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## THE ECHO.

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### Knee-deep in June.

(Selected.)

Plague! ef they ain't sompin' in  
Work, 'at kind o' goes ag'in  
My convictions!— 'long about  
Here in June especially!  
Under some old apple tree,  
Jes' a restin' through and through,  
I could git along without  
Nothin' else at all to do  
Only jes' awishin' you  
Was a gettin' there like me,—  
And June was eternity!

Lay out there and try to see  
Jus' how lazy you kin be!—  
Tumble round and souse your head  
In the clover-bloom, er pull  
Yer straw hat acrost your eyes,  
And peek through it at the skies,  
Thinkin' of old chums 'at's dead,  
Maybe smilin' back at you  
In betwixt the beautiful  
Clouds o' gold and white and blue!—  
Month a man can raily love—  
June, you know, I'm talkin' of!  
— James Whitcomb Riley.

IN the last issue we intended to write an elaborate panegyric on the glories of spring and enjoyments of a summer vacation, but the cold weather spoiled that. To attempt any such thing now would be untimely and would usurp our fondest anticipations. It has been said that "in the spring a young man's fancy lightly turns to thoughts of love." But even those without a poetic nature, around here, have observed that in the evening a young man's steps gladly turn in the direction of Turner's.

But the days of Tony Napp's, Alibee's

and excursions are over. The last plan has been handed in, and the last lesson taught. This week not only marks the close of a term, but the end of the year. Another class will soon have gone and been added to the alumni of our Alma Mater.

We all shall meet with feelings of mingled pride and joy and sorrow as the end draws near. The pride we have lies in the college, which we have come to love, and in the place she holds in the world of progress. We feel confident that in the great onward movement she will be in the van and her face ever

turned toward the light. We are proud of our President; we are grateful to him for the inspiration he has given us and for the life he has shown.

There is a certain common joy and pleasure at the completion of our course, as with one who has run a race. During our sojourn we have had pleasures which we shall not meet elsewhere; we have made friends who will soon be scattered and of whom we will fondly recall old memories. At last, we are loathe to leave the college and its associations. We cannot go without regrets and a lingering farewell.

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## LITERARY.

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### The Class Poem.

'Twas an evening in September,  
When from turret and from tower,  
Chiming loud upon the stillness,  
Struck the solemn midnight hour.

Sat I at my study table  
Pondering many a problem o'er,  
When I suddenly seemed standing  
At the Normal College door.

Silently the door swung open,  
And within the darkened hall  
Stepped I slowly, half affrighted,  
At the sound of my foot-fall.

And a woman came to meet me,  
'Round her brows a crown of light;  
But her face was sad and careworn,  
And her hair was snowy white.

"Daughter, I am Education;"  
Mother, I am seeking thee;  
Grant me but to touch thy garment;  
Let me sit beside thy knee."

"Daughter, dost thy know the troubles  
That will lie thy feet before?"  
Mother, I have heard them often;  
Aye, a thousand times and more."

Then a soft and gentle radiance  
Overspread her features mild,  
Lighting up her face with glory,  
And I knew she had smiled.

Up the stairway passed we quickly  
To a class-room on the right;  
While behind us and before us  
Lay the shadows of the night.

In this room a woman met us,  
Tall and stately fair to see;  
Education led me to her;  
Thus I found Psychology.

"I, my friend so true and faithful,  
Bring a pupil unto thee;  
Take her by the hand and lead her,  
Teach her truth, Psychology."

Soon we started on our journey.  
Many friends I met that night  
Of whose helpfulness and wisdom  
'Tis beyond my power to write.

Science clothed in sweeping garments,  
Like the seers of long ago;  
Mathematics, brave old warrior,  
Clad in mail, from top to toe.

Latin, next, the stern young Roman,  
 Bearing sword and shield of gold;  
 And his mother, Greek, beside him  
 With her face so fair and cold.

History, whose varied stories  
 Have and ever will allure;  
 Rhetoric with honeyed accents,  
 And her sister, Literature.

Pass we then before a class-room  
 With a grating o'er the door,  
 And such groans from thence proceeded  
 As I never heard before.

"Pause," I cried, "Oh pause and tell me  
 Of these tortured shades we pass."  
 "They are ghosts of practice lessons  
 Taught before the method class."

Ah! My conscience pricked so sorely  
 That I scarce knew what to do;  
 For I felt that I had murdered  
 Many of that mangled crew.

When at last, the day was dawning,  
 And the rosy fingered maid  
 Opened wide the gates of morning,  
 Then the last farewell was said.

At the door stood Education,  
 Beckoned to us by a sign;  
 Then I seemed to stand before her,  
 With the Class of '99.

We stood in silence, then her voice  
 Rose clear upon the morning air,  
 Like distant bells whose mellowed chime  
 Rings out and summons earth to prayer:

"A poet once compared our lives  
 To ships that meet and speak and part.  
 The sea is wide on which they sail;  
 A glance exchanged, a friendly hail  
 That echoes on from heart to heart,  
 And then each vessel onward drives.

A moment and they both have passed,  
 Like white-winged birds they flit away  
 Into the night and then are gone,  
 Yet ever does each ship sail on,  
 Completes its course and one fair day  
 It reaches anchorage at last.

And thus you meet a little space.  
 You pledge your friendship each to each.  
 A little time and then you part.

One wish I give you from my heart  
 Before you pass away to teach;  
 And others come to take your place.

Where e'er the ships that meet to-day  
 Shall onward sail and fade away;  
 What e'er the storms that o'er them blow,  
 And the breakers roar on the rocks below,  
 May the beacon lights burn bright and  
 pure,  
 Be the hand on the rudder firm and sure,  
 And the ships of your souls be given at last  
 An anchorage safe when the voyage is  
 past."

— Fannie M. Pendleton.

### Chautauqua.

The word "Chautauqua" has a two-fold significance — Chautauqua, a forest city and Chautauqua, a centre of culture. To one who has never visited the place the mention of the name is only too likely to bring up a picture of rude cottages and tents, through the streets of which throngs of eager, pale-faced students rush from Hebrew class to Browning lecture, or from philosophy to science or art. To the Chautauquan who knows something of all sides of the life, these caricatures are amusing. The fact is, there are schools of many kinds and lectures in great numbers in this oldest of the Chautauquas, yet they constitute only one phase of a many-sided plan.

Chautauqua lake lies in south-western New York, 1,400 feet above sea level, among the hills which divide their rainfall between the Mississippi and St. Lawrence rivers. This lovely sheet of water is swept constantly by breezes coming for the most part from the broad expanse of Lake Erie, which, although only seven miles away, is several hundred feet below. Lake Chautauqua is nearly twenty miles in length and in width varies from one and one-half miles to half

a mile, where projecting points of land virtually divide it into an upper and lower lake. The shores are formed of undulating hills, covered with prosperous farms, thickly dotted with dense groves of pine, beech and maple. The lake is fed by countless springs, which send their waters bubbling from the bottom.

