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## LITERARY.

### Moