

THE ECHO.

VOL. 6]

ALBANY, N. Y., FEBRUARY, 1898.

[No. 7.

THE ECHO.

Published Monthly by the Students of the
New York State Normal College.

WILLIAM M. STRONG, - - - EDITOR-IN-CHIEF.
EDGAR S. MARTIN, - - - - BUSINESS MANAGER.

Contributions are solicited from alumni and undergraduates, the only requisites being merit and the name of the author accompanying the article. Matter must be in by the tenth of the month.

TERMS.—\$1.00 per annum, in advance; \$1.25 when not paid by January first; single copies, fifteen cents.

In accordance with the United States postal law THE ECHO will be sent until all arrears are paid, and notice of discontinuance is received.

Address matter designed for publication to the Editor-in-Chief; business communications to the Business Manager, Normal College, Albany, N. Y.

THE ARGUS COMPANY, PRINTERS, - - - ALBANY, N. Y.

EDITORIALS.

VALENTINES.

LINCOLN'S birthday.

WASHINGTON'S birthday.

"THE old order changeth, yielding place to new." The reason given in the poem is apropos of the change in the form of The Echo. We trust it will meet with approval.

At present there are 100 local subscribers. The enlargement of the paper is made on an estimate of twice that number. We believe we shall secure them.

It will be our endeavor to make The Echo in all departments of such interest and value that no student will refuse to take it. The aim in the new arrangement of material is that the departments may be made distinct and that credit may be given to whom due.

With the approval of Dr. Milne, the editors take the liberty of changing the name from the Normal College Echo to the form upon this issue. The fact that there is in this State another Normal College Echo seemed sufficient reason for the change, especially since that was established before ours.

We are pleased to announce definitely for the remaining numbers of the year articles by Dr. Richardson, Prof. Wetmore and Prof. White. We shall have other first-class articles.

CONTENTS.

	Page.
<i>Editorials,</i> - - - - -	1
<i>O Captain! My Captain!</i> - - - - -	2
<i>LITERARY DEPARTMENT:</i>	
<i>The German Schoolmaster,</i> - - - - -	3
<i>Impressions of James Whitcomb Riley,</i> - - - - -	4
<i>The Value of Nature Studies in the Primary Grades,</i> - - - - -	5
<i>Thought Analysis of Macbeth,</i> - - - - -	7
<i>The Ideal and the Real in Teaching,</i> - - - - -	8
<i>Southey's Life of Nelson,</i> - - - - -	9
<i>How Can Arithmetic be Made Interesting to Indifferent Students?</i> - - - - -	10
<i>Up-to-Date History,</i> - - - - -	11
<i>Verse,</i> - - - - -	12
<i>News Department,</i> - - - - -	13
<i>Exchange Department,</i> - - - - -	16
<i>Review Department,</i> - - - - -	18

IN accordance with a suggestion from the Department of Public Instruction that a monument should be erected to Dr. Edward A. Sheldon, a meeting of those interested was held at Syracuse

THE ECHO.

December 28th last, and the "Sheldon Memorial Association" was formed. Superintendent Skinner was elected president. It is proposed that the statue shall cost at least \$10,000, and shall be placed in or near the capitol; that a sketch of the life of Dr. Sheldon and a photo-engraving be sent to schools which will participate, and the children be asked to contribute from one to five cents each.

The State honors itself in thus honoring a great educator.

NO OTHER nation has two men whose lives were dedicated to their country, of whom it can more justly be proud than we of Washington and Lincoln. Vain were it to attempt to add to their eulogy. "We can only pause, and in the hush and silence feel what lips have never told," then go on our way and strive to emulate their great wisdom and courage and devotion.

THE ECHO is in hearty sympathy with any effort by organizations or otherwise to arouse in the student body a college spirit. In other respects we are a college, justly so called. We have a large body of students, pursuing sufficiently advanced study. We have a faculty, the members of which, in their respective departments, would do honor to any institution; but the one thing which is conspicuous for its absence here is a genuine college spirit.

THE ECHO will devote each month one page to verse and is desirous that this should be the production of the creative imaginations of Normal brains. To this end we solicit contributions from all who indulge "the imagination and the poet's dream." We want all who can write for The Echo to do so.

We want every student to become a subscriber. We want to embrace the whole college.

TO HAVE presented to us such a succession of war "scenes" as Dr. Husted gave on the evening of Lincoln's birthday, under the auspices of the Eta Phi Society, was a rare treat. The talk

had the vividness and interest of personal experience, combined with an inimitable humor.

To try to put yourself in the place of the volunteer, as described by Dr. Husted, is educative toward an appreciation of "the mightiest war of modern times," and of the gifts laid upon the nation's altars that there might remain to us a nation, united and free.

WE INVITE criticism and suggestions. Criticism is the comparison of what a lesson, or paper, or anything else is, with what it should be, of the actual with the ideal. Hence, if we approach, in any degree, the ideal, your first criticism will be to express appreciation of that and then we will be ready for your second.

O Captain! My Captain!

O Captain! my Captain! our fearful trip is done,
The ship has weathered every rock, the prize we sought
is won.

The port is near, the bells I hear, the people all
exulting,
While follow eyes the steady keel, the vessel grim and
daring.

But O heart! heart! heart!

O the bleeding drops of red,
Where on the deck my Captain lies,
Fallen cold and dead.

O Captain! my Captain! rise up and hear the bells;
Rise up — for you the flag is flung — for you the bugle
thrills,

For you bouquets and ribbon'd wreaths — for you the
shores a-crowding,

For you they call, the swaying mass, their eager faces
turning.

Hear Captain! dear father!

This arm beneath your head!

It is some dream that on the deck,
You've fallen cold and dead.

My Captain does not answer, his lips are pale and still,
My father does not feel my arm, he has no pulse nor
will;

The ship is anchor'd safe and sound, its voyage closed
and done,

From fearful trip the victor ship comes in with object
won.

Exult, O shores, and ring, O bells!

But I with mournful tread,

Walk the deck my Captain lies,

Fallen cold and dead.

—Walt Whitman.

LITERARY DEPARTMENT.

Gertrude M. Leete.
Ella M. Osgood.

Edwin Cornell.
Marion A. Everett.

The German Schoolmaster.

After the battle of Sedan Frenchmen thus explained the disastrous campaign, "We were defeated by the German schoolmaster." Sedan was the culmination of the struggle of a century. Germany had been enthralled by a French writer, Voltaire; had been crushed by a French soldier, Napoleon; but now in thought and action she was victorious and the hero of the victory was the German schoolmaster.

Since the French revolution Germany has built a state, has created a philosophy, has become the teacher of the world. Who embodies this national movement? Not Goethe, the pleasure-seeking world-poet; not Bismarck, the man of blood and iron; her schoolmasters are Germany's embodiment of the idea of our century. Throughout the world the spirit of free brotherhood, convincing that God is love, breathed upon the nations with transforming power; great men were its witnesses, in England, David Livingstone, missionary; in America, Abraham Lincoln, emancipator; in Germany, the patriot schoolmaster, the nineteenth century hero of Europe.

Who is this schoolmaster? He is Kant, who wins Germany from self-indulgence to duty; he is Wolf, who makes living and influential the beauty of Greek art and the nobleness of Roman action; he is Fichte, who rouses a prostrate nation to sacrifice all for liberty; he is Schleiermacher, who teaches that he may aid in a national regeneration; he is the interpreter of the past, the prophet of the future, the leader of the present; he is the savior and guardian of the German state.

When Germany would speak, she puts her words into the mouth of a schoolmaster. Prof. Martin Luther led Germany in the Reformation; and to-day the real champion of Socialism is not the liberal in the reichstag, not the workman on the street, but the theorizing optimistic schoolmaster. The German obeys dictates that an Englishman would disregard, an American despise. He obeys because he feels that his is the kingdom

of thought, that only through faith in ideals, through freedom, through loyalty can Germany be supreme and that, of this faith, this freedom, this loyalty, the embodiment is the German schoolmaster.

When, a century ago, Germany dreamed herself into the infinite calm and beauty of classic ideals, yet was tempted to prove faithless to the things of the spirit, to play slave to French sensuality and unbelief, then she was transformed and a second reformation came upon her. Its Luther was the German schoolmaster; he woke the faith in ideals that dwelt mightily among the dark forests in the olden time, he roused consciousness of character, impulse to action. Kant said, "Thou oughtest;" and Germany obeyed. After the terrible defeat at Jena through shamed despairing Prussia is heard the voice of Fichte, "All nations raise suppliant hands toward you; Providence itself and the Divine plan in the creation of a human race plead with you to save their honor and their existence. There is, then, no way of escape; if ye sink, humanity sinks with you." Revealing to Germans a future world-leadership, Fichte, the schoolmaster, led the way to action and burned passion for fulfillment into their very souls; inspired with faith in ideals, he made young men patriots and when he had spoken all, died for the Fatherland.

Thus came victory, and grateful Germans gave largest freedom to them who loved it best, the young men and their masters. They dwell where German life is most intense, most searching, most sensitive to deep impulses, most eager for new things. Their homes are the universities, strongholds of the past, yet whence revolutions proceed, the dreams of the future, the inspirations of the present. There men freely seek the truth about the past, and for the future freely hope the best; there Philosophy makes patriots, creates states, imagines Utopias; there the spirit of the old struggles with the spirit of the new, facts face ideas there, thought dominates life. And the king of that thinking world is the schoolmaster, the ideal of German history.

But to-day an Emperor, eager for the happiness of Germany, would deprive the scholar of liberty of thought. William has forgotten the man

whose idea Bismarck forged into fact; he has forgotten that the soul of German unity grew to power in conventions of schoolmasters. The king has forgotten the king maker. He fears lest truth seeking ruin Germany. He sees this idealist, and calls him dreamer, this free man, and calls him revolutionist. Let William remember that for the land which is his royal heritage, yonder philosopher would gladly die; the scarred hand that points toward truth has bled for Germany.

Shall not the soul that thinks and loves be free? Amid all the chaos of German thought, the "storm and stress" of German action, there is one thing unchanging, loyalty; loyalty makes the questioner devout, the critic of the state still a patriot; it breathes into all thought profoundest seriousness, and makes thinking living. In this lover of youth the loyalties of ages live; no Spartan bought with more blood and sweat his soldierhood, than the schoolmaster his right to think; no hermit dwelt in such fruitful solitude as he who, in his scholar cell, suffers that the world's life may be sweeter, wiser; no knight of chivalry so devoted, so far seeking, as he who, forsaking all for science, wanders out toward the vast dark bounderies of the universe, knowing not whither he goes, or when he shall return.

Such is the man to whom Germany commits her high destinies. Let Emperors do what they will; still shall the nation trust him, believer in ideals; the free man about whom centre all her instincts and her hopes; the patriot who lives and dies for truth and Germany.

J. P. T.

Impressions of James Whitcomb Riley.

I had the pleasure not long ago of hearing Mr. Riley. Have you heard him? If you have, you will not want my impressions of him, for you will have your own. If you have not, perhaps mine may help you to a better understanding of the man.

I was surprised when he first came on the stage. Maybe I had expected to see an old, bent farmer with grizzled hair and bits of straw clinging to his coat. Mr. Riley is, on the contrary, a boyish looking man, and there was not a bit of straw.

He is slight, rather short. His face is smooth; his eyes, gray; his hair, light. But an exact description of his features would not give you the man. His pictures even, are disappointing, they look like him, but—you miss the elusive, ever-changing expression that so delights you. The best idea I can give of his appearance is to say that his face looked at the same time merry and sad, young and old.

For I did see the old farmer after all. He told us about the pleasures "the all-kind mother" gives her children in the fall, "when the frost is on the pumpkin and the corn is in the shock." There seems to be nothing amusing in these words, but each time Mr. Riley repeated them, as you may know they form the refrain of one of his poems, the whole audience laughed heartily. There was something so delightful in the old man's enjoyment of the autumn season, when the farmer's work is done.

Speaking of his method of writing, to a reviewer, not long since, Mr. Riley said: "I see the frost on the old axe they split the pumpkin with for feed and I get the smell of the fodder and the cattle so that brings up the right picture in the mind of the reader. I don't know how I do it. It ain't me, I'm only the 'willer' through which the whistle comes."

His poem on the tree toad, however, would be humorous without the author's inimitable interpretation. It seems in Hoosierdom there are superstitious people who believe that the toad not only predicts, but actually brings the rain. One of these, an old man, through Mr. Riley, tells us of his liking for toads. He has studied them from the time, when as a small boy, he climbed trees to the present time, when as an old man, he is talking in their praise. As a sufficient reason for his interest in these creatures, he says that nobody knows anything about them. "Science doesn't tell nothing about tree toads; history doesn't tell nothin' about tree toads; the Bible does not tell nothin' about tree toads." Then there was a funny story of a woman who swallowed a toad. Yet, its voice was not stilled, before every rain storm she could hear it, and her relatives could hear it right through her seal skin sack.

But Mr. Riley speaks not simply for the old

farmers, but for the small boy as well. There was the red-headed boy. I wish I could remember his name, who being taunted by some twins on the color of his hair, replied, "I don't care if my hair is red, I ain't twins like you and they can tell me apart." Then there were the brothers who used to go "out to old Aunt Mary's." As we listened, we saw the "long highway with the sunshine spread as thick as butter on country bread," and the two boys pattering along in the dust "out to old Aunt Mary's." And our hearts were touched as Mr. Riley's voice grew tender at the closing words,

"And, oh! my brother, so far away,
This is to tell you she waits to-day,
To welcome us. Aunt Mary fell
Asleep this morning whispering, 'Tell
The boys to come.' And all is well
Out to old Aunt Mary's."

Do you know Mr. Riley's "Happy Little Cripple?" We can not forget him. We still hear his shrill triumphant voice piping out,

"I'm nine years old! An' you can't guess how much
I weigh, I bet! —
Last birthday I weighed thirty-three! — An' I weigh
thirty yet!
I'm awful little for my size — I'm purt nigh littler 'an
some babies is!
An Doc one time he laughed an' said: 'I spect first
thing you know
You'll have a little spike tail coat an' travel with a
show!'
An' nen I laughed — till I looked round an' aunty was
a-cryin' —
Sometimes she acts like that, 'cause I got curv'ture of
the spine."

There is in this poem the same strange mixture of humor and pathos that we found in Mr. Riley's face. One does not know whether the impulse to laughter or to tears is the stronger. At the oft repeated words "I got Curv'ture of the spine" many in the audience laughed. I did not. I felt like saying, "O, the pity of it, the pity of it."

This was Mr. Riley's last selection. We had gone to hear Mr. Riley read knowing nothing of him except that he wrote dialect poetry, one or two stray pieces of which we had read. We came away feeling that we had added him to our circle of friends, those dear book friends that cheer and encourage, or touch and soften our hearts. Lis-

tening to him for one evening, reading hastily a few of his poems has made him ours, this poet of the people. For to understand his words one does not need to pour over history or the classics, but just to look at himself, his neighbor and the world about him.

James Whitcomb Riley comes to us like his own "poet of the future" with,

"The honest heart of lowliness, the honest soul of love,
For human-kind and nature-kind about him and above."

This love has taught him to interpret and express ordinary experiences for us who live them. And what is the mission of the poet but to voice the soul and spirit of man, who whether of high or low degree laughs the same laughter and weeps the same tears?

H. P. D.—Smith, '93.

The Value of Nature Studies in the Primary Grades.

The thought underlying all teaching is character building. The study of the child is not a new thing.

It dates back to the history of the first child and follows the centuries in their growth.

Mazzini tells us that we ought to regard the world as a workshop in which we have each to make something good or beautiful with the help of the others. For many years primary instruction was neglected; but a few great hearts and brilliant intellects filled with a love for humanity, realized that the welfare of a country depends upon its young, and a system of education for the little ones was introduced.

Quintilian, Comenius, Pestalozzi, Rousseau, Froebel and many others shake hands across the centuries upon this same subject. It is, however, to Comenius, "the father of the intuitive method," to whom we are indebted for directing the attention of the world to nature and her work in the education of the child. He suggests that we offer to our children "not the shadows of things, but the things themselves, which impress the senses and the imagination."

We must surely agree with Fenelon that "into a reservoir so little and so precious only exquis-

ite things must be poured." Therefore, in the place of dead books, why should we not open nature's living book to the precious souls intrusted to our care?

Those who live close to child life catch flashes of the "wonder-light" that invests all things for the child, and thus often discover beauty and marvel unnoticed before.

One of the necessities of our life is knowledge of our environment. We must live our lives among "nature's trees and flowers, its rocks and rills, through its storm and sunshine; amidst its silent, eternal forces."

The law which guides all nature, guides our steps.

That the child may know himself subject to this law, we would have him study nature; moreover, his pursuit of happiness depends upon the power within him to see and enjoy beauty. The immediate ends in view in the nature lessons are, observation, knowledge, expression, enjoyment. The child must learn to see the plant or mineral clearly, and to state truthfully what he has seen.

Select such materials as lie close to child experience and let each topic prepare the way for the next. Interest is readily sustained because of the great variety of objects, and instruction begins with securing the child's attention. One thing never to be forgotten is to knit our novelties by natural links to the things which are already known. The teacher herself must be so full of the subject as to give the idea in her own mind, and all teaching should lead the child to gain something which he makes definitely and clearly his own.

Remember it is not the knowledge itself but the power of acquiring it that helps.

In connection with these lessons add to the observation some selection from literature which will show the thought of others in the direction in which the child has been studying. Let him memorize some parts as "tend to crystallize the poet's thought."

These memory gems should be the jewels which can be repeated over and over again in the fragments of time. Encourage pupils to bring in items of interest. All such teaching tends to inspire a love for humanity and the beau-

tiful in nature and will give the child happiness and culture for the rounding out of his life.

Thoroughness, rapidity in work, and concentration of thought should be instilled in the mind of the child from the beginning. Remember that "there is nothing in the world more precious or more beautiful than an enlightened intelligence," and hold up high ideals. Make progress. The highest place is none too high. Much will depend upon the teacher. She could gather and glean attractive things and have them in store. The love for children is a necessary characteristic and there must be a soul and a spirit behind it all. Strive always to make scholars instead of learners by relating truth broadly to the mind of the child.

Lessons which direct the attention of our children to the world about them and lead them to love the beautiful therein displayed, will make music in their hearts. The love of nature is a great gift and if it is frozen or crushed out the character can hardly fail to suffer the loss. Ruskin maintains that "the greatest thing a human soul ever does in this world is to see something and tell what it saw in a plain way." "Many enter the temple through the gate called Beautiful." The richness of life is wonderful. Anyone who will sit quietly down on the grass and watch a little will be indeed surprised at the number and variety of living beings, every one with a special history of its own, every one offering endless problems of great interest. Then let us give our children knowledge which will help their souls to grow and will minister to their highest good, thus rendering their minds a storehouse of wonderful treasures that will never become covered and coated with rust.

Let us unfold nature to them in all her wonderful moods that they may find "sermons in stones, tongues in trees, books in the running brooks, and good in everything."

Frank De Land Sproul,
S. N. C., '96.

Akron, O., February 6, 1898.

"It depends on what we read after all professors have done their best for us."

—Carlyle.

Thought Analysis of Shakespeare's Tragedy of Macbeth.

To portray with the conscious hand of the master a story, half true, half fictitious, to the end that he might both please and instruct a court clamoring to be amused—this was the purpose of Shakespeare in writing the play of "Macbeth."

"The divinity of Shakespeare's genius," says Kemble, "lies pre-eminently in this, that, while he wishes to make his workmanship attractive and faithful to the theatre, he could not choose but make it, at the same time, potent and delectable in the inner courts of man's intelligent and upward-reaching soul."

The underlying truth which renders this play, ranked by some the first among all the creations of the great English dramatist,—the truth which renders the play of "Macbeth" satisfying to "the inner courts of man's intelligent and upward-reaching soul," is found in the sixth commandment, "Thou shalt not kill." This truth is enforced by the portrayal, such a portrayal as no hand but Shakespeare's has ever attained, of the awful spectacle of a guilty human soul, goaded in the case of Lady Macbeth, to a mortal insanity, in the case of Macbeth himself to a moral paralysis, by the knout of an avenging conscience. And over and under and through the whole, making the tragedy three times tragic, runs the black thread of fate—fate inwoven within the soul's own texture by the

"——— divinity that shapes our ends
Rough hew them how we will."

The inspiration whose breath evolved this picture came first, perhaps, from Shakespeare's desire to present at court a play which should, from its Scottish character, find favor in the eyes of a Scotch-born king. The author's sympathy with his subject, however, comes from the intuition of a great genius that sees in the barest facts the material for an awe-inspiring, terror-striking play; the incentive that a great mind has to use the tools which it alone can wield, the sympathy of a mighty brain with a mighty subject; the daring of a powerful intellect to wrestle with a question before which gods have faltered—free moral agency and the irresistible power of inborn fate.

The bare facts of the story, the canvas upon

which he painted his picture, Shakespeare obtained, no doubt, from Holinshed's Chronicles of England, Scotland and Ireland. From what other sources he may have derived the knowledge which forms the basis of the play we are uncertain. We are sure only that the great part of the material came not from books, plays or chronicles but from the matchless master brain itself.

The main action of the plot of this remarkable drama portrays the progress of sin in a human soul. And, as if the blackness of the course of evil were not black enough as seen blighting the fairness of one sinning, guilty, foredoomed human being, beside this one stands another, equally sinning, equally guilty, equally doomed. The action of the story reaches its first climax in the death of the innocent Duncan, its second in the death of the guilty Macbeth.

Preceding the first climax and leading quickly to it, there passes before us, in swift panorama, the scenes connected with the first murder, from its inception to its consummation. So rapid is the movement of this part of the drama that hardly have the uncanny spirits sounded the key-note of evil for the whole until the temptation placed by them before the ambitious Macbeth has become art and the kindly, harmless, courteous Duncan lies in his chamber dead. And yet, in this short action of the drama there have been presented, drawn with unmistakable clearness, the characters of four of the chief actors, together with the ambition, the temptation, the resolve, the opportunity, the instigation, the evil action of the man who, we can but remember "would holily" that which he "would highly."

Remember and still remember Macbeth not wholly evil, for in this fact lies all the potency of that which follows. Hark! hear that knocking! No wonder Macbeth starts and in that first return to a full consciousness of his great guilt wails in his torture, "Wake Duncan with thy knocking. I would thou couldst!"

The Erinyes are let loose. Never again can joy or peace visit his guilty pillow. "The mind is its own place," and Macbeth's mind from this time till his death is but the scene of one wild, desperate conflict. A never-sleeping, never-quiet conscience sits on the judgment seat; an ever-

mocking, ever-haunting fear shadows his pathway. Goaded by the one, spurred by the other, he moves along to his ill-gotten place. That which he has gained by blood he keeps by blood. Banquo must die. Macduff must die; if not Macduff, then all Macduff holds dear. First, strong ambition, then guilty fear, and last of all the fiend revenge prompts him to murder. Black darkness of a moral numbness settles over him while on his wife there falls the shadow of a mental aberration. Ghosts sit beside his banquet board, and from her small, white hand the blood stain never washes. The unrepented sin makes of Macbeth a moral ruin, and of his wife a mental wreck. Death comes, a glad release to both. The one bright touch, throwing the blackness of Tartarean darkness into bold relief is found in the unquestioning affection which these two through the whole sad action have borne each for the other.

Permanency? So long as crime and sin darken our earth, so long as conscience with its nether torments inflicts a punishment, matched only with the pains of Tartarus, on guilty souls, so long as in man's nature lies the potency of all temptation, that long shall man read, study and stand horror-struck before Macbeth; that long shall all the persons in this powerful drama move on the vision, not men and women of the long ago, but living, breathing, sinning human beings who pay, each day, in our own world, in our own time, the penalty of crimes committed and evil unrepented.

And so we call the play a moral study in dramatic form; a picture, like that of Goethe's "Faust," of the Titanic struggle between good and evil for the possession of a human soul.

A. R. B., '98.

The Ideal and the Real in Teaching.

The greatest value of a Normal training lies in the opportunity which it affords the would-be teacher to work out in practice the theories advanced in the method courses. The study of methods serve to outline a general plan of work and define clearly the aims which conformity with the underlying pedagogical principles should accomplish in the teaching of a given subject. Af-

ter a year of this preparatory work comes the practice teaching. Granted that one has a certain mastery of the subject assigned, and an intelligent comprehension of the fundamental principles of education on a psychological basis, there naturally results a clear conception of the scope of the work and its possibilities. That which offers the greatest difficulty to the prospective teacher is the planning of the lessons in detail in obedience to the laws of pedagogy.

It seems to her that once having attained the power to transform her knowledge of subject-matter into usable material the rest will be simply a perfecting by practice. A week with the class, however, proves that the problem is far more complex than imagined. The teacher, knowing so well what should be accomplished and having high aims in the work set before her finds the real so far below her ideal that blank discouragement at the prospect of utter failure is the result. To one whose life has been never free from study, and whose efforts have heretofore met with success, this lack of power to adapt the means to the end is fairly overwhelming. But in practice teaching there is no evading the issue. Each day's lesson throws the real into more striking contrast with the ideal. The work as planned does not appeal to the class as a whole; questions do not bring the desired answers; the attention of the boys is not held and they become restless; the girls whisper and the fine points so carefully thought out by the teacher seem utterly beyond the pupils' comprehension.

The thought comes to the teacher that she is hampered by her ideal, that the material she has to work with is poor. But even as she passes judgment on her pupils, is she conscious that they, too, are forming opinions concerning her who should be their leader. She realizes that she must control, must hold them to the work she plans for them. Profiting by the experience of each day, concentrating all her powers of judgment and focusing her knowledge of pedagogical principles till they become clearly defined and applicable to the particular work in hand, centering every energy on the proper adjustment of the means to the end in view, at last she begins to see the solution to the problem.

She has gone so deeply into the subject herself and has studied so many aspects of it in her effort to select and arrange advantageously the material for the class, that she is full of it. She has twice as much in reserve as she gives; she has prepared more ground than the class can possibly cover in the period and she is so perfectly familiar with it that the thought of the lesson progresses so rapidly that a moment's inattention leaves a pupil behind. She finds that she can govern by means of her work. The home work is thoughtfully planned and the pupils are held strictly to the requirements. Results begin to show and some are greater than she has expected. The conviction comes that it is not poor material but blunt tools and clumsy use of them that has impeded her progress. She has power to hold the class as a whole and does so with a firm hand, but her interest is awakened by a trace of unusual attention on the part of one of the pupils, a particularly good paper or recitation from another, a falling behind of another because of inattention. She comes in contact with these at first and finally with each and all outside of class. A word of appreciation, well-merited commendation, or deserved rebuke works wonders. She begins to feel that she has an influence as she meets the class day after day and notes the effect of what she has said. She ponders over the individuals. They are ever present in her thought, she ceases saying to herself "If I can only do it?" and begins to think "If they can only do it?"

Step by step, day by day, gaining wisdom from failure as from successful attempts, striving ever to help them to help themselves, at last she realizes that she has a new and different hold on the class. There is no effort (now) at class management, the pupils have confidence in their teacher; they are anxious to succeed. Their thought follows their leader's, certain that some good is to result from the work whose end they cannot see. They are not discouraged, though they fail, but start again to keep up with the procession, conscious that though their greatest effort is less than the least of another it is appreciated and places them high in their teacher's estimation. There is no disorder, the class and their teacher have come to an understanding. They know

that so long as their attitude is a right one and helpful to themselves, to their classmates and their teacher, she will be lenient, but whenever they do anything to disturb intentionally the class or interfere with the progress of the lesson, they must be sacrificed for the good of the others. The class is a unit and has the true spirit of work.

By the end of the twenty weeks the pupils, equally with the teacher, express regret at the coming change and she who has been their guide feels that she has had a glimpse of the ideal in the real and that as a teacher her creed may be expressed by Thomas Carlyle, when he says:

"The situation that has not its duty, its ideal, was never yet occupied by man. Yes, here, in this poor, miserable, hampered, despicable actual, wherein thou even now standest, here or nowhere is thy ideal; work it out therefrom; and, working, believe, live, be free."

W—, '94.

Southey's Life of Nelson.

The life of Nelson served as such inspiration to British soldiers that Robert Southey was moved to put it in permanent form as a part of historical and biographical literature.

The style of the author is at once so attractive that the reader cannot fail to be charmed. While the leading facts of Nelson's whole life are brought out, together with those military characteristics displayed even in childhood, yet when we consider the largeness of the man and the great activity of his whole life, we must consider the author concise, and, best of all, reliable as to historical facts.

Horatio Nelson was born September 29, 1758. He left home while yet a boy to join his uncle's ship, and with him took a trip to the West Indies. Next a trip to India, where, on his return, he was promoted to rank of lieutenant. While his uncle was influential in attaining for him this position, the youth must have been worthy and with a judgment beyond his years in order to hold such a position. Soon after this promotion his uncle died and he was thrown on his own resources.

He was influential in securing the enforcement of the navigation act, which shows he was true to his convictions and ever looking out for the interests of his country.

He married a Mrs. Nisbet and very soon received the honor of colonel of marines.

In an expedition against Corsica Nelson shows his determination in the few words, "It will either be Westminster Abbey or victory." He was victorious and received honor of knight of the Order of Bath, Sir Horatio Nelson.

He went to a blockade of Cadiz and while there sailed against Teneriff. In stepping upon the shore a shot was fired which wounded him so that he lost his arm and the sight of one eye. After his recovery he sails for the Mediterranean sea to attack the enemy at Malta, but finds they are gone. Thinking they have gone to Egypt he proceeds to Alexandria. The French are not there but Nelson takes the city. In a few days the French come up and an encounter takes place. The French are much stronger but Nelson is victorious. Returning to England he is received with great rewards and presents and is created Baron Nelson of the Nile. His object is to recover the Island of Malta, and so returning to the Mediterranean sea, he preserves Sicily from the French, and is given the sword of Charles III of Spain in honor of the event.

Sent to the Baltic, a battle occurs off Copenhagen, which results in a victory to Nelson, and he is raised to the honor of viscount.

The last battle in which Nelson was the commander was fought off Cadiz. The enemy thought Nelson was not in command and had it not been for the medals which he wore and which he refused to take off he might not have been killed. His determination to live with his colors and his medals and to die with them shows him a man of bravery to the end, and while it betrays a weakness of human nature, i. e., a fondness of distinction and praise, it is excusable in a man so worthy, and the conduct of Nelson must ever serve as a noble example of courage, wisdom and justice.

Nelson's position in history as the chief power against the French aggressor, Napoleon, makes him a beacon light. That England

mourned his death was but a natural result of grief at her great loss, and his burial in Westminster was a fitting sequel to his life. Reviewing this book we must have noticed that to the author Nelson was the ideal of what a true soldier should be and do, and therefore we are ready to grant him the privilege of concealing as of minor consequence the defects of his hero and lauding his great worth.

His is a quality well worthy of imitation in all of us, and it would be a thing worthy of admiration in us if we could carry it into real life and be generous enough to praise the good qualities of even our enemies rather than to magnify their blunders because of personal dislikes.

A. B. Vossler.

How Can Arithmetic be Made Interesting to Indifferent Students?

By connecting arithmetic with something that is interesting and attractive to them. But how can that be done?

Most problems of the teacher present themselves differently to the teachers in two classes of schools; on the one hand, the graded school in which the classes are large, the work of each grade carefully outlined by the City Superintendent, text-books chosen, amount and methods of work fixed, and all successful pupils moving up a grade at stated intervals; and, on the other hand, the ungraded school, where the teacher must organize, classify, choose, devise. Most schools are between the two extremes. A movement toward either brings certain advantages and certain accompanying disadvantages.

The teacher in the ungraded school may expect condolence for her lot; but, rather, I congratulate her. Particularly, if she has a small school she has the opportunity for doing much individual work. And thus far the world's greatest teaching has been largely individual. What some have called the "laboratory method" of teaching arithmetic has two essential points, that the pupil be led to discover principles and invent rules, and that the work be individual, the teacher helping each one, and each one taking a different lesson. It taxes a teacher's resources, but there

are possibilities in it. If the class has the same lesson, and the work is done in class most principles of arithmetic can be discovered by all or many of the students. The boy who has no aptitude for learning or applying rules sometimes becomes interested when arithmetic is treated as a field for discovery, a subject on which he is stimulated to use his inventive powers. When a pupil can once be led to make a discovery — discovery for him, even if the mathematical world has known it for two or three thousand years — and has felt the joy of it, he ordinarily passes (without examination) out of the class of uninterested pupils. It is not a hard thing to lead a class to discover what it took the human race centuries to find out, provided the teacher knows the truth thoroughly in its relations and knows the minds of the students. What boy or girl cannot invent the rule for dividing one fraction by another? The pupil who does may be pardoned if, afterwards in the “egotism of discovery,” he regards the rule as his rule. It is one of those illusions that are full of hope; don't dispel it. And is it not in the truest sense his?

The teacher in a grade can, in part at least, lead her class to discover, if she is allowed the freedom without which there can be no great teaching.

The teacher must know her pupils, not merely to be able to call them by name readily, but know the history and surroundings of each. One advantage of this is that she can set problems connected with that in which the pupil, who is careless in class, is interested. I have had an advanced arithmetic class become enthusiastic over the problem to find, by measurement and computation, how many tons of hard coal the recitation room would hold, first guessing on the number.

Get the pupils' parents interested in their arithmetic. Very likely the parents would spoil the pupil's reading by attempting to teach him expression; but they can usually help him in arithmetic, and their interest will interest him.

Our courses in arithmetic should be kept abreast of the movements in modern commerce and science. Antiquated processes should be dropped, and the requirement of a new age intro-

duced. If the student is to be interested, his arithmetic must deal with the problems actually arising to-day. The Euclidean method of finding greatest common divisor, for example, is a grand triumph of the reasoning power; but it is little used outside the school room, and should not occupy much of the student's time.

It is not a Utopian dream that the boys and girls in school to-day may live to perform all their reductions of compound numbers by moving the decimal point. The indications are that the twentieth century is to be arithmetically a decimal century, as it is physically to be electric.

Wm. F. White.

Up-To-Date History.—Early Revolutionary Period.

The following are bona fide answers given on a recent fifth grade test:

1. To what did the “Sons of Liberty” pledge themselves?
Ans. The Sons of Liberty pledged themselves to try and put off the yoke of England.
2. The Boston Tea Party. Where was it held, who attended it and what did they do?
Ans. 1. The Boston Tea Party was held in Boston. It was not like the parties your mammas like to go to.
Ans. 2. It was held in Boston. The Boston people attended it. They sat down and behaved like ladies and gentlemen.
3. Who were the Tories and who were the Whigs?
Ans. The Tories were a tribe of people in England. The Whigs were a tribe of people in America.
4. How did the Colonists feel about the Stamp Act?
Ans. The Colonists were ashamed of England.
5. How were the people of Philadelphia notified of the adoption of the Declaration of Independence?
Ans. They rang a big bell to notify themselves that they were free and independent.

VERSE.

Washington.

“Broad-minded, high-souled, there is but one
Who was all this, and ours, and all men’s.”—

“Rome had her Caesar, great and brave,
But stain was on his wreath;
He lived a mighty conqueror
And died a tyrant’s death.

France had her Eagle, but his wings,
Though lofty they might soar,
Were stretched in false ambition’s flight,
And dipped in murder’s gore.

Those hero-gods whose mighty sway
Would fain have chained the waves,
Who flashed their blades with tiger zeal,
To make a world of slaves;

Who, though their kindred barred the path,
Still fiercely waded on,
O, where shall be their glory
By the side of Washington?”

Lincoln.

(Commemoration Ode.)

Life may be given in many ways,
And loyalty to truth be sealed
As bravely in the closet as the field—
So generous is fate;
But then to stand beside her,
When craven churls deride her,
To front a lie in arms and not to yield—
This shows, methinks, God’s plan
And measure of a stalwart man,
Limbed like the old heroic breeds,
Who stands self-poised on manhood’s solid earth,
Not forced to frame excuses for his birth,
Fed from within with all the strength he needs.
Such was he, our Martyr-Chief,
Whom late the nation he had led,
With ashes on her head;
Wept with the passion of an angry grief:
Forgive me, if from present things I turn
To speak what in my heart will beat and burn,

And hang my wreath on his world-honored urn.
Nature, they say, doth dote,
And cannot make a man
Save on some worn-out plan,
Repeating us by rote;

For him her old-world mould aside she threw,
And, choosing sweet clay from the breast
Of the unexhausted West,
With stuff untainted shaped a hero new,
Wise, steadfast in the strength of God, and true.

How beautiful to see
Once more a shepherd of mankind indeed,
Who loved his charge, but never loved to lead;
One whose meek flock the people joyed to be,
Not lured by any cheat of birth,
But by his clear-grained human worth,
And brave old wisdom of sincerity
They knew that outward grace is dust;
They could not choose but trust
In that sure-footed mind’s unfaltering skill,
And supple-tempered will
That bent like perfect steel to spring again and thrust,
Nothing of Europe here,
Or, then, of Europe fronting mornward still,
Ere any names of Self and Peer
Could Nature’s equal scheme deface;
Here was a type of the true elder race,
And one of Plutarch’s men talked with us face to face.

I praise him not; it were too late;
And some innate weakness there must be
In him who condescends to victory.
Such as the present gives and cannot wait,
Safe in himself as in a fate.
So always firmly he;
He knew to bide his time,
And can his fame abide,
Still patient in his simple faith sublime,
Till the wise years decide.
Great captains, with their guns and drums,
Disturb our judgment for the hour,
But at last silence comes.
These all are gone, and, standing like a tower,
Our children shall behold his fame,
The kindly-earnest, brave, foreseeing man,
Sagacious, patient, dreading praise, not blame,
New birth of our new soil, the first American.

—Lowell.

NEWS DEPARTMENT.

J. L. Meriam.

Mae Crawford.

President Milne Honored.

Dr. Milne has the honor of having addressed the first class graduating from an institution of learning in Greater New York January 20. They numbered 125 pupils of the Girls' High School in Brooklyn. In his remarks Dr. Milne, referring to the mental development of girls after their school life is ended, pointed out the fact that, while their needs are different from those of the boys, if the after development of their lives is considered, the tendency is to make the school courses the same for both. It is for the women, he said, to preserve the beautiful and refining influence of education, much of which in the case of men is rubbed off by contact with the harsh world. Women being the leisure class, so to speak, should utilize their opportunities for intellectual self-culture and might thus become an almost guiding force in the world.

De Alumnis.

This institution may be proud of having graduated 4,283 students between the years 1845 and 1897. The report of 1895 shows 710 deaths.

'52. Mrs. J. B. Hatch, formerly Minnie Theresa Pepper, recently died at her home in Des Moines, Ia. She had taught for more than 24 years and had written for school papers.

'63. Margarette Hyde died at her home in Poughkeepsie, very recently. For nearly 20 years she has been teaching in a private school of that city.

'92. Clementine Helfer is now doing her second year's work in Syracuse University. Address, 704 University avenue. Since graduating Miss Helfer has taught two years each in East Syracuse and Fort Plain.

'98. Some of our February graduates: Mr. Wilford is engaged at Andes; Miss Wilcox teaches at Stapleton; Miss Stafford teaches at Fishkill; Miss McMillan teaches at West New Brighton; Miss Van Schaach teaches at German town; Miss Halsey teaches at Coxsackie.

'93. Allen H. Wright, since graduating taught one year, studied law one year, engaged in newspaper work two years and is now teaching near Rome. Address, Rome, N. Y.

'94. Mrs. Guernsey, formerly Minnie Scripture, at present residing in Geneva, Switzerland, is the happy mother of a daughter, born in December, '97.

Report of Exhibit — Grammar Department.

The snow fairies were busily employed the last day of January and the greater part of the first day of February, but before night fall of the first old mother earth was snugly enfolded in her ermine robes and the fairies had retired.

In pleasing harmony with the scene without was the scene within the Model chapel of the State Normal College. Here the human fairies had been at work and success had certainly crowned their efforts.

On two sides of the commodious and artistic room were displayed specimens of the pupils' work for the past twenty weeks. This work was arranged in four sections, each including that of its respective grade.

Maps of various kinds showed the pupils' knowledge and skill. Relief maps in sand, putty, crayon and papier mache; maps showing the productions, railroads, temperature and rainfall of different sections were numerous and well executed.

The blue prints and pictures illustrating the subjects of thought were a special and attractive feature of the work in reading and language.

Drawings from the natural objects, water-color work, and reproductions proved that the simultaneous training of hand, eye and mind is being carefully observed in this department.

The poems and selections illustrated by free-hand drawings and tastily arranged in prettily decorated booklets, gave the whole a dainty and attractive air.

The aim in all this work has been to develop the aesthetic side of the pupils' life and to make the acquisition of knowledge desirable by ornamenting the necessary routine of school work.

As a result the exhibit was a pleasing variety

which reflected great credit on Prof. White, his able corps of teachers and the members of his department.

Patrons and friends of the school and students of the College embraced the opportunity to witness the fine collection of work exhibited.

"What man has done, man can do."

Class of '99.

The following officers have been recently elected: President, Mr. Thompson; first vice-president, Miss Merwin; second vice-president, Miss Vroom; secretary, Miss Jones; treasurer, Miss Everett.

Officers of Phi Delta.

President, Brother Turner; vice-president, Brother Frost; recording secretary, Brother Pitkin; corresponding secretary, Brother Bookhout; financial secretary, Brother Coulson; treasurer, Brother Terwilliger; marshal, Brother Herrick; chaplain, Brother Ganow; inner guard, Brother Chapman; outer guard, Brother Greene; critic, Brother Armstrong.

Student Teachers and Observers.

High School—Thirty-three teachers, seven observers.

Model School—Forty teachers, nineteen observers.

Primary—Twenty-two teachers, ten observers.

High School.

The Quintillian Society has elected the following officers for the third quarter:

President, Miss Foy; vice-president, Miss Sherwood; treasurer, Miss Burns; secretary, Miss Ernst; junior editor, Miss Bell; senior editor, Miss Reblum; critic, Miss Martin.

'98 Class Officers.—President, William Fitzsimmons; vice-president, Miss Borthwick; secretary, Miss Welch; treasurer, —.

The Civics class has presented the High School a large framed portrait of George Washington, draped with the American flag. This gift occupies a prominent position on the front wall of the chapel.

The members of the High School extend their sympathy to Miss Farrell, who has been absent for the past two months owing to serious illness in the family. They also welcome back Misses Olive Whale and Nettie Wager, both of '98.

The chemistry class has had a pleasing variety of instructors, Mr. Brownell, Miss Collier and Miss Bennett. The class has found them all able and pleasant teachers.

Primary Exhibit.

After examining the work of the little ones, which has been exhibited in the Primary chapel, we have an entirely different idea of what it is possible for children to accomplish with right training.

Among the drawings and water colors which were all made from natural objects, we noted many artistic studies. The general excellence of the work showed the superiority of this original and most delightful method of teaching drawing. The sketches in the first grade illustrated their nature work of the term. The objects from which the other drawings were made typified the passing of the seasons.

In geography, the maps showed improvement in quality and number.

The language display was very interesting. The first grade illustrated Miss Hyde's delightful plan of correlation. The letters written by the children to Dr. Milne describing their imaginary visit to the home of the Esquimaux, were especially interesting. Every one was fascinating by the ingenious little Esquimaux village which was made by Miss Hyde in connection with this work. The second grade children's "Story of the Cow Who Lost Her Tail," was written on paper cut to represent that very cow. The next grade had reproductions of the legends in connection with the painting of "The Madonna of the Chair," which were illustrated with a good copy of Raphael's famous picture. The result of a series of lessons extending through the entire term, was shown by the fifth grade in a booklet. The subject was Homer's Illiad, and the cover was decorated with a copy of Alma Tadema's well-known painting. This style of work is es-

pecially valuable for it introduces the children to new and elevating fields of art and literature.

An entirely new, interesting and certainly attractive feature was the collection of blue prints made by pupils of the fifth grade. These photographs were made from botanical specimens which were collected by the pupils. All the work on the pictures was done by the children.

The Primary chapel is an ideal school room. Miss Pierce, the able and accomplished principal, believes in the value of artistic surroundings for the little people. Beautiful pictures, pieces in old ivory, palms and ferns make the room delightful. Even the blackboards are a mass of decoration, for here are seen pictures of choir-boys, the coat-of-arms of the State and many other sketches executed in colored crayon, by two of the teachers in the department.

Miss Pierce and her teachers are to be congratulated upon such a successful exhibition.

De Rebus.

Four more collegiates have joined the Normal College; three of these are graduates of Cornell University, one of Amherst College.

King, '98, has given up his college work for the present and is preaching in the city. He has supplied at the First Baptist church.

Miss Alice Pollock, '98, will be at her home in Newark the remainder of the year.

Miss Stewart, '98, is teaching in Greater New York. Her address is Little Neck.

Chickering, '98, has exchanged his college work for that of the ministry and is preaching at Mechanicsville.

Henkle, '99, has returned to college after a struggle with pneumonia since Christmas at his home in Baldwinville.

The collegiate students are given this term a special class in advanced psychology, under Dr. Hannahs. A study of Herbart will be made.

Miss Isdell, principal of the Kindergarten, attended the annual meeting of the National Kindergarten Association, held in Philadelphia February 18 and 19.

Miss Hyde, of the Primary Department, recently attended the funeral of her aunt, Miss Margarett Hyde, of Poughkeepsie.

An effort is being made to organize a College orchestra. Will any one who plays a suitable instrument please confer with Mr. Cummings or Mr. Dibble?

Miss Alice Merriam, '98, was suddenly called to her home in Little Falls two weeks ago by the death of her father.

By reason of a severe attack of typhoid fever, Brownell, '98, has been compelled to give up school for the present and has returned home.

Killpatrick, of this city, and once a Normal College student, has recently made himself known in England by winning a foot race there.

Sickness prevented Prof. Groat from attending to his College work a portion of last week. At this time he was pleasantly surprised by a visit from his father.

Prof. Wetmore addressed the State Y. M. C. A. convention of New Jersey, held at East Orange February 11.

Prof. Gager has offered this quarter a seminary course in biology. This is the first time such a work has been given here. The number of students in the class is limited by the small supply of apparatus.

On account of sickness Miss McClelland was unable to teach her classes from Christmas till the close of the second quarter. Her work was carried on by Miss Leete in History; Misses Bret and Bainbridge in Grammar.

The Normal College prayer meeting, held each Sunday afternoon in the Model School chapel, has been discontinued. While it is to be regretted that an organization of such a character should be given up, yet ample excuse is seen in the fact that our students find in the city churches sufficient Sabbath worship.

"I call a complete and generous education that which fits a man to perform justly, skillfully and magnanimously all the offices, both public and private, of peace and war."

—Milton.

EXCHANGE DEPARTMENT.

Annie R. Barker. Mary L. Baker.

Scissors and Paste.

"It beats me," he said, as he laid down his newspaper, thoughtfully, "I dunno's I ever thought it afore, but now that it does come ter my mind, it certainly beats me."

"What air ye talking about?" asked his wife, anxiously.

"Literatoor," he answered. "Course we've seen it showed up in the newspapers time and ag'in how all an editor has to do is ter set down with a pot o' paste an' a pair o' scissors, an' cut out things ter put inter 'is paper."

"Certainly. I don't see nothin' so beatin' 'bout that."

"But this is the question: Some feller hez ter git them pieces up in the first place. It never struck me afore, but I'm blest ef I wouldn't like ter know who the feller is that starts in an' gits up them there things fur the editors ter cut out!"

Something New and Apropos.

(Laws of Teaching.)

Know thoroughly the subject to be taught and explain to the pupil why you teach it.

Gain and keep the attention of the pupils. Excite their interest.

In teaching use language that your pupils understand.

Begin with the known and go by easy degrees to the unknown. Take the whole class with you. — J. M. Greenwood in *School and Fireside*.

Thus saith the Promiscuous Adviser: I would rather prescribe advice to twenty teachers than to be one of the twenty to take the dose of my own prescribing.

Washington Gladden is of the opinion that children nowadays respect authority less than did the children of a generation ago. Perhaps there is less authority for them to respect.

We learn to talk during the first few years of our existence, but it takes us all the rest of our lives to learn to keep still.

A polite man is one who listens with interest to things he knows all about, when they are told by people who know nothing about them.—Ex.

Young Lady — What is it to be a brilliant conversationalist?

Bright Talker — Listen to me.

Young Lady — That is just what I'm doing.

Bright Talker — That is being a brilliant conversationalist.

"What is a critic?" He is a man who rips things to pieces without knowing how to put them together again.—Chicago Record.

In answer to a teacher's question as to what constitutes an "optimist" and "pessimist" some school boy ventured to reply: "An optimist is a man who is happy when he's miserable, and a pessimist is a man who is miserable when he's happy."

Those who pass the best examinations often fail as teachers, while those who slip through by the "skin of their teeth" are frequently found to be the very salt of the earth.

The Legislature of California has passed a law organizing a compulsory pension association to include all teachers in San Francisco. Each teacher in the city will be obliged to contribute one dollar a month, and these monthly contributions will be increased by a fine for absence. One-twentieth of the month's salary is deducted for each day's absence. Twenty-five per cent of all receipts is to be placed in a reserve fund till the total receipts amount to \$50,000. After thirty years' service teachers may retire with a guaranteed annuity of \$600. Teachers who have already served the city several years may count these years as part of the necessary thirty, by paying twelve dollars for each year of their service. Teachers who may become disabled before they have taught thirty years may receive such a portion of the annuity as their term of service bears to thirty years.

Mama (to Willie who is sliding down the cellar door) — "Willie, what are you doing?"

Willie — "Makin' a pair o' pants for a poor orphan boy."—Ex.

Among the Colleges.

1. He who knows not and knows not he knows not — he is a Freshman. Shun him.

2. He who knows not, and knows he knows not — he is a Sophomore. Honor him.

3. He who knows and knows not he knows — he is a Junior. Pity him.

4. He who knows and knows he knows — he is a Senior. Reverence him.— Ex.

Williams College has decided to admit no students by certificate who have not had four years' work in Latin and three in Greek. Modern languages will no longer be accepted as a substitute for either.

Harvard and the University of California have arranged for an inter-collegiate chess match to be played by telegraph.—Ex.

Military drill under a commissioned army officer has been introduced at the University of Chicago.

The course at the Cornell Law School has been altered in length from two years to three years.

This fall, for the first time, the doors of the University of North Carolina were thrown open to women and four young ladies took advantage of the opportunity.— Ex.

Amherst is to have a new astronomical observatory.

Rutgers College has lately adopted the policy of leaving all matters of college discipline for a student committee to decide.

According to the report of the United States Commissioner of Education there are 15,000,000 names enrolled in the educational institutions of the country.

America has 300 universities and England 94, yet there are 2,778 more professors in the latter than in the former.— Ex.

America has 800 students in the German universities.

Dartmouth college has the distinction of having issued the first College paper in the United States, and the great honor in having Daniel Webster as editor-in-chief.— Ex.

“Cork screws will sink more men than cork jackets can hold up.”

In the Great Round World.

Where do the eyes of the nation point? A. Toward the Pacific (a) the rise of Japan's navy; (b) the completion of the Siberian railway across the Russian Empire and Northern China; (c) seizure of Chinese territory by Germany, England, Japan, France and Russia; (d) the Klondike gold discoveries; (e) the impending annexation of Hawaii; (f) the talk of trans-Pacific cables; (g) the development of the Canadian Pacific steamship connections with India, China and Japan; and (h) the proposed ship canal across the neck of land connecting North and South America, make the future of the Pacific bright.

Mr. F——r (translating Plato)—But now, then, therefore, another soul than another of higher or lower degree—D-Doctor, you have to take it this way—is that very thing itself according to the actual being, or does it not seem so to you?

Professor—The thought seems clear to everyone. Go on.

Prof. —“You will have to apologize for throwing a brick at Prof. ——.”

“All right, sir. I will apologize. I threw a brick at Prof. ——. I missed him. I am sorry for it.”— Ex.

The man who refuses to subscribe for a College paper and then reads it over the shoulders of his neighbor is short enough to tie his shoestring to his necktie.— Drury Mirror.

Hi. Wather's Mittens.

He killed the noble Mudjokivis,
With the skin he made him mittens,
Made them with the fur side inside,
Made them with the skin side outside;
He, to get the cold side outside,
Put the warm side, fur side, inside—
That's why he put the fur side inside,
Why he put the skin side outside,
Why he turned them inside outside.

—Exchange.

REVIEW DEPARTMENT.

Gertrude E. Hall.

Augusta M. Britton.

"The Rural School Problem." (Abstract of a paper read by Albert Salisbury, of Whitewater, before the Wisconsin Teachers' Association.) *The School Journal*, January 29, '98.

Deny or resent it as we may, the country school of the last thirty years has been in a state of retrogression. To the thoughtful observer the causes of this retrogression are apparent. Forty years ago a district school equipped its pupils with "a good education," under the direction of teachers of maturity who, whatever their culture was, certainly knew what life meant. Now the number of pupils has decreased from a roomful to half a dozen, taught by the cheapest girl teacher that comes along.

The time of the young teacher is upon us. The problem of teacher-supply is therefore important. Still more vital than this is the problem of demand. When school authorities in the country call as hard for good teachers as do the city boards, they will get them.

The difference in the quality of city and country schools lies in the different methods of their administration. In the city a few strong men control and the majority follow. In the country the majority control. This brings us to the second problem, that of local school administration.

In so minute a territorial unit as the ordinary school district, there is little suitable material from which to select school officers, be the choice ever so wisely made. As long as the size of this unit is limited by the distance a child can walk twice a day, there can be no improvement.

The most refractory element in the situation is the thinness of population. It is well known that the majority of country schools in Wisconsin have less than twenty-five pupils, and there are several that boast only one pupil. This results from the small territorial unit. Consequent upon the slim attendance, teachers' wages are low, and the quality of teaching at a minimum.

The only available remedy is consolidation; which, of course, necessitates free transportation. The township system, if properly organized, would reduce the number of school officials two-thirds, and multiply by three the possibilities of their efficiency. The old district system must be abolished; but this is slow work, and must be done with tact and judgment by interesting prominent men in the cause.

A. L.

The *School Review* for February gives the proceedings of the Michigan School Masters' Club at its last meeting. Principal E. C. Warriner, of Saginaw, urged the claims of History. His argument is that to pre-

pare for intelligent citizenship is an aim of public education. No one can become a good citizen without the study of American History and civil government. He speaks of a junior at college who has never been instructed in civil government and who will be graduated with only such knowledge of our government as he has chanced to pick up. This, he says, is not preparing young men for intelligent citizenship. History, therefore, should find a place in every High School course.

"Stepping Stones to Literature," A Reader for Sixth Grades, is just received from Silver Burdett & Co. This reader is one of a series. The merits of the book are that it presents either whole pieces of literature, or "such selections as constitute in themselves literary wholes." "In the Sixth Book the pure myth"—a leading feature in the earlier books—"does not appear but in its place is much of history, especially of the legendary lore, which appeals to the developing imagination of the child—such as the tales of ancient Rome and Scott's poems." The selections are a great improvement upon those in school readers of the past, and the illustrations are particularly fine. There is, however, little basis for the comparative method of literary study, and this will be a cause of regret to some.

"Todd's New Astronomy." By David P. Todd, M. A., Ph. D., Professor of Astronomy and Director of the Observatory, Amherst College. Cloth, 12mo. 500 pages. Illustrated. Price, \$1.30. American Book Company, New York, Cincinnati and Chicago.

This new astronomy is designed to meet the present requirements of schools and students for a practical and scientific text-book in this important and most interesting study. Of the author's ability to write an ideal work on the subject, which should be at once simple, scientific, practical and interesting, there can be no question. In addition to his former work in the United States Astronomical Observatory at Washington, and as director in the Amherst College Observatory he is well known to the public as leader of two solar eclipse expeditions under the auspices of the United States government, one to the west coast of Africa and one to Japan, and as leader of another astronomical expedition to Japan, organized by Amherst College.

By placing more importance on the physical than on the mathematical facts of astronomy, the author has made every page of the book deeply interesting to the student and general reader. While mathematical results are given, the beauty and interest of the study are not obscured by unnecessary mathematical processes. Questions of universal interest, such as "Where does the day change?" "Where will the sun be overhead at noon?" "Where does the Southern Cross become visible?" "What are meteors?" "What

is the difference between the sidereal and the solar day?" etc., receive special attention in the treatment.

The illustrations are an important feature of the book. Many of them are so ingeniously devised that they explain at a glance what pages of mere description could not make clear. They include scenes from the author's own laboratory and from his expeditions, diagrams, especially invented for this book and reproductions from photographs by Barnard, Roberts and others famed in astronomical photography. The fine colored plates are a particular feature of the book, one of these, the frontispiece, being a reproduction of the color effects as seen by the author during the total eclipse of 1896 in Japan.

In an article of the February number of the Educational Review, Mr. J. K. Paulding speaks of the public school as a center of community life. He says that probably there has never been a time in the history of our schools when so much has been attempted in the way of inculcating in the child a love of country, together with some idea of the relation in which he stands to it, while it is sought to inspire him with a sense of the greatness of its destiny and the magnitude of its mission among the nations. Those who have understood patriotism best have conceived of it as a cultivation of the common life of a nation, State, or given society, rather than as a narrow idolatry of particular customs, forms and habits of speech. It is just in this common life that we of this crowded, busy nineteenth century metropolis are most deficient. We have it neither in politics, art, literature nor religion.

In the chaos of beliefs and opinions, there is at least one agency at work in behalf of the common life, viz., the common schools. To a certain extent already, in the country districts, the social life of the community has centered about the school house. In the city this is not the case; but is capable of becoming so. Already the parents of the children know the school house as they know no other department of the public administration. In many instances they are accustomed to repair to it to attend lectures. If the doors of the school room were opened a little wider, the life of the neighborhood could be led to enter through them. Reading rooms might be established, clubs for study formed; thus all that is highest in the life of the neighborhood might in time come to be centered in the school house, which would become a symbol of the moral and intellectual striving of the local community. All this is important for the cultivation of the ideal of patriotism defined as feeling for the common life. The end and object of all such endeavors should be the cultivation of the "common life." The rich, even more than the poor, in our modern society, stand in need of the revivifying touch of a community of aspiration, since everything in their environment not only favors but forces the exercise and development of the in-

dividual will—often to the disadvantage or detriment of their fellows; while the poor have, at least, their sufferings in common. Nowhere better than in the public schools can this sentiment be inculcated. "The need of the community is greater than of the individual," said Democritus, "and hence should be most regarded." In this thought lies the germ of patriotism and it is time that the ideal of education should be shaped to meet the growing needs of the people.

The thirteenth holiday conference of the Associated Academic Principals of the State of New York was held at Syracuse, December 28-30, 1897. According to an innovation of last year one session of the conference was held in three groups.

The English group, under Principal Charles W. Evans, reported as follows:

That the lack of harmony in regard to English teaching is due to two causes: First, to the fact that new aims have recently appeared to the teachers of English, and, secondly, to the fact that the Colleges have made a great diversity of requirements.

That every recitation should be made to contribute to good English.

That much oral composition and topical recitation may profitably be called for.

That a large amount of poetry and literature adapted to the age of the pupils should be studied in the grades.

That English should always be regarded as a means, not as an end.

That English should be considered of first importance in the high school, and it should not be dropped nor abridged for less important subjects.

That the present demands for English are not excessive.

That daily practice in writing English is desirable, but that the written work should be distributed among classes in other subjects.

That the study of nature is necessary for the highest literary appreciation.

That the discussion of the larger principles of literary criticism will greatly add to the pupils' interest and form the basis of much valuable composition work.

The following resolution was reported to the Conference by the science group under charge of Professor E. W. Wetmore of the State Normal College:

Resolved, That in every high school course the equivalent of five periods a week for one year shall be devoted to physics.

The February number of "The School Review" contains a report of the Holiday Conference.

"It is very much within your choice what you will do to make your way successful."

—Huxley.

READ WHAT OUR ADVERTISERS HAVE TO SAY,
IT WILL INTEREST YOU.

EYRES,   

Special prices given to Students on
DESIGNS AND CUT FLOWERS.

11 NORTH PEARL STREET.

TELEPHONE 208.



COTRELL & LEONARD

472-478 BROADWAY, ALBANY, N. Y.

Hats, Cloaks and Furs. Inter-Collegiate ... makers of Caps and Gowns

CLASS CONTRACTS A SPECIALTY

CASH DISCOUNTS TO COLLEGE STUDENTS

The Fisk Teachers' Agencies.


EVERETT O. FISK & CO., (Incorporated.)

New York, Boston, Chicago,
Minneapolis, Los Angeles, Toronto.

Number of Positions Filled, 10,515.
2,003 Positions Filled in New York State.

Aggregate Salaries, \$6,801,536.00.

Referring to these Agencies, the EDUCATION (Boston) says editorially: "The Fisk Teachers' Agencies have now become the most extensive and influential of all the Teachers' Agencies in the country."

 SEND FOR BLANKS AND 100 PAGE MANUAL.

H. E. CROCKER,
W. D. KERR,

P. V. HUYSSOON,

Managers of New York Office,
156 FIFTH AVE., Cor. 20th ST., NEW YORK.

SPECIAL OFFER

Engraving Plate (Name only) and Printing 50 Cards, - - - 90 cts
Printing 50 Cards when plate is furnished, - - - - - 50 cts

FRED'K C. MANNING,

ART STATIONER AND ENGRAVER.

32 NO. PEARL ST.,
ALBANY, N. Y.

Telephone, 1062 Chapel.



GET YOUR PRINTING OF BRATE.

YOU can depend on him. No delays, as he has a very heavy stock of paper, quick workmen, fast presses and hustles. He has to, because his growing trade demands it. Brate gives all jobs personal attention and don't disappoint. 65 Hudson Ave.

COLLEGE MEN

WEAR OUR HATS. They are up-to-date and most reasonable in price. We make a specialty of hats for young men.

STIFF HATS.....	\$1.00 to \$4.00
SOFT HATS.....	\$1.00 to \$3.00
MEN'S MACKINTOSH COATS.....	\$4.00, \$5.00 to \$10.00
SUIT CASES.....	\$3.50 to \$15.00

TRUNKS AND BAGS, UMBRELLAS AND
CANES, GLOVES OF ALL KINDS, DOG-
SKIN WALKING GLOVES, 89c. SILK-LINED GLOVES, \$1.00.
The largest assortment in the city.

BOYCE & MILWAIN

66 and 68 STATE STREET

Telephone 104 to.....

Goldring Brothers

We have the largest and choicest
collection of FLOWERS in Albany
County.



FOR FLOWERS.

28 NORTH PEARL STREET, ALBANY, N. Y.