be overpowered by an involuntary attraction too powerful for it.

There should be contrast in the work and make it as novel as can well be, for habitual sounds or sights lose their attractiveness, fail to interest, and other things will claim the attention.

Fatigue of brain will cause the thoughts to wander and a very great effort of the will may be needed to keep them fixed on the task to be done.

We often blame the child for not paying attention, when his little brain is really too fatigued to longer keep the thought uppermost. Change the scene or subject to the most attractive you can advisedly.

The power of the will over the states of attention is not unlimited and will vary in individuals.

In the very young child attention is purely automatic and the change from one object to another depends upon the relative force of attractiveness.

Many are but children of an older growth and give purely automatic attention.

As the child grows older it is the attractiveness of the change of that going on about him that leads him to the use of them. Everything excites his curiosity.

The child's attention should be gained by limiting his observation to some one object until he has made himself well acquainted with all he can learn about it.

It cultivates the power of fixing the attention, which was purely automatic, but now comes under the control of the will.

Encourage the "why," for it shows us that attention has been given and curiosity is excited.

It is the teacher's desire to fix the pupil's attention upon objects, which in themselves may have little attraction.

Experience proves that it is a great advantage to give all the attractiveness to the object that it may be capable of and then not require the attention for too long a time.

Separate class rooms help relieve many distractions of class work.

The will (the power of self-control) is weak in a child and the first object of education should be to help strengthen it. It is wrong to punish a child for want of obedience, which it is not in his power to give.

Often the little mind cannot do the task assigned and a kindly suggestion or the directing of the thought into a less difficult channel, which it will be attracted to, may bring about the desired result.

Thus this habit, which at first was so purely automatic, gradually becomes, by wise training, amenable to the will.

Even at an early age there is a great difference in individual pupils as to their powers of attention.

One is distracted by every passing thing, while the others can keep their minds fixed on an object long enough to help them learn all there can be for them to learn through their senses.

The difficulty might lie in transferring from one object to another.

Some must be encouraged to get the attention, while others must be led to change.

Often an apparently dull boy is giving his attention to what ideas have called up in his mind, and there is attention inside, or the *bright* one gets the praise, which he does not deserve, for his mind only sees the passing, and so rapidly takes in the new expression, of which he loses all traces, as soon as a new idea is brought up, for these ideas have no time to fix themselves.

As the power of fixing attention gains strength it greatly aids him to use that power and attention to ideas rather than sense impressions, and it becomes more and more easy, and fixation upon one subject becomes so habitual that it will be less easy to break the train of his thought than to keep it flowing, and a time will come when the direction that attention is given is guided by the individual's own will rather than the will of another.

Thus the difference between volitional and automatic attention is well shown by the difference between an observant and an unobservant person; for will is the motive power.

"I ought," "I will," will help in paying attention.

The Wild Rose.

(Translation from the German of Goethe.)

Spied a youth a little rose
Blooming in the heather,
Beauteous as the morn it glows;
Running quickly near he goes,
Views it with much pleasure,
Little Rose of dainty red
Blooming in the heather!

Cried the youth, "This rose I'll pick,
Blooming in the heather;"

Cried the rose, "This lad I'll stick,
So he'll ne'er forget the prick;
I need suffer never;"
Little rose of dainty red,
Blooming in the heather!

But the wild youth plucked the flower,
Blooming in the heather;
Wild rose fought with all her power,
But must suffer from that hour;
Yes, must suffer ever.
Little rose of dainty red,
Blooming in the heather!

— Helen B. Ames.

Junior Class, Normal High School.

Recovered.

It was the twenty-fifth of June and the Coxs were coming to their summer home to-morrow.

The people of the little village of Reedville had been on the tiptoe of excitement for several days — ever since the servants had arrived to get the house in readiness for occupancy. The time was fast drawing near when the house would resound with music and laughter and the childish prattle of the two pets of the Cox family.

Mr. Cox was a wealthy Wall street broker and owned a beautiful home in New York, besides the spacious one in Reedville, where his family spent all of the hot summer months, and where he was able to be with them once at least during the week.

The family consisted of Mr. and Mrs.

Cox and two beautiful little girls, Elsie and Ruth, one six and the other eight. The children had both inherited their mother's expressive face, but Elsie was a decided blonde, while Ruth was darker and possessed more of the features of her father.

The Coxes had spent their summers in Reedville ever since Ruth was a year old. The people had seen both of the children grow up from babies and they were the pets of the whole village.

To-morrow this happy family was once more to be greeted by the many kind friends who always gathered at the depot to give them a hearty welcome.

As the time for the arrival of the train drew near the people began to gather. Among these people were the idlers who are always conspicuous around a depot in a small country village. Noticeable among these idlers was a young man about seventeen years old who seemed to have no aim in life and no ambition to do anything except to kill time.

His father was a blacksmith of the village and had been desirous of having his son learn the same trade and carry on the business with him. The kind of work, however, had no fascination for John. From the time he was a little boy his chief delight had been in making drawings, especially those of houses. His father was so averse to anything of this kind for his son that he had threatened and ridiculed him until John had become just what we find him, a thoughtless, aimless young man.

Mrs. Cox had always had considerable sympathy for John and had shown many little kindnesses which he seemed to appreciate fully.

This morning he seemed more restless than usual and kept glancing anxiously at the clock every five minutes.

At last the engine appeared in sight, and soon through the car windows were seen the faces of the two happy children who clapped their hands with delight when they saw all the familiar faces.

They came out of the car door and down the steps as if they could not get out quickly enough. Behind them came Mr. and Mrs. Cox, looking as if they too were pleased to be again at the old place and with the old friends.

There was a general handshaking and exchange of greetings. Everyone seemed to be happy.

The most conspicuous among those who greeted the Cox family was John. He seemed to be everywhere present, and left nothing undone that he could do for them. Mr. and Mrs. Cox both noticed what a fine looking boy John had grown to be, and both felt it to be a great pity that he should spend his youthful days in such a useless way.

Their carriage was waiting for them, but they deposited their packages in it, saying that they preferred to walk on such a beautiful morning. It was a perfect day and everything looked very fresh and pretty to them in comparison with the hot, dusty city, which they had just left.

As soon as they were started up the street, Elsie and Ruth began to dance around John, and, as in former days, he proved to be an excellent play-fellow.

As time went on, John came to be a daily visitor at the Cox house and was always doing little things which made them happier for his having been there. He gradually broke away from his old companions and seemed to take great pleasure in being with these people who had all come to think a great deal of him. However, he still retained his aimless attitude toward life.

The Coxs had been enjoying life in the country for some time when one day something happened which caused great consternation in the whole village. Ruth had been helping her mother in the house all the afternoon and little Elsie had been left to play out of doors all alone. She had been out all the afternoon and toward night Mrs. Cox thought her little girl must be very tired, so sent Ruth to call her.

In a few minutes, Ruth came in crying and all out of breath. She had been all around the grounds and had called Elsie as loud as she could, but could find nothing of her. Mrs. Cox and the nurse both rushed out and called and hunted, but Elsie was nowhere to be found. Mrs. Cox was almost frantic, and sent servants to alarm the neighbors while she went searching in every place for her child. The neighbors soon congregated and set out to search. Among them, of course, was John.

They started out in different directions to go through a wood just back of the house.

The night was coming on and they had to light their lanterns.

Until late in the evening they searched for the little one, but not a trace of her could they find. They all decided at last that there was no use of looking any more until morning. All, did I say? No, there was one who would not give up. He could not bear the thought of having the child, of whom he had become so fond, exposed to the dangers of the wood any longer than he could help. He determined to keep on looking until he found her if that were possible. So John was left alone to tramp around the dark woods. He never thought of that though. The thought uppermost in his

mind was to rescue Elsie and return her to the grief-stricken mother.

He began to feel that there was little hope of finding her when at last, just before daybreak, his efforts were rewarded. On a grassy mound far into the woods, with her little head resting against an old log, lay little Elsie fast asleep. The child had wandered into the wood to gather some flowers and had gone on until she could not find her way out. She had called and cried until she was all tired out and then had discovered this nice place where she lay down and cried herself to sleep.

The feelings of the parents upon the recovery of their loved one may be imagined. They could not begin to express their thanks to John for what he had done. John could not understand why they should think he had done a great deal, for he considered that he had done nothing but his duty.

The outcome of the whole matter was that, through the influence of Mr. Cox, John was sent to receive instruction of one of the ablest architects in New York, which work was just what John had always had such a longing for. At last his fondest hopes were to be realized.

He showed such marked ability that he was soon able to work independently. Mr. Cox saw that he was furnished with everything that was necessary in order to give him a good start in the world, and John proved to be worthy of all the help which he received.

John now seemed to them like one of the family, and they all liked nothing better than to gather around in a family circle on cold winter evenings and talk of the old days in the country and of the good times they would have in years to come.

H. O. S.

Professional Reverie.

I stood before a class one day,
And gazed in wonder, in dismay,
Where so busy with this or that,
My little lads and lassies sat.

Faces were dark, faces were fair;
Many had straight, some curly hair;
The eyes were brown and grey and blue;
Most gowns were old, a few were new.

There were Italians, French a few;
Some Irish, Scotch and English, too.
From many homes, unlike in creed;
Homes of plenty and those of need.

Amazed I sit and think it o'er,
How I stood there that class before;
To guide the little hand and mind,
To work, to think, and to be kind,

Not for to-day, but future years,
With many hopes, as well as fears;
To sow in those young hearts the seed
Of good or bad, by word, by deed.

Heavenly Father, help Thou me,
To make my life like Thine to be,
That good alone to those I'll give,
As I shall teach them how to live.

— Jennie A. Van Hoesen, 1901.

The Educated Man.

We deal with strong forces and powerful factors in these days of progress and advancement. We have formed for ourselves a high ideal of manhood in this beautiful western land. We ask that men shall not be interested solely in themselves, but that they shall contribute of their time and substance for the benefit of others. Our aim is the advancement of man's development and progress. We believe in the dignity of human nature. We recognize no classes. We say that we recognize in the humblest youth who walks our streets the essentials of manhood which, if properly developed, will make of him a man of power and influence. We are proud of the fact that the way is open from the

log cabin to the presidential chair. We point with pride to many citizens who have risen from humble homes to the White House, and we use this fact to inspire in the hearts of our youth loftier ambitions and higher aims which, even if they are not fully realized, result in greater development of character and inspire him with higher ideals and make him a stronger and more efficient citizen.

Of all the factors that have contributed to make our country what it is and to develop power and virtue in our citizens, the school, in all probability, stands first. It is true that the home has usually been placed first in the list, but, while there are many homes from which the very best influences emanate, yet there is another and far larger class of homes in which the teacher is a source of inspiration and exerts a very strong influence upon both pupil and parent and contributes largely toward bettering the conditions in those homes and also give to the pupils a higher standard, which insures their becoming better citizens.

Then, too, the children from the better homes often learn their first lessons of sympathy and get their first ideas of equal rights for all from the school. So I think that the school may safely be said to be the greatest factor in our modern civilization. Then, too, it embodies the most advanced ideas of our best thinkers and statesmen, who have spent their lives in the endeavor to make our schools the nursery of good citizens. Why should they not be a source of inspiration?

That is what the teacher must make them, real, living sources of inspiration.

Every teacher should have a profound faith in the possibilities of human nature. No one who believes that man is essentially evil can ever truly succeed as a

teacher. It is that unfaltering belief that there is a germ of good in everyone, and that it may be developed until it becomes the controlling influence in the individual's life, which sustains the teacher through many a long and arduous trial, and gives him the power to succeed in his work and makes him able to inspire in the pupil a desire for better conditions.

With this foundation to build upon, we shall undertake the work of training our youth. We shall train him, first of all, for citizenship; that is the crying need of our country to-day. In our peculiar form of government where the elective franchise lies at the foundation of our institutions, we need above everything else men of stainless character and pure purposes. We need men who will consider public office as a sacred trust whose duties can no more be trifled with than the lives of his fellow-citizens. Faithfulness in public office is the only safeguard of our institutions.

We will teach our children then to value the ballot, it is the instrument of reform and the foundation of liberty. We will teach them to discharge faithfully every obligation he undertakes. We will teach them that a promise once made is never to be broken. We will train them to believe that their word should be as good as a bond. We will teach them the value of strict business integrity. We will teach them that fraternalism is the golden chain that binds humanity together and makes true progress and civilization possible.

We must have earnest teachers for this work; no listless, half-hearted individual will suffice for the work in hand. The men and women who direct the development of a child's character for five days in the week must be alive to the responsibilities of the position. We must have

teachers who can work, not only with the children from the best homes, but who can reach down a helping hand to those children and to the parents as well, who come from the homes where ignorance and vice have blighted the lives, where the sunlight of truth has never fallen, where sorrow and sin have hindered the development of its victims. A teacher who can work successfully with these conditions is worth ten who can work only with the better classes. This takes a teacher with the most inspiring personality, the deepest and broadest sympathy, the firmest and strongest will, the highest and noblest ideals. Do you possess all these qualifications? If you do go forth in conscious strength and power, your work will be well done, your power and influence great.

If you do not possess them, do not despair. Remember that the power to grow rests inherent in the soul of man. Whoever looks his faults squarely in the face and puts his mind in an attitude receptive to the truth must in time develop a character which shall be embellished with the priceless jewels of beauty, knowledge, purity and truth.

Classmates, this is the day toward which our longing gaze has been directed for years; this is the goal for which we have striven. Many are the battles we have fought; sometimes defeat has seemed inevitable, but victory has at length crowned our efforts. To-day we are the grand old seniors; tomorrow we will be safe in the wide, wide world. Thus we stand at the parting of the ways, bidding each other a tender farewell, wishing each other life's grandest victories, bidding each other the swiftest god-speed, telling each other that the tender memories that cluster round our hearts shall prove our strong-

est inspiration as we go forth to life's duties, promising each other that the golden chain of friendship which we have forged during the past few years shall be unbroken as we travel along life's highway. May that highway be dotted by many and glad reunions. May the lily and the rose shed over that pathway the fragrance of their mingled perfume as we go forth to win success in the noblest occupation ever given to man.

Dennis L. Moore, 1900.

Class Poem.

The dew on the river was falling,—
The last bit of day's liquid light
Was turning all crimson and purple,
To greet the sweet Goddess of Night.
Our frail boat drifted on in the azure,
Softly fanned by the winds of the stream;
And we floated away on the river,
Gently caught in the toils of a dream.

The soft, splashing sound of the paddle,
Faint borne on the breeze to our ears,
Became to our wandering fancy
A voice from the past hundred years;
And it spoke to us plain of the story
Of a century passing away,
And it told all the deeds of true glory
That illumine its fast-closing day.

In rapture and reverence we listened,
To catch the grave tones of the sage,
And Dian grew brighter than ever
To welcome this spirit of Age.
As Cynthia's silver light gently shimmered,
Softest radiance shedding on all,
Then we knew we were classmates together
In our own old College Hall.

And this was the same busy river
That flowed by Albania's shore,
And gleamed in the glow of the sunshine
And brought happy hope to our door.
But, lo! We were thrilled by the vision
Of a form at the pilot's door,
And the helmsman that guided our craft,
Was the sage who had spoken before.

He stood in his beauty and vigor,
A Patroon,— of the time when in Albany's
youth,
In the days of the Manor House glory,
Men fought for their honor and truth.
And he told how this nineteenth century,
In the cause of the right had held fast
And with slavery banished forever,
Brought its gifts, sweet gifts of the past.

Though laden with blessings and treasure,
It wearily drops all its load,
And casts all its care on another,
And seeks for a restful abode.
To the new coming century faithful,
It would gently remind, not amiss,
That there still are great tasks that remain,
And all is not freedom and bliss.

You stand where the pale rosy dawning
Is streaking the sky with faint light,
Aurora, from her finger tips crimson,
Is dropping her garlands in sight,
And a rare new occasion is offered,—
What before seem so good is uncouth,
So awaken ye all from your dreaming,
And go forward to fight for the truth.

The beautiful maid in the legend,
Who sits on the rocks by the Rhine,
And combs her bright hair while she muses
And sings in wild accents divine,
Will allure you and call you with music,
In sweet tones of tenderest song,
But heed not the voice of the siren
For the Lorelei leads but to death,— be ye
strong.

The School City.

The principal duty of one generation is to fulfil the duties and responsibilities of life. If this fact were more generally recognized, perhaps it would result in much better training for the youth of our land and a consequent improvement in the standard of intellectual and moral manhood.

Each generation adds its "mite" to the sum total of what we call the civilization of the community to which it belongs.

The amount which it adds depends

upon how fully it realizes the responsibility which rests upon it and how well it has discharged that responsibility.

The school is the greatest factor in our modern life, by means of which we train our children for future usefulness. Here, they spend six hours a day from the age of five to eighteen or twenty, and here many influences are brought to bear upon the plastic mind of the child which shape his ideals forever. It is important then that every influence which is brought into his life should fit him for practical life and practical usefulness and citizenship in the future. Nothing which he does should be for "discipline only." Everything he does should carry with it that utilitarian practicality which shall put him more in touch with men and things, give him better judgment or imbue him with a higher ideal of life and its ends and aims, and a truer perception of life's duties as they devolve upon him.

It is often said that the aim of the school is to develop harmoniously the mental, moral and physical nature of man. While this is undoubtedly true that the school should develop a keen intellect in its member and that it should take every precaution to insure sound bodily health, and should also give instruction along ethical lines, yet it would seem that the work of the school has heretofore been too largely theoretical, and that an element of practicality should be introduced into it. It would also seem that a training for citizenship would be a very desirable element to introduce into the schools. This is especially true in a country like our own, where every man is called upon to exercise the right of franchise and is likely to be called upon to administer the duties of public office. With this end in view, the school

should in some way strive to put the child in touch with municipal government and should strive to arouse in the mind of every child a living interest in the questions of civil law and of civic life in general.

Believing that the school should give this training in citizenship, Mr. Wilson Gill, in 1897, founded in one of the vacation schools of New York city a school system called the "George Junior Republic." In this school the student body was composed largely of foreigners and on that account might be supposed to be less susceptible of self-government. Yet, in this George Junior Republic, so-called, Mr. Gill organized the pupils into a "city," in which every student had a vote, and they proceeded to elect a mayor, city council, board of policemen, health department, street cleaning department; in short, they modeled the government of the school exactly after that of the city. Each board or department had its set of rules or code of laws, drawn up or at least approved by the voters of the school. In some instances the laws were found to be too severe and had to be modified, but in most instances the punishments provided for were adequate to the offense and at the same time not too severe. The officers were selected from among the older and more experienced students, and if in any case they were unfaithful to their trust they were dealt with by the student body as a whole. In one instance, where it was found that five students had participated in snowballing an Italian boy and had scarred his face, it was found that three of the offenders held high offices in the "school city." They were asked to choose their own punishment; they all said that they thought that they should be deprived of their office. They keenly

felt the disgrace that had come upon them.

Among the ordinances established by the city council there was one to prohibit the throwing of fruit skins in any part of the school. One forbidding anyone to deface city property left in the school. The penalty for violation of this ordinance was expulsion. Another ordinance forbade anyone to come to school afflicted by any disease unknown to the teacher, while another prohibited anyone from coming to school who was not properly bathed. Anyone coming to school who was not neat and clean was made to pick up waste paper all day long; two offenses of this nature were followed by expulsion. No one was to throw garbage on the stairs or to build bonfires on the street.

The experiment was successful; it hit the sins of the school squarely in their weakest spot. It was practical; it gave opportunity to the children to exercise their desire to imitate their elders in a useful and legitimate way. The youthful "policemen" made real arrest and inflicted real penalties for real offenses. This element of reality gave an added responsibility which cannot fail to produce its corresponding effect on character.

As soon as it was seen that the school was a success its methods were introduced into other schools, St. Paul's High School being the first to adopt them. Then the Hollingsworth School, of Philadelphia; the Hyde Park School, of Chicago. A very remarkable instance is the school in Milwaukee, of which Mr. O'Hanlon is principal. It is well known that, in Milwaukee, owing to the different nationalities represented, Irish, German, Norwegian and native American, there is great difficulty in securing desir-

able conditions in the schools. Yet Mr. O'Hanlon, after some difficulties, has succeeded in establishing the "school city" in Milwaukee, and so great is its success that no one desires a return to the old conditions of school discipline.

The benefits of this system of discipline are self-evident. First, the teacher is able to take advantage of the best sentiment in the school, which has hitherto been ineffective and use it as a factor in bringing about the desired conditions of discipline.

It gives active work in the discharge of those duties which must be understood eventually by any citizen who is of real value to the community. It exerts a large and healthy influence on the parents and relatives of the children. It thus exercises a reformatory influence on the home in many instances.

It gives the children practice in self-government and self-control.

D. L. M.

Thoughts From Pascal.

"Justice without force is powerless; power without justice is tyrannical."

"The virtue of a man must not be measured by his efforts but by what he does in ordinary life."

"Force is the queen of the world and not opinion, but opinion is the instrument which uses force."

"The inventions of men advance from age to age. Goodness and malice in general remain the same."

"It is just that that which is right be followed. It is necessary that that which is strongest be followed."

"Pride takes possession of us so naturally in the midst of our miseries and errors that we lose even our life with joy, provided it is spoken of."

NEWS DEPARTMENT.

Minerva De Land. M. Louise Meigs.
Edward Deevey.

Graduates of 1900.

Collegiate Course.—William Billings Aspinwall, A. B., Loudonville, N. Y.; Mabel Reed Benway, A. B., Albany, N. Y.; Laura M. Branch, A. B., Corning, N. Y.; W. F. Howard Breeze, Ph. B., Auburn, N. Y.; Clark Hull Burdick, Ph. B., Rapids, N. Y.; James A. Chrestensen, A. B., Andes, N. Y.; Minerva Lewis DeLand, A. B., Fairport, N. Y.; Loren C. Guernsey, Ph. B., A. M., East Cobleskill, N. Y.; Ida Belle Hadley, Ph. B., Pulaski, N. Y.; Helen Ives Haight, A. B., Auburn, N. Y.; Margaret Robinson Hall, B. L., Catskill, N. Y.; Chris A. Hartnagel, B. S., Newark, N. Y.; Mary Agnes Lawton, Ph. B., Mohawk, N. Y.; Mabel E. Leonard, A. B., Round Lake, N. Y.; Sarah Loeb, A. B., Ticonderoga, N. Y.; George Arthur Lundy, A. B., Troy, N. Y.; Irene L. Mesick, A. B., Little Falls, N. Y.; Philippine Marie Pfaff, Ph. B., Akron, Ohio; William Addison Ranney, A. B., A. M., Cortland, N. Y.; J. Elizabeth Reamer, Ph. B., Waterloo, N. Y.; Jessie Thacher Robertson, A. B., Canton, N. Y.; Emma M. Russell, B. S., Colton, N. Y.; Leon Joseph Wayave, Jr., A. B., Corning, N. Y.; Sarah Edith Williams, A. B., Argyle, N. Y.

Classical Course.—William J. Adams, Rensselaer, N. Y.; Alice Meeker Bates, Schenectady, N. Y.; Arthur Z. Boothby, Rensselaer, N. Y.; Lucy R. Buell, Holcomb, N. Y.; Myra Myrle Campbell, Jordan, N. Y.; Anna Frances Carroll, Rensselaer, N. Y.; Lora M. Clark, Fort Edward, N. Y.; Marie Rose Crawford, Albany, N. Y.; Winfred Cornwall Decker, Susquehanna, Pa.; Webb Hayes

Edwards, Windsor, N. Y.; Alvah George Frost, Rhinebeck, N. Y.; Mabel Louise Graham, Albany, N. Y.; Walter J. Greene, Ray, N. Y.; Mary K. Harris, Penfield, N. Y.; Edna M. Heath, Pultneyville, N. Y.; Grace Adelaide Jones, Rensselaer, N. Y.; Abby Porter Leland, Mechanicville, N. Y.; Estella Anna Lester, Phelps, N. Y.; Margaret Augusta Lynch, Rensselaer, N. Y.; Mary Genevieve Lynch, Ogdensburg, N. Y.; Raymond D. MacMahon, Albany, N. Y.; Alma Eliza Moe, Union Springs, N. Y.; Mary Irene Molony, Watervliet, N. Y.; Dennis L. Moore, Freedom, N. Y.; Katharine V. Ostrander, Slingerlands, N. Y.; Katherine Elizabeth Pierce, Waterville, N. Y.; Mary C. Robinson, Albany, N. Y.; Maude Eugenia Silliman, Oneida, N. Y.; Eudora M. Tanner, West Vienna, N. Y.; Lizzie Sabina Taylor, Albany, N. Y.; Florence Craig Travis, Peekskill, N. Y.; Mary Abigail Wells, Albany, N. Y.; Sarah Mary Wilson, Albany, N. Y.; Lena M. Zipfel, Palmyra, N. Y.; Edgar Steele Pitkin, Lorraine, N. Y.

English Course.—Sarah D. Baker, Fort Ann, N. Y.; Sarah Bell, Bath-on-Hudson, N. Y.; Edith Briggs, Amboy Center, N. Y.; Harriet Bushnell, Bath, N. Y.; Eleanor Ralston Calhoun, Rochester, N. Y.; Agnes Mary Carter, Cohoes, N. Y.; M. Augusta Chandler, Newburg, N. Y.; Jessie DeLaMater, Hudson, N. Y.; Anna Carolyne Ebedick, College Point, N. Y.; Bertha May Eldred, North Petersburg, N. Y.; Marion A. Everitt, Albany, N. Y.; Mary Amanda Haswell, Hoosick Falls, N. Y.; Florella Hawkey, Poughkeepsie, N. Y.; Emma M. Hemstreet, Ohio, N. Y.; Miles Stephen Hencle, Baldwinsville, N. Y.; Mary F. Hobbs, Amsterdam, N. Y.; Margaret C. Holleran, Waterloo, N.

Y.; Myra I. Johnson, Tiger, Ohio; Mary Elizabeth Kennar, Albany, N. Y.; Margaret Ralston Kidd, Troy, N. Y.; Carrie Alice Kimball, Troy, N. Y.; Grace Adelaide Lacy, Watervliet, N. Y.; Cora M. Littlefield, Rural Hill, N. Y.; Katherine Elizabeth Lucey, Little Falls, N. Y.; E. Rosalie Manning, Albany, N. Y.; Agnes Elizabeth Matthews, Albany, N. Y.; Elizabeth M. McCabe, Albany, N. Y.; Sarah Helen McCormick, Troy, N. Y.; Jessie McFarlane, New Berlin, N. Y.; Grace Dickson McGregor, Utica, N. Y.; Lily Clara Menzer, Yonkers, N. Y.; Ethel Jean Miller, Port Chester, N. Y.; Nellie Frances Munger, Warsaw, N. Y.; Mary Louise Newman, Amenia, N. Y.; Lulu E. O'Neil, Whitehall, N. Y.; Marion G. O'Neill, Syracuse, N. Y.; Elisabeth C. Pulsifer, Auburn, N. Y.; Mabel Annie Sherwood, Port Chester, N. Y.; Caroline Louise Stamm, Mount Vernon, N. Y.; Carrie G. Swartwout, Westerlo, N. Y.; William B. Thrall, Naples, N. Y.; Margaret M. Van Beusekom, Hartsdale, N. Y.; M. Louise Watson, Nyack, N. Y.

Special Course.—Eugene M. Hastings, Lacona, N. Y.; Harriet Louise Knapp, Chamont, N. Y.; Eunice Amanda Perine, Lysander, N. Y.; Charles W. Townsend, Ph. B., West Hurley, N. Y.

Supervisors' Course.—Cora F. Bratton, Stamford, Vermont; Caroline Rose Shepherd, Quaker Springs, N. Y.; Henry August Strongman, Lloyd, N. Y.; Jennie A. VanHoesen, Watervliet, N. Y.

Kindergarten Course.—Margaret R. Aspinwall, Loudonville, N. Y.; Grace A. Chapman, Fort Edward, N. Y.; Emily Murray Duff, Waterloo, N. Y.; Edna Maria Fisher, Binghamton, N. Y.; Helene May FitzGerald, Fort Edward, N.

Y.; Florence Mathews Greenwood, Syracuse, N. Y.; Niemont Hewitt, Kingston, N. Y.; Adela Belle Holmes, Saratoga Springs, N. Y.; Grace Hotaling, Gallupville, N. Y.; Erasta Melvina Mealy, Troy, N. Y.; Gertrude Morris Vroom, Poughkeepsie, N. Y.; Henrietta Walker, Avondale, N. Y.; Winifred Rose Wright, Phelps, N. Y.

Anniversary Exercises of 1900.

Exhibition of work, Primary and Grammar Schools, Friday, June 8, 3 P. M. Class day exercises, Class 1900, High School, Saturday, June 9, 3 P. M. Reception, Quintilian Society, Saturday, June 9, 5 to 8 P. M. Reception, Class 1900, Tuesday, June 12, 8 P. M. Closing exercises of Grammar and Primary Schools, Wednesday, June 13, 10 A. M. Kappa Delta luncheon at Hotel Ten Eyck, Wednesday, June 13. High School commencement, Wednesday, June 13, 3 P. M. Ladies' societies reception, Wednesday, June 13, 8 P. M. Eta Phi breakfast, Thursday, June 14, 10 A. M. Class day exercises, Class 1900, Thursday, June 14, 2.30 P. M. Alumni reunion, unveiling memorial tablet, Thursday, June 14, 7.30 P. M. Class reunions, Friday, June 15, 10 A. M. Alumni business meeting, June 15, 11 A. M. Commencement exercises, Normal College Hall, Friday, June 15, 3 P. M. Alumni reception, Friday evening, June 15.

Echo Elections.

Editor-in-chief, J. F. Bucher. Business manager, Edwin L. Brink. Assistant manager, J. C. Hyde.

Literary Department.—Mrs. Olive Freudenthal, Miss M. A. Crane, Miss Mabel Powell, Miss Jeanette E. Lansing.

News Department.—Miss Anna C.

Brooks, Mr. Ed. Deevey, Miss Mary Knight.

Exchange Department.—Miss Martha Tumpowski, Mr. J. F. Vavasour.

Review Department.—Miss Mabel L. Morey, Miss F. E. Bibbins.

Organ Recital.

On Saturday afternoon, May 5, Prof. Belding gave his twenty-fifth complimentary organ recital. The large number present testified to the deep appreciation in which the event was held. Prof. Belding was ably assisted by Miss Jennie Knistern, organist, and Mr. Joseph Calhoun, soloist.

Sigma Theta Reception.

On Friday evening, May 11, the members of Sigma Theta Fraternity entertained their friends in a delightful manner.

The guests were bidden to assemble in the College chapel, which invitation in itself suggested a somewhat formal entertainment.

This was no less than a concert given by the Quartette, Banjo and Mandolin Clubs, of Union College, of which some of Sigma Theta's members are graduates. The program rendered was at once characteristic and delightful, and the number of encore pieces proved most conclusively the appreciation of the audience.

Though liberal in the number of selections rendered, it was with regret that the last note was heard.

Other melodies, however, were soon calling the guests to the reception hall, where a pleasant hour was spent in social pleasures.

In the corridor lemonade was served throughout the evening, and thither the guests repaired at pleasure.

All too soon came the hour of closing, and as the lights failed, one by one, flattering expressions were heard on every hand concerning Sigma Theta's success on this, the occasion of her debut into the social life of the College.

Graduating Exercises of the High School Department.

The High School exercises will occur on Wednesday, June 13, 1900, at 3 P. M., in Normal College Hall.

Program.—Music, chorus, "Join in Pleasure," from Erminie; essay, "Relics of the Past," Mary Hancock; music, chorus, "The King's Highway," Mollo; essay, "Public Libraries," Elfrieda Henrietta Roth; chorus, "Six O'clock in the Day," Adams; declamation, "Lord Chatham's Speech in defense of America," E. Horace Adams; music, part songs, a. "Up, Quit Thy Bower," Schneckler; b. "Away to the Meadows," Gewel; sopranos, Misses Cox, Gallup, Mynders, Perry, Rosbrook, Stephens; altos, Misses Blackmon, Campbell, Cary, Elmendorf, Mathieu, Mickel; essay, "The Crusades," Amanda M. Ruso; music, chorus, "Fays and Elves," "Martha;" recitation, "The Boy's Revenge," Edna Burgess Elmendorf; music, vocal solo, Gladys M. Rosbrook; valedictory, Mabel Livingston Crouse; presentation of diplomas; address to graduates; music, "Old Glory," Oliver.

Kappa Delta.

The last meeting of the Kappa Delta Society was held in a secluded corner of the park June 4, at 3 P. M. After much merrymaking and impromptu speeches, refreshments were served. Officers for the following years were elected: President, Elizabeth Bishop; vice-president, Marie E. Brooks; secretary, Olive Freudenthal; corresponding secretary, Alice Ketchum; treasurer, Sara Moores; director, Helen Desmond. Kappa Delta will entertain the members at a luncheon at the Ten Eyck Wednesday, June 13, at 2 o'clock.

Psi Gamma.

President, Katherine Risely; vice-president, Jessie L. Wheeler; recording secretary, Elizabeth Hilficker; corresponding secretary, Mary Kent; treasurer, Mabel L. Graham; critic, Edith D. Glen; chaplain, Mabel L. Morey; marshal, Elsie L. Dobbs.

Eta Phi Elections.

President, M. Louise Meigs; vice-president, Mary Louise Russell; secretary, Elizabeth L. Burton; treasurer, Francis A. Mansion; chaplain, Machtilde Vanderwort; marshal, Anna L. Marvin.

Delta Omega.

At a meeting of Delta Omega, held Saturday morning, June ninth, the following officers were elected: President, Miss Mabel Gordon; vice-president, Miss Florence M. Manning; recording secretary, Miss Josephine Loeb; treasurer, Miss May E. Lampher; corresponding secretary, Miss Mary F. Stebbins; editor, Miss Alice B. Newman; critic, Miss Mary H. Knight; marshals, Miss Louise M. Hercey, Miss Edythe H. Little.

De Alumnis.

'58. Mr. James Richardson died at his home in New York on August 15, 1899.

'62. Mr. Franklin Cogswell is located at Pomona, Los Angeles county, Cal.

'89. Miss Lou Messinger has been elected teacher of the training class at Ballston Spa for the coming year, in place of Miss Merwin, '99, who goes to Chatham, N. Y.

'91. Alice G. Richardson died May 22, '99, at Worcester, Mass.

'93. Daniel Jordan, B. S., Pd. B., lecturer in Columbia University, has sailed for Europe to visit his country.

'93. Mr. Allen H. Wright is a member of the Rome Sentinel staff. He sails in June on a reportorial trip, taking in

the Paris Exposition and various places in Scotland and England. Mr. Wright has stood by The Echo since its beginning.

'95. Miss Margaret Aitken has gone abroad for the summer.

'96. Miss Alice D. Howes was married to William F. Collins on May 22, 1900. At home at 169 Union avenue, Montclair, N. J.

'99. Mr. W. S. Snyder is a teacher in the school at Accord, N. Y.

'99. Mr. Edward H. Ganow, Ph. B., Pd. B., of the Class of '99, died May fourth at his home in Sanitaria Springs, N. Y. His many friends in College will regret to learn of his death. He was a member of Phi Delta, and during part of last year was president of the fraternity.

Echoes in and About College.

On Saturday, June 2, the members of the Eta Phi Society, with the faculty members, Miss Hannahs and Miss Bishop, were delightfully entertained at the home of their president, Miss Lansing, of "Highlands," Troy.

The beautiful day made the ride on the river an enjoyable one. The afternoon was pleasantly passed in quiet games on the veranda and in strolling through the spacious grounds. Luncheon was served on the broad veranda, where tables were set for twenty. The party returned by boat well satisfied that this had been one of the pleasantest afternoons of the year.

The Delta Omega Society enjoyed a ride down the river on Saturday, June 2.

The Class of 1901 held their last meeting of the year on Saturday, June 2.

An elaborate program was prepared, refreshments were served and dancing was indulged in until the usual hour.

The following toasts were responded to: Toastmaster, Dr. Bucher; "The Faculty," Miss Tumpowski; "What We are Thankful For," Miss Perry; "Some Interrogation Points," Mr. Reese; "1900,"

Miss C. J. King; "1901," Miss A. C. Brooks; "The Ladies of the Class," Mr. Hyde; poem, Miss Bibbins.

The Psi Gamma went down the river Saturday, June 2, and were entertained at the home of Miss Welch.

'00. Miss Myra M. Campbell has accepted a position as teacher in Gloversville, N. Y.

'00. Miss Winifred R. Wright has been appointed teacher in the Second and Third Grades in the Overbrook (Penn.) school.

'00. Miss Estella A. Lester has been appointed preceptress in the Department of English in the Johnstown High School.

'00. Miss Ethel Miller has secured a position in the Second Grade of the school at Glencoe, N. Y.

'00. Miss Fitzgerald will teach in the schools of Fort Edward, N. Y.

'00. Miss Anna Carroll and Miss Margaret Lynch have received positions in Rensselaer.

On Wednesday evening, May 23, in the College chapel, Prof. Boss, director of Dudley Observatory and an astronomer of more than national fame, delivered a lecture to the College students and their friends on "The Coming Eclipse of the Sun." The close attention accorded the professor by the audience proved the intense interest which his lecture had for his listeners. In course of his lecture, he spoke of the composition of the sun, solar phenomena and the phenomena of eclipses and his experience in observing them. The lecture was illustrated by photographs of the sun, many of which were taken by the professor himself.

Phi Delta and Sigma Theta held a joint session on Friday the seventh, at which various toasts were given. An enjoyable program of music and reading was rendered.

The exhibits of the Model Department's work, both primary and intermediate, at this season were exceptionally beautiful and attractive.

REVIEW DEPARTMENT.

Justus C. Hyde.

Mary L. Allison.

Popular Astronomy. Being the New Descriptive Astronomy, by Joel Dorman Steele, Ph. D., revised and brought down to date by Mabel Loomis Todd, author of "Corona and Coronet," "Total Eclipses of the Sun," etc., etc. Cloth, 12mo., 349 pages, illustrated. Price, \$1. American Book Company, New York, Cincinnati and Chicago.

We are very glad to learn that so excellent a book as Steele's New Descriptive Astronomy has been revised by Mabel Loomis Todd, and we have no doubt that in this form it will maintain its former popularity. All the highly desirable features of the original work have been preserved with but few excisions of importance. The essentials have not been modified either in style or in general arrangement. In order to bring the book well down to the present date many changes and additions have been necessary, owing to the rapid advance of practical and physical astronomy during the last fifteen years. The questions for class use and various tables have been made to accord with all these recent discoveries, and the illustrations have been well selected. Altogether the work is excellently adapted for schools which do not require a very technical knowledge of the subject.

Mind and Hand. Manual Training the Chief Factor in Education. By Charles H. Ham, being the Third Edition of "Manual Training the Solution of Social and Industrial Problems." Cloth, 12mo., 490 pages, illustrated. Price, \$1.25. American Book Company. New York, Cincinnati and Chicago.

Manual training is now recognized as a most important factor in education as

it gives a true dignity to labor and calls attention to the place of hand-work in human progress. As civilization goes on it will, undoubtedly, have a higher and still higher place in the hearts of the people. Mr. Charles H. Ham was one of the first and foremost advocates of introducing manual training into our public schools and to him has been due, in a great measure, the remarkable success of this system throughout the country. In this book he has given a detailed description of the various laboratory class processes from the first lesson to the last in the course of three years; an exhaustive argument in support of the proposition that tool practice is highly promotive of intellectual growth and to a still greater degree in the upbuilding of character; a sketch of the historical period showing that the decay of civilization and the destruction of social organisms have resulted directly from defects in methods of education; a brief sketch of the history of manual training as an educational force. Undoubtedly, the book will lead to a clearer and a more comprehensive idea of the merits of manual training and to its still wider adoption.

The True Citizen. How to Become One. By W. F. Markwick, D. D., of the Ansonia Board of Education, and W. A. Smith, A. B., Superintendent of the Ansonia City Schools. (Eclectic School Readings.) Cloth, 12mo., 259 pages. Price, 60 cents. American Book Company, New York, Cincinnati and Chicago.

It is universally conceded that ethics and civics should go hand in hand, and yet pupils pass through our schools by thousands without having their attention definitely called to the close and real re-

lation subsisting between the best citizenship and a noble personal character. To meet this end The True Citizen has been prepared for use as a supplementary reader for pupils in the higher grammar grades. It aims to awaken the higher life of the young and to open to their view those larger possibilities which inhere in them but which are frequently allowed to lie dormant, thus diminishing the life forces both in the individual as such and in his relation to the nation. In this way it is hoped to show how the natural faculties and moral instincts are jointly developed, so as to produce both a well-rounded manhood and a citizenship of the highest type. The plan of the book is simple in the extreme and consists of thirty-nine chapters, one for each week, which treat of the development of the natural faculties and moral powers. The book is in four general divisions, treating respectively of the child, the youth, the man, and the citizen. We sincerely hope that the book will be universally read by the pupils of our schools.

The Memorial Tablet.

The memorial tablet which has been put up in the chapel consists of a bronze cast, made by Gorham Manufacturing Company. This is framed with green marble from the hills in the Alps. It is no doubt the finest of its kind in the country. Its cost is nearly \$1,000. It is impossible for us to describe it in these columns, but all should see it, and if this is not possible, all should read a description of it in the pamphlet, which will contain it, as well as the other speeches and events of the reunion. Every alumni should see it or read a description of it.

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