Three miles from the northern end of the lake, on the south-west shore, the town of Chautauqua is built upon naturally wooded terraces, which slope gently to the water's edge. To the visitor who approaches on one of the lake steamers it seems quite impossible that the line of cottages along the shore, the great white hotel towering above them and the graceful Pier House at the "point" can really mark the site of so populous a place. Yet as one makes his way from the Pier House through the park upon the "point," rows of attractive cottages beyond broad stretches of well-kept lawn give promise of a denser settlement. Soon the visitor finds himself wandering through carefully kept thoroughfares, over which spreading trees form leafy tunnels. Street after street, some of them straight as city avenues, others winding like park drives, stretch away in every direction along the terraces and up their slopes.

Presently one emerges into a commercial quarter, where stores and markets are crowded with customers. A little farther on he passes the wide-open doors of a museum, filled with interesting collections of many kinds. Then, suddenly, he is standing on the outer edge of a great roofed amphitheatre, in which 6,000 persons are listening to a grand concert or a popular lecture. The tourist strolls on toward the gymnasium, passing the "Hall in the Grove," modeled in white painted wood after the Parthe-

non; and, like its pattern, it is to the Chautauquan a classic structure. He may visit the college building, with its many class-rooms, or Higgins Hall, where a French afternoon is being enjoyed. In all the trip about this city in the woods he has traversed several miles of cement footway and has at almost all times been protected from the sun by magnificent trees.

It has been said that life at Chautauqua is many sided, socially and educationally. It is plain living and high thinking that creates the atmosphere of ease, culture and refinement peculiar to Chautauqua, the classic spot in America. It is designed to appeal to people of widely varying tastes and needs. This finds expression in the clubs, art classes, lectures, concerts and class-rooms.

The membership of clubs varies from year to year, but they are annually composed of those who have common interests and are in some way united by common purpose. They vary greatly in both object and scope, but together they include all ages of the population, from the kindergarten classes to the woman's club. The students of German form a club, meeting frequently for songs and conversation, recitations and plays in the German language. The students of French have a similar organization. Classes in painting, drawing, decoration of china and wood-carving are under instruction of competent artists and teachers. It is not an uncommon sight to see a group of young people seated on the grass under the trees, or if in the open, protected by great white umbrellas, sketching busily, while the teacher adds a line here and makes a suggestion there; and the work goes on with ease and pleasure — a part of the Chautauqua social life.

Everyone knows that during two months (July and August) there are daily lectures — university extension lectures by specialists in every department, popular lyceum lectures by well-known men and women from home and abroad, addresses upon topics of the times by those most competent to describe and to pronounce judgment. Among the speakers from whom I have recorded extracts of special interest and inspiration are Herbert B. Adams, of Johns Hopkins' University; A. Stanley Hall, of Clark University; Percy Alden, an enthusiastic worker of the University Settlement in London, and Bishop Vincent, whom, one might almost say, "to hear is to revere."

The music at Chautauqua, while it has gained steadily in popular favor, has been raised to an ever higher plain. An orchestra and grand chorus and soloists of high rank contribute to popular and classical concerts. One can almost fancy himself in a continental city when, as the evening shadows fall, the orchestra plays stirring music, hundreds of people promenade along the shores of the lake or sit in groups on benches scattered over the lawns beneath the spreading trees, all assembling later in the great amphitheatre to enjoy the concert which follows.

While the regular class-room work of the college is intended primarily for teachers and for special students in various subjects, yet even the class-room affords certain general courses which appeal to people of intellectual tastes. Among these are classes in the history of art, English literature, Shakespeare, Browning, Tennyson and others, ethics and sociology, besides certain of the art classes. It is a mistake to suppose that these rooms are the haunts of grim and

sad-visaged pedagogues or pedants. While it is true that many belong to the teaching profession, there are those in whose lives culture and high thinking have a place. In a certain literature class I remember to have met representatives of a dozen professions or trades.

In all these ways and in many others the summer population organizes itself into genuine society, whose aim is toward something higher and broader. The visitor who comes for the first time need find no difficulty in making congenial acquaintances. The life in a boarding cottage affords desirable social advantages, which add greatly to the enjoyment of the summer.

The chimes rung at 10 P. M. make the climax of the Chautauqua day. The lights of the amphitheatre have been extinguished, the streets are deserted, people are sitting out about the cottages as the silver tones ring out on the still air the sweet strains, "Abide with Me," or perhaps the melody of a cherished popular song, "The Bluebells of Scotland." The leaves murmur a soft accompaniment as the notes echo and re-echo among the trees and die away in the forest. All sounds of talk and laughter are hushed to silence, a sacred quiet lulls to rest and dreams of Chautauqua, the ideal.

L. M. L., '99.

### What People Call Amusements.

Centuries ago a French chronicle said of the English people that they amused themselves too gloomily, meaning that such strenuous efforts were exerted for amusement that its true object, recreation after work, was forgotten. To a certain extent this is true, not only of our English forefathers, but of the

American people to-day. Society in general stands in need of honest and enjoyable recreation, which will enable men and women to perform the duties of life more completely and more satisfactorily.

As long as an individual has surplus strength after the toils of the day are over, so long will he crave for amusements. When hope and energy depart, recreation is no longer sought for. This is well expressed by Tennyson in the beautiful little poem where he describes the vitality of the fisherman's boy and the blithe sailor lad who sang as he plied the oars; but, alas for the one who was intent upon "the touch of the vanished hand and the sound of a voice that was still." Joyousness had fled from him, and in its place had come sorrow.

One need only visit the metropolis of America to discover the so-called amusements of the present. When the work of the day has been accomplished, the busy New Yorker is eager for pleasure and he heartily enters into play. His favorite place of amusement is the theatre. He likes best romantic plays and social dramas and farces, for he loves to laugh, and therefore he does not care for tragedy, unless, perchance, there appear in it some idol of the stage like Irving. Regarding this, one man said: "I have enough sadness, enough trouble, enough tragedy in my business life to completely depress me. What I want in the evening is an hour or two at the theatre or opera, where there are music, laughter and singing." Scarcely a more interesting sight can be imagined than the scene presented in some large opera house at the appearance of a great singer. The building is literally crowded with human beings. All are full of animation, and the applause that arises is deafening. Nowhere will you behold

more beautiful women and nowhere will you see a more dazzling display of jewels. Amid all this splendor and excitement one fancies that he has been taken back into the romantic days of chivalry. If he will linger for a time he will be impressed with the fact that many are inattentive to the music. It may be that the voice of the singer has been overwhelmed by the charms of society gossip, one of the greatest amusements of mankind, although it is not generally so conceded. The social prominence gained by attending these operas is eagerly desired, and whether or not one cares for music he seeks the most fashionable kind of amusement, knowing that it will increase his social prestige.

Besides the theatre and the opera there are the bicycling and riding academies, the skating rinks, the charity fairs, the balls given by political and social clubs, the formal dinner parties, the innumerable receptions and scores of other amusements. These may afford pleasure at first, but they soon come to be exceedingly monotonous. However, money is liberally contributed for them, and if one were to look at the financial side of pastimes he might very well conclude that the country was dotted with gold mines. In New York card playing and dancing are no longer sufficient in themselves. Musicians and actors must be engaged to entertain the guests during the progress of an evening, and a wealthy man frequently spends a thousand dollars for this purpose.

Lectures and entertainments of the lyceum form very profitable amusements for the more serious and reflective audiences, but generally speaking the lecture is no longer popular. If it could be made a sparkling presentation of wit and

humor it would be more favorably received.

If a study be made of the pastimes of a people it will be found that there is a constant fluctuation in their popularity. This fact is noticeable in the history of some out-door games. For a time tennis had great social prominence, but now it is played mostly by experts. With the decline of tennis, bicycling gained favor. For a long while the latter was considered a pastime fit for the lower classes only, and those who indulged in it were called in derision "cads on castors." That feeling has passed away, and bicycling is now enjoyed by all classes.

It is evident that there is need of a more rational system of amusements. Many of us have dull hours, when we sigh for relief in the form of true recreation. Different individuals require different forms of amusement in order that the mechanism of life may work with as little friction as possible. Amusement, therefore, is more than a privilege; it is a duty, indispensable to the best development of all sides of man's nature. Some claim that intellectual amusements are what the world needs. If pastimes of this nature become popular, tact and perseverance will be required. Then when those who are old no longer possess sufficient vigor to enjoy these forms of recreation, others should be devised, lest, like Sir George Lewis, the aged exclaim: "The world would be very tolerable but for its amusements."

It must be acknowledged that the nineteenth century, with its progressive tendencies, has failed to discover a variety of suitable forms of recreation. Here is a task which might well occupy the attention of a genius, and if he succeeded all life might be rendered more enjoyable thereby. When men shall come to a re-

alization of the fact that life's hours are too precious to be spent in any way that will not yield an ennobling influence, then will they be ready to accept true amusements which will tend to uplift rather than to degrade. If rightly managed, the opera and the theatre may have this ennobling influence. There is nothing more soothing than the strains of beautiful music. All the quiet, all the rest which the world affords are to be found in it, while in dramatic action the deeds of the past are wrought again and the thoughts of a Shakespeare inspire and elevate the soul. To be thus amused is to uplift character, and it is amusements of this kind only which are worthy for mankind to enjoy.

Alice Walrath.

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#### A Small Girl's Courageous Act.

When Janet was only four her mother read her a story of two little girls who were playing with matches, when the younger one set her dress on fire and the older sister smothered the flames by wrapping a rug around her. Janet liked this story very much and wished she might have a chance to be as brave as the older girl.

One Fourth of July afternoon, when Janet was nine years old, she was sitting on a rug, spread on the grass, with some other children, watching two or three of their playmates fire off the last of their fire-crackers and torpedoes. Clara, one of the little girls, whose father was dead and whose mother had to work hard to earn their living, had enjoyed watching the others fire off their crackers and had saved her few until now, when the other children had none left. While stooping to light one of hers she let her little gingham dress hit against a cracker that was still smoldering, and

before anyone noticed it the flames were creeping rapidly up her back. The children all screamed and Clara, crying, started to run home, but the wind was so strong that it fanned the flames and they were fast reaching her head. Janet, who was the youngest of the children, did not feel one bit frightened, but, in her ignorance of the great danger, rather happy, for she remembered her favorite story and saw her much longed for chance had come. She quickly picked up the large rug the children had been sitting on, and dragging it after her ran to Clara and wrapped it around her. The fire was blazing so fiercely that Janet was quite badly burned, but she succeeded in putting it out before Clara was more than slightly injured. By this time the neighborhood had been aroused by the screams of the other children, and Janet and Clara were quickly taken home and cared for. Janet was confined to the house several weeks. Clara's mother was very grateful to Janet for saving her little daughter's life and was very sorry that she did not have the means to show her gratitude.

Not long afterwards Janet had moved away and Clara for twenty years had not heard from her. In the meantime Clara had married a rich member of Congress and had moved to Washington to live. One day, when driving, she passed a lady of about her own age being slowly wheeled along the avenue in an invalid's chair. A familiar look attracted her attention and she recognized Janet, the friend of her childhood. She was soon at her side, expressing her pleasure at finding her again.

Fortune had brought prosperity and happiness to Clara, while sorrow and suffering had been Janet's portion.

Now Clara found the opportunity she had long desired of showing her gratitude to Janet for her courageous act in saving her life on that memorable Fourth of July.

Mary C. Robinson.

### English as a World Language.

As men and nations are drawn more closely together by the development of civilization, the need of a common language to serve as a medium of communication between all parts of the world becomes more apparent. A universal language would facilitate the growth of commerce. It would be invaluable to travelers, diplomats and ambassadors to foreign countries. It would contribute greatly to the spread of new ideas and liberal forms of thought.

Many attempts have been made to invent a world language, notably that of the German professor who invented Volapuk; but such efforts can never be successful, because language has its foundation in the life of a people. Words stand for ideas with which they have always been associated, consequently any attempt to substitute a language whose words are not associated with these familiar ideas for one whose words are associated with them must prove futile.

We must then look to a living language for a world language. Among the possible claimants for such an honor may be mentioned the French, the German, the Russian and the English. French has been the rival of the English language for several centuries. In the seventeenth century it was the chosen speech of the courts of Europe. It was the one modern tongue an educated man in England, Germany or Spain needed to acquire. As Latin had been the world language in the days of the empire, so



French bade fair to be the world language in the days when all parts of the world should be bound together by the bonds of commerce and finance. In the eighteenth century the supremacy of the French was still undisputable, but in the nineteenth its supremacy is rapidly disappearing, and unless all calculations fail us, in the twentieth century French will have fallen from the first place to the fifth, just above Italian, just below Spanish and far below English or Russian.

In the fourteenth century the population of France was about 10,000,000, while that of England was less than 4,000,000. At the close of the sixteenth century we find 6,000,000 in the British Isles, while France contained more than 14,000,000. The Italians at this period numbered about 10,000,000, the Germans about 12,000,000 and the Russians about 6,000,000. Coming down to the close of the seventeenth century, we find the English-speaking people increased to 8,500,000. Most of them were still in the British Isles, but a few colonists were scattered along the Atlantic coast of North America. The French then numbered 20,000,000 and the Italians a little less than 12,000,000. The Russians were estimated at about 15,000,000.

The eighteenth century witnessed the beginning of that tremendous expansion which has made the English-speaking peoples the leaders of progress in the world. During this century they increased to 22,000,000 souls, appropriating a vast amount of territory in the new world as well as in Asia. At the close of this century France counted 27,000,000 of inhabitants; she had lost most of her possessions in the New World and had parted with many rich possessions in Asia. The Germans, who

as yet had been unable to achieve national unity, numbered 23,000,000, while Russia counted 25,000,000 and had added an immense area to her empire; she had crossed the Ural mountains and was well on her way toward the Pacific.

The present century has witnessed no abatement in either the territorial expansion or the increase in population of the English peoples; within that period they have settled the northern parts of North America, southern Africa and Australia. They have increased from twenty-two to one hundred twenty-six millions. During that time the French have increased from twenty-seven to forty millions. The Germans have accomplished the unification of their several independent sovereignties and, including the German-speaking inhabitants of Austria, now number 70,000,000 souls. They have also acquired colonial possessions amounting to 1,000,000 square miles. The Russian-speaking population has increased from 25,000,000 to 130,000,000. They have added more than two million square miles to their already large empire. The Spanish-speaking peoples number probably forty millions, and are spread over an area of more than seven million square miles.

At the present rate of increase it is estimated that the end of the twentieth century would find the Russians increased to 500,000,000 souls, the French numbering perhaps 60,000,000, the Germans 130,000,000, and the English 850,000,000. The estimate for the English is probably much too large, the greatest development of English in the present century has taken place in the United States. It is inconceivable that any such development will take place in the next century in South Africa or Australia. On the other hand, the com-

pletion of the Siberian railroad may open up large areas, not only in Siberia, but also in the thinly-populated regions of northern China, which will be filled by the surplus population of Russia, large numbers of whom are already emigrating to those very regions. So it would appear that while the estimate of 850,000,000 is too large for English, that of 500,000,000 is perhaps too small. It is certain, however, that the real rivalry for the position of a world language lies between these two great languages.

In discussing the question whether there is to be a world language, three important factors must be taken into consideration. First, the energy of the people who speak the language; second, the geographical position of those people; third, the fitness of the language as a medium of communication.

French is still the language most frequently used by diplomats. It is the language in which educated men of different nationalities would most likely be able to converse. But its supremacy is departed forever. It has been fighting a losing battle for more than a century. Its chances of becoming a world language were lost forever when Montcalm gave up Quebec and Clive grasped India.

The Germans, both in numbers and extent of territory, are so far behind the two other great nations that it is idle to talk of German becoming the world language. It is only within the present century that Germany has been able to consolidate her petty principalities into one united nation. They have also failed to acquire colonial possessions with the same rapidity as the English and the Russians, in the great struggle for empire that has been going on for the last

few centuries among the nations of Europe.

Thus it would seem that the question of supremacy lies between English and Russian. In point of numbers these two languages are spoken by about the same number of people. In extent of territory over which they are distributed there is also very little difference, the English occupying a little more than the Russian.

The Russians have shown a degree of energy that compares favorably with that of the English. No nation has ever advanced so rapidly from a condition of barbarism to the position of a world power as has Russia within the last three centuries. The Russians have shown wonderful energy in developing their internal resources. The Siberian railway is one of the triumphs of modern engineering.

If there is any difference in the native energy of the two peoples I believe it lies on the side of the English-speaking peoples and in the inventive power of the Americans and in their ability to originate and apply new ideas.

The English-speaking people certainly occupy the most advantageous portions of the earth's surface, both from an agricultural and a commercial point of view. England has the best commercial situation of any country in Europe. The United States are favorably situated for carrying on commerce both with Europe and Asia, while no nation on the earth has so large an expanse of fertile soil coupled with so temperate a climate. The English rule is established in South Africa and Egypt, which are the portions of Africa most likely to produce a high degree of civilization. On the other hand, the Rus-

sian empire occupies the northeastern part of Europe and the northern part of Asia. It has fewer good harbors than the United States and England, and on account of the severity of the climate many of those are locked in ice for many months of the year. This is a serious drawback to Russian commerce, and consequently to the spread of the Russian language except in regions contiguous to Russian territory.

Which of the languages is best fitted for a world language? Russian is a beautiful language, so those who know it best say. It is fresh and vigorous. It is also as clear and direct as French. But it has one great disadvantage. Its grammar is the most complex of any modern language. It has an elaborate system of inflection for both the noun and the verb. English is fortunate in having divested itself of this primitive system of inflection. It has shed almost all its unnecessary complications and has advanced from complexity to simplicity. This makes the English language much easier to acquire, provided the learner comes in contact with people who speak it.

The fact that English is a composite language gives it a richness and variety of expression which few languages possess.

The chief obstacle to the spread of the English language is its barbarous and senseless system of spelling. This makes it almost impossible for a foreigner to learn it without the assistance of a tutor who speaks English. It is to be hoped that our system of spelling may speedily be reformed and brought within the limits of common sense. If this step could be taken, it would give the English language an immense advantage over the Russian, which it does

not now possess, as well as fit it much better for our own use.

Thus we may see that the English and the Russian stand side by side in point of numbers. The English has some advantage in the geographical position which it occupies and in the simplicity of its grammar, and possibly a slight advantage in the superior energy of its people. But yet it seems impossible to predict whether either one of these will become a world language. It may be that the Russian will become all-powerful in the East and the English the prevailing language in the West, for it is only a question of time when English energy will bring the whole of the western continent under its influence.

But if there is to be a world language it seems certain that ours will be the one that will rise to that position of honor and dignity. And it will be the English language as spoken in the United States, not that it will be different from that spoken in England, but the rapid development of the American nation, its vast territory, its boundless resources, together with the energy of its people, make it certain that the main current of English thought and life will hereafter flow, not along the banks of the Mersey and the Clyde, but along the Hudson and the Mississippi. The English language is ours by inheritance. It is our duty to keep it strong and vigorous, to free it from its imperfections and to fit it in the highest degree for use by the countless millions who are destined to claim it for their mother tongue.

D. Moore.

Prof. William H. Pickering, of the Harvard observatory, has discovered a new satellite of the planet Saturn.—Ex.

### Preparation for High School Teaching.

The modern conception of the teacher is in complete contrast with that of fifty or one hundred years ago.

There have always been great minds, who realized the true meaning of teaching, but by the great mass the teacher was regarded as one whose function was to hear recitations, to pour into the minds of his pupils the knowledge he had himself acquired, and to act as a sort of drill-master. That idea still prevails in many minds, and even those who have reached a higher point are still bound at times by the fetters of the old ideas. Professor Jacobs of Brown University expresses the newer view of the teacher of these times: "Education has passed from memory-cramming to man-making; the teacher has become a Prometheus, an artist."

The work of teaching is as old as the world, but the idea of special training for the work is comparatively new. We call a physician without special training a quack, and it has been thought so essential in other professions than teaching as to have been made a legal necessity. Even the church makes it her mandate, and the one branch which tried the experiment of disregarding all such wordly preparation for her work is coming daily to see more clearly the wisdom of falling into line with the others. Is there not then as great need of care in the profession which combines all the others? As the ideal of the teacher is raised, the need of this special preparation must become more evident every day.

In some senses the preparation of the teacher must begin before birth. He must be endowed by nature or possess certain qualities which admit of training.

He must have a sincere and noble character, that he may appreciate his great opportunity for developing hearts and leading them to the highest truth. He must be able to rise above the trivialities and commonplaces of this world, and to reveal the ideal and eternal to his followers. Great unselfishness, great patience and tact must be his.

His requirements fall under two heads: first, scholarship; second, knowledge of the principles of education.

The leading educators of the country agreed with the Committee of Ten when it declared "in order to be properly educated for the work of secondary teaching an instructor should have completed a college education." In Germany, England, France, Sweden and other European countries no one lacking a college diploma would make any pretension to securing positions in high schools.

It is a well-known truth that a teacher must know more than he wishes to impart. A teacher who has completed a twenty weeks' course in botany cannot satisfactorily undertake the work of teaching a similar class.

Without greater preparation he cannot get a mountain-top view of his subject. He cannot grasp the relative importance of the different phases of his subject, and is in danger of dwelling long on some trivial aspect and neglecting a point of especial value. With insufficient preparation he cannot keep up with the great amount of work to be done, and falls into a discouraging struggle. High school students can easily detect superficial knowledge, and they should find in their leader great stores of wealth to draw upon. Their possibilities are limited by his powers.

A certain per cent, less than half, will

pass on to college, and who should prepare them fitly for those precious four years but one who has passed over the road before them, and who knows the special needs, the proper equipment which will enable the student to get most from his higher education.

But for the majority of the pupils the four years in the high school furnish the last opportunity before he goes out to take his education from the world itself. Here he must gain his ideals, his inspiration from the past, his lessons of life, his knowledge of the hand of God in the universe, and perchance a portion of his training for his especial life work.

Surely for the one who is to be the medium of imparting all this, no education or training can be too great, and four years in a college are little enough.

The high school course falls generally between the years of fifteen and nineteen, and no age in the whole life can be so important, unless it be perhaps the first few years.

Looking back upon our own lives we can see that then we got our most lasting impressions, our habits of thought and life were formed to a large degree, to be only modified thereafter. It is often spoken of as the age of awkwardness and silliness through which every child must pass; it is necessary because to a large extent self-consciousness dawns then for the first time. The youth begins to study himself, to consider his powers and to have vague aspirations and longings.

Then is needed a skilled hand to turn his powers in the right direction; one who can be an inspiring and sympathetic guide. Then above all, high standards and broad views of life must be held before him.

But does the high school teacher who

receives her pupils at such a critical period of their lives need no special training beyond a thorough scholarship? Such is the general view. Yet it would seem that here, above all, one needed a great measure of pedagogical wisdom and skill. The high school teacher might well be a trained and experienced expert; one who has a clear view of true education, who knows all, that he may see the place of his own part; fully conversant with the methods of the lower schools from the kindergarten up; with the specialized knowledge of the work of the high school.

Surely for his difficult work he needs a more comprehensive training than the teacher of the lower grades. Since education is development he must know the past, that there may be no break in the growth of the character; the work of lower schools should be fully understood and appreciated that he may know in what condition he receives his pupils. Only by study of the kindergarten, primary and grammar, as well as the high school, can he see clearly the continuity of education. He must know the problems of education, how they have been discussed and solved in the past; what Plato, Aristotle, Rousseau, Pestalozzi, Herbart, and Mann have thought, and with their problems he must wrestle himself.

This requisite skill and knowledge older teachers have gained through long years of experience. The special training given by normal work must condense this experience and be the diagonal line across the square.

No college which supplements its four years of training in scholarship with a brief course of lectures in pedagogy can prove a sufficient means to this end. Brown University has done better in

sending its post-graduate students in pedagogy to teach one-half time in the Providence High School with one-half the regular salary. For one year they have full control of two branches of study with the co-operation and supervision of an experienced teacher; carrying on at the same time a course of study on professional lines.

The object of this plan by the school board of Providence is to get trained teachers and to raise the professional spirit of the teaching corps.

Many of the leading colleges and some States are showing plainly their conviction that teaching, like other professional work, demands special and definite training. The greatest needs of education to-day are good teachers and a higher ideal of what a teacher must be and can do.

Mable Shackley.

#### An Important Issue.

The Class of '99 has practically finished its eventful career. No longer shall our sketches fill up the waste paper baskets of our instructors, and we have heard for the last time that famous saying of De Quincey: "Time is needed for the intellect to eddy about a truth and to appropriate its bearings." To-morrow we are scattered to the four winds. We have but one more day to bask in the sunshine of our class president's smile, and but one more day remains for No. 280 Elm street to be our class political headquarters. Here have resided in the past Tom Reed Whittaker, Tom Platt Gurley and Richard Croker Pitkin. We are indeed sorry at our departure and yet this is a glad hour. We have trampled the wilderness, we have crossed and recrossed the Jordan and at last, fed by the manna of wisdom, we

are here to-day in sight of the promised land. We hope that our pathway will now be broad and straight, but we feel that there are still uncertainties. There are individual problems of our own and there are also public problems and public issues that demand consideration. In fact, we cannot do better at this very point of our journey than to pause for a moment and direct our attention to an important public issue of this character.

We are aware that at one time during last April there was unusual agitation within the education circles of our Empire State. There was then every reason to hope that a new educational bill was about to be passed by our Legislature, and that the reforms which this bill proposed would be such as to bring about the adjustment of a certain deep-seated difficulty that has existed for many years within the educational machinery of our State. But we recall also that at the very last moment the bill failed to become a law, and we are possibly aware that to-day the agitation is substantially as strong as ever. The strife is sure to reappear with renewed strength and energy during our next legislative session, and, wherever we are, we shall doubtless be asked to express an intelligent opinion concerning any measure that is introduced.

Now, it is a familiar fact that we have in our State two distinct centres of educational control. On the one hand is the Department of Public Instruction, and upon the other, the Board of Regents. Thus we are compelled in some respects to serve two masters and, as a natural outgrowth of this system, we find to-day a strong hostility existing between the two departments themselves. The Regents complain because their territories are infringed upon by the De-

partment of Public Instruction, and this department, in turn, is constantly harassed by similar encroachments on the part of the Regents. For no less than thirty years this antagonism has been in existence, increasing its vigor and strength each year and characterized throughout by frequent but unsuccessful attempts at compromise. In fact, the crisis of last April was but the last of these attempts. It was then proposed that the Regents should resign certain of their present claims and that the Department of Public Instruction should be so reorganized that the two bodies might hereafter work side by side and without friction. But this did not suit the Regents. They refused to surrender any of their rights and it was they who directed their influence so that the measure and its proposed reforms were lost.

Since this whole matter is thus in a more chaotic state to-day than ever before, we may well ask where we are to look for the rational and legitimate solution of the difficulty. At the very outset we may safely say such a solution is not to be found in the complete absorp-

tion of one department by the other, or in the annihilation of either. Such proposals as these we might easily sanction if we allowed ourselves to be guided by the personal antagonism which the struggle has caused. But to the unbiased mind a closer study of the question reveals beyond a doubt that unification of this kind is both undesirable and, in more respects than one, absolutely impossible. However, it is possible to draw a sharp and clear line between the work of the bodies. This will separate their two fields of action and it will dispense with the common ground upon which both now claim the right of supremacy. Herein, also, lies the ultimate solution of the difficulty. The only remaining question is, Where shall this line be drawn? The experiences of last April show that drawing it satisfactorily to all concerned is certainly no easy matter. But, this detail of the situation need not concern us; let us simply remember that the desired harmony can be secured by a method of separating the two bodies, and not by a method of unification. Both are needed and both must continue.

—Walter B. Ford.

## COLLEGE VERSE.

### The Stuffer's Lament.

By the light of a smoke-dimmed lamp  
 With haggard, dejected look,  
 A student sat, with his head in his hands,  
 Conning a musty book.  
 Stuff! stuff! stuff!  
 On headings and topics intent,  
 And ever anon as the subject grew tough  
 He moaned the "Stuffer's Lament."  
 Stuff! stuff! stuff!  
 As the sun sinks down in the west;  
 And stuff! stuff! stuff!  
 When professors have gone to their rest.

It's oh! to taste the joys  
 Of the bootblack crew in the street,  
 With never a book to bother the mind,  
 Nor an ex. with its queries to meet.  
 Stuff! stuff! stuff!  
 Till my head is full to the brim;  
 Stuff! stuff! stuff!  
 Till the letters before me swim.  
 Formula, date, and law,  
 Species, order, and age  
 Till over translations I mutter a curse,  
 And tear at my book in a rage.

But why do I labor here thus?  
 So doubtful a path why pursue?  
 Better trust to the mercies of fate,  
 Or a neighbor to carry me through.  
 Who knows that the precious facts  
 With which I am cramming my brain,  
 Shall not on the morrow be worthless and few  
 As snow-drifts after rain?

Stuff! stuff! stuff!

At morning, noon and night,  
 Gulping down meals at a jump,  
 And giving my toilet the slight;  
 While the clock upon the wall  
 With steady, relentless rhyme  
 Seems to mock my ceaseless toil  
 With the fearful lack of time.

Oh hard is the heart of an ex.

With features that make surprise  
 But never a look of pity to give,  
 Or a sign of compromise!  
 No chance to pony or cut;  
 Like an innocent, helpless lamb,  
 We march to the slaughter of honor and hope,  
 So there's nothing to do but cram.

By the light of a smoke-dimmed lamp  
 With haggard, dejected look,  
 A student sat, with his head in his hands,  
 Conning a musty book.  
 Stuff! stuff! stuff!

Like a slave to a tread-mill, bent,  
 And still with a voice that was husky and  
 weak —

Would that its echo to Profs. might speak —  
 He moaned the "Stuffer's Lament."

— Syracuse Univ. Herald.

### A Long Farewell.

When gorgeous evening splendors fall,  
 And sad waves whisper to the shore,  
 Sweet memories wake, and waking call  
 To cloudless days that dawn no more;  
 Like echoes of a distant knell,  
 The past rings back a long farewell.

As gorgeous evening splendors fade,  
 I see again my native hills,  
 And pause to hear the woodland glade  
 Ring with the music of the rills;  
 But hill and stream and woodland dell  
 Breathe softly back a long farewell.

I sigh and linger on the strand —  
 The tear-drops freeze; I cannot speak;  
 I grasp an old and trembling hand;  
 Then pointing o'er the cheerless deep,  
 While grief's wild, hidden tumults swell,  
 I murmur low a long farewell.

— The Holy Cross Purple.

### Lullaby.

Sleep my child, while your mother sings —  
 Sleep little one, sleep,  
 While night descends on its raven wings,  
 And the misty twilight fades away  
 On the floating form of the dying day —  
 Sleep little one, sleep.

So cuddle and nestle and have no fear —  
 Sleep little one, sleep,  
 For angel forms are hovering near,  
 And the stars are watching from yonder skies  
 The trundle-bed where my baby lies —  
 Sleep little one, sleep.

Then speed away to the Bylow-land —  
 Sleep little one, sleep,  
 To that hazy, far off Shadow-land,  
 And dream as the night wind sings aloft  
 To the fleecy clouds so dim and soft —  
 Sleep little one, sleep.

— Brunonian.

### The Twilight Plea.

List to the meadow lark out in the meadow!  
 When the sun sinks low,  
 When from the drowsy stream  
 Like an entrancing dream,  
 Comes the murmurous drip, drop, dripping  
 Of the water drops, gliding, slipping,  
 Over the mossy stones.  
 List to the meadow lark out in the meadow!

List to the nightingale down in the willow!  
 When the twilight dim,  
 Falls from the treetops down  
 Over country and town.  
 When the wakeful windows of the sky  
 Brighter grow and day begins to die  
 Far in the distant west;  
 List to the nightingale down in the willow!  
 — The (Rochester) Campus.



## THE MONTH'S NEWS.

### Events of Commencement Week.

Friday, June 9, at 8 P. M.—Reception of the Class of '99 by the Class of 1900.

Saturday, June 10, at 8 P. M.—Delta Omega reception.

Monday, June 12, 8 P. M.—Kappa Delta reception.

Tuesday, June 13, 8 P. M.—Psi Gamma reception.

Wednesday, June 14, 8 P. M.—Eta Phi reception.

Thursday, June 15, at 10.30 A. M.—Eta Phi breakfast.

Thursday, June 15, at 2.30 P. M.—Class day exercises, Class '99.

Friday, June 16, 3 P. M.—Commencement exercises, Harmanus Bleecker Hall.

Friday, June 16, 8 P. M.—Reception, Class '99.

### Commencement Program.

Music—The Idol's Eye, Herbert, orchestra; prayer, Rev. John J. Lawrence; music—Morceau La Cinquantaine, Marie, orchestra; address, Hon. Merrill Edwards Gates, Ph. D., LL. D.; music—Valse Salon Bonheur Perdu, Gillet; presentation of diplomas; Gavotte elegante, "Affaire D'Amour," Puerner; benediction.

### The Commencement Address.

The address will be given by Hon. Merrill Edwards Gates, Ph. D., LL. D. At one time Mr. Gates was principal of the Boys' Academy, Albany. Later he was president of Rutgers, and afterwards of Amherst College. At present he is secretary of the United States Indian Commission. During the past year Mr. Gates has been in Europe studying important problems of International Law.

### The Class of 1899.

Collegiate Course.—George William Chapman, A. B., Union Hill, Monroe county; Janie Elisabeth Dean, Ph. B., Ithaca, Tompkins county; Walter Burton Ford, A. B., A. M., Oneonta, Otsego county; Edward Herbert Ganow, Ph. B., Sanitaria Springs, Broome county; Harris Albert Marks, A. B., Baldwinsville, Onondaga county; Archibald Joseph Matthews, A. B., A. M., Hannana Falls, St. Lawrence county; Rosemary McCall, A. B., Utica, Oneida county; Eloise Livermore Osmond, A. B., Greene, Chenango county; Howard L. Potter, A. B., Wellsbridge, Otsego county; Amelia Schoeninger, B. A., Akron, Ohio; Mabel Shackley, B. A., Hartford, Conn.; Josephine Wheeler Sleight, A. B., Poughkeepsie, Dutchess county; Charles Mills Slocum, A. B., Port Jervis, Orange county; Mary M. Waldo, A. B., Bath, Steuben county; Alice Walrath, B. L., Hallsville, Montgomery county; Grace J. Whiteman, B. S., Akron, Ohio; Burtis Erwin Whitaker, A. B., Alexandria Bay, Jefferson county; Jennie Sarah Wilcoxon, B. L., Seneca Falls, Seneca county.

Classical Course.—Susan Isabel Baker, Clinton, Oneida county; Carrie Edith Baldwin, Glens Falls, Warren county; Simeon S. Center, Eagle Bridge, Rensselaer county; Austin Ross Coulson, Rensselaer, Rensselaer county; Annie Louise Cusning, Quechee, Vt.; Charlotte DuBois, Albany, Albany county; Mabel C. Dwyer, Sandy Hill, Washington county; Lydia H. Gale, Albany, Albany county; Frank B. Guilford, Belfast, Allegany county; Ray-

mond Bennett Gurley, Sandy Creek, Oswego county; Blanche M. Harris, Albion, Orleans county; Emily Armstrong Hilliard, Rutland, Vt.; Linda M. Holmes, Phelps, Ontario county; Winifred Luella Jones, Utica, Oneida county; Louise A. Klein, Gloversville, Fulton county; Ida B. MacLaughlin, Ticonderoga, Essex county; Winifred Bell Orcutt, Pattens Mills, Washington county; Fannie Medbury Pendleton, Cuba, Allegany county; Minnie D. Pitcher, Watertown, Jefferson county; Caroline Sandkuhle, Hudson, Columbia county; Agnes Esther Saxe, Walden, Orange county; Rachel Schermerhorn, Troy, Rensselaer county; William Stevenson Schneider, Albany, Albany county; Margaret May Shaw, Newburgh, Orange county; Marietta Shaw, Newburgh, Orange county; Neva E. Suits, Higginsville, Oneida county; Olin B. Sylvester, Albany, Albany county; Bertha E. Thomas, Bath, Steuben county; Frances Marie Tollett, Norwich, Chenango county; Nellie M. Willard, Norwich, Chenango county.

English Course.—Clara I. Ablett, Cohoes, Albany county; Bessie Fryer Amsbury, Poughkeepsie, Dutchess county; Lulu Margaret Anguish, Chittenango, Madison county; Mary Louise Beaty, Johnsonville, Rensselaer county; Jennie M. Boyd, Newburgh, Orange county; Cleo Casler, Little Falls, Herkimer county; Isaac Hasbrook Clark, Skaneateles, Onondaga county; Marilla A. Conklin, Greenville, Greene county; Alice Annette Darrow, Saratago Springs, Saratoga county; Chella R. Dodge, Fairport, Monroe county; Jennie Shearer Eckardt, Troy, Rensselaer county; Mary Elizabeth Elliott, Garrattsville, Otsego county; M. Grace Ford, Montour Falls, Schuyler county; Charlotte Lambert

Garvin, Waterloo, Seneca county; Anna Elizabeth Huestis, Crown Point, Essex county; Irene Madolin Kraemer, College Point, Queens county; S. Elizabeth Lawlor, Fairport, Monroe county; Margery B. Loughran, Valatie, Columbia county; Mabel Elvira S. Martin, Worcester, Otsego county; Grace Agnes McKittrick, Rochester, Monroe county; Alice L. Merriam, Little Falls, Herkimer county; Katherine Van Dyke Merwin, Kinderhook, Columbia county; Ella Blanche Murphy, Albany, Albany county; Mary Allen New, Niverville, Columbia county; Hattie C. Parker, Plymouth, Chenango county; Edgar Steele Pitkin, Lorraine, Jefferson county; Anna Ernestine Salomon, Auburn, Cayuga county; Maude Isabelle Shaw, Gloversville, Fulton county; N. Agnes Vaughn, Sandy Hill, Washington county; Inez Wheeler Vinton, Albany, Albany county; Florence Rutherford Walrath, Chittenango, Madison county; Alberta Walter, Rome, Oneida county.

Special Course.—Lillian Marcella Loveland, Windsor, Broome county.

Kindergarten Course.—Laura Hasbrouck, Waterloo, Seneca county; Blanche E. Munn, Troy, Rensselaer county; Ruth Waterman Norton, Albany, Albany county; Mary E. Lester Squires, Cortland, Cortland county; Leola D. Weed, Matteawan, Dutchess county.

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#### Alumni.

'90. The friends of Miss Abbie Roberts will be pleased to hear that she is recovering from a recent severe illness and that she has now been removed from Faxton Hospital in Utica to her home at Floyd, N. Y.

'91. Orient D. Harris died at her home in Rochester, March 31, 1899.

'70. Amelia Haskell Van Alstine, of Spring Valley, N. Y., visited college May 21.

'98. E. W. Ames has been elected principal at Westport for the coming year.

'98. E. May Tennant and Charlotte E. Tennant will be in Plainfield, N. J., next year.

'98. Arthur G. Cummings has been elected principal of the Hubbardston, Mass., High School.

Grace Spurr, '92, Hollis; Miss Laura Woodward, '94, New York city; Mrs. May Baldwin Streeter, '94, New York city; Miss Charlotte Howe, '95, New York city; Miss Clara McClintock, '97, Mt. Vernon; Miss Zennia Wood, '97, Lakewood, N. J.; Miss Bertha Bagg, '98, Flushing; Miss Lila Pickens, '97, Flushing; Miss Emily G. Brown, '94, Woodside; Miss May Chace, '96, New Rochelle.

### Delta Omega Meeting in New York City.

One of the most delightful meetings ever held was one of the Alumni Delta Omegas residing in or near New York city on Saturday, May 13, 1899.

It was an impromptu affair started only a few days before by the thoughtfulness of Miss McClintock, '97, and responded to heartily by fourteen loyal Deltas.

The meeting place was at the Metropolitan in Central Park, and an hour was pleasantly spent renewing old acquaintances before adjourning to dinner.

In the afternoon the company broke into various crowds, going in as many directions, after acknowledging a "grand good time," and setting the last Saturday in October, 1899, as a date of reunion in the fall.

Will any other Deltas near New York at that time try to join us, and signify their intention by sending their address beforehand to Miss Clara McClintock, 28 North Eighth avenue, Mt. Vernon, N. Y.?

The following were present:

Miss Anna Stewart, '98, Flushing; Miss Genevieve Crissey, '96, Warwick; Miss Estelle Hunter, '96, Newburgh; Miss Jennie Guy, '92, Flushing; Miss

### Kappa Delta.

Friday afternoon, June the second, the Misses Merwin, Jones, Baker and Chandler entertained Kappa Delta from five to eight o'clock at the home of Mr. and Mrs. McMahan, 385 Washington avenue.

A dainty supper was served in the dining-room, which was tastefully decorated with roses, roses also being given as favors. The remainder of the evening was enjoyed in a social way, music adding to the pleasure of the occasion. Flash-light pictures of the company were then taken.

The following officers were elected: President, Mabel Powell, '00; vice-president, Florella Hawkey, '99; secretary, Marie E. Brooks, '00; treasurer, Augusta Chandler, '99; director, Jessie Dorrance, '00.

### Echo Officers.

Editor-in-chief, Raymond D. MacMahon; literary editors, Anna Vida McAllister, Edith Boyles, Jessie Wheeler; news editors, Lora Clark, Winifred Decker, Winifred R. Wright; exchange editors, Edwin L. Brink, Mabel Powell; review, Miss Lucy Buell, Miss Mary Harnish; business manager, Dennis Moore; assistant business manager, A. G. Frost.

### **Eta Phi Officers.**

President, Estella A. Lester; vice-president, Amia Vida McAllister; secretary, Gertrude Mills; treasurer, Genevieve Lynch; chaplain, Cynthia Barnes; marshal, Winifred R. Wright.

### **Organ Recital.**

Twenty-third complimentary organ recital given by Prof. S. B. Belding to the faculty and students of the State Normal College Saturday, May 20, 1899, at 4 o'clock P. M., at the First Reformed Church, Albany, N. Y., assisted by Miss Mayo Cookingham, contralto; Mr. Wm. G. Holding, violinist.

### **Psi Gamma Officers.**

President, Florence C. Travis; vice-president, Mary Kent; secretary, Jessie Wheeler; treasurer, Helen Towart; critic, Lora Clark; corresponding secretary, Louise Watson; literary editor, Matie Newman; marshal, Sarah Wilson; chaplain, Grace Tompkins.

### **Delta Omega Officers.**

At a recent meeting of the Delta Omega Society the following officers

were elected for the first semester next year: President, Mabel C. Kingston; vice-president, Anna Budington; recording secretary, Emily Duff; treasurer, Margaret Aspinwall; corresponding secretary, Margaret Leonard; editor, Alice Bates; critic, Florence M. Greenwood; marshals, Mary Stebbins, Edna Fisher.

### **Kappa Delta Officers.**

President, Mabel Powell; vice-president, Florella Hawkey; secretary, Marie Brooks; treasurer, Augusta Chandler; director, Miss Dorrence.

### **Kingston Point.**

The pupils of the ninth grade, grammar department, took advantage of the holiday, May 30, for their customary annual excursion. They went to Kingston Point and back on the day boat. The teachers of the department were invited to go, and about thirty accepted, making a party of nearly seventy in all. Everyone pronounces the outing a delightful one. Not the least among the enjoyable features were the lunch furnished by the pupils and the home-made candy that the teachers provided.

## **AMONG OUR EXCHANGES.**

### **In the Realm of Pedagogy.**

We trust a bill containing all the good features of the White bill will pass the next Legislature, because we believe consolidation to be very desirable. But it certainly will never pass if the present cumbersome arrangement for electing regents by judicial districts, with all its ridiculous details, is retained. The two

departments should be absolutely consolidated under a small Board of Regents appointed by the Governor, which board should have the power of selecting, say for a term of six years, a State Commissioner of Education to have supervision of the entire educational work of the State and who should furthermore have the power of appointing

all his assistants, perhaps with the approval of the board appointing him.

We know that practical politics and practical politicians have to be dealt with in endeavoring to pass such a measure, but we believe that a measure somewhat as outlined above can be put through if all parties will sacrifice their own selfish interests and join in an effort for the common good.

It is quite probable that success could be better attained were codification, consolidation and the inclusion of the education of defectives as a part of the educational work of the State provided for in separate bills.—New York Education.

A man's education is like a garden, an array of details harmoniously arranged. You might have left out, a tree here, or a shrub there, or a patch of flowers yonder, and not detract from the whole. You cannot point to any one feature and say, "this is essential," but the sum total of non-essentials makes the garden! So in a cultured mind: there is no one growth of knowledge of which we may say "this we must have or there is not an education," but we must have a body of knowledge large enough to effect its own recognition, as an education. Beyond this general requirement of quantity educations may differ as gardens differ.—Learning by Doing.

### The College World.

The trustees of Yale University have unanimously chosen Prof. Arthur T. Hadley of Yale University as its new president.

Rev. W. H. P. Faunce of the Fifth Avenue Baptist Church, New York, has just been chosen president of Brown University.

University of Pennsylvania again won at the intercollegiate games, with Harvard second and Yale third.

Mrs. Emmons Blaine, daughter-in-law of James G. Blaine, is maturing plans for the endowment of a pedagogical school or college, to be situated in Chicago. The institution will be started with a fund of several hundred thousand dollars, and in time it may reach even \$1,000,000. This will be used for buildings and investments that will assure the institution permanent maintenance. Colonel F. W. Parker, of the Normal School, will have charge of it.

A new college for women is now seeking incorporation from the Massachusetts Legislature. The institution was provided for by the will of John Simmons, a Boston merchant, who died 25 years ago. It is said the estate has an accumulation of \$2,000,000. No site has yet been selected, and the curriculum is in doubt.

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## BOOK REVIEWS.

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The signs of the times on the industrial and business horizon are outlined in the June number of the American Monthly Review of Reviews. In the department of "The Progress of the World" the editor discusses the new era

of prosperity, the restored wages of labor, the tendency toward the consolidation of capital, railroad amalgamation, the relation of modern monopolies to the heaping up of great fortunes, the value of franchises and proposed tax re-

forms, and other conditions and problems of the day in the business world. Mr. Byron W. Holt contributes an article on "Trusts—The Rush to Industrial Monopoly," in which he sets forth the facts in connection with the recent startling development of the trust-forming mania, as it is beginning to be called. A feature of Mr. Holt's article is a carefully prepared list of more than 125 industrial combinations now operating in this country, each of which is capitalized at not less than \$10,000,000. This list was revised to May 20 and includes the concerns formed during the past few months.

Mr. W. T. Stead writes on "Oliver Cromwell and the National Church of England," apropos of the Cromwell tercentenary just celebrated in England. Mr. Stead advocates a return to Cromwell's ideas of church establishment, which would certainly dispose of the quarrel about ritualism in the present English church establishment. The

article is illustrated with reproductions of famous paintings.

The Hon. Charles W. Kindrick, United States Consul at Ciudad Juarez, Mexico, contributes an interesting account of the Mormon settlements in Mexico, of which little is known in this country.

The June number of the Review of Reviews has an illustrated article on summer reading, giving a rapid survey of the important books just issued from the various publishing houses.

President McKinley's partiality for college professors for special work in important affairs of the government is creditable. He has appointed President Schurman, of Cornell, and Dean Worcester, of Michigan, on the Philippine Commission; he has more recently selected President Low, of Columbia, and ex-President White, of Cornell, as our representatives at the International Peace Conference, while Professor J. B. Moore, of Columbia, was at Paris during the peace controversy with Spain.—Ex.



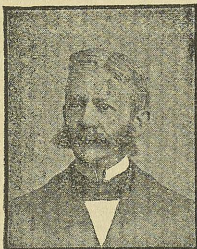
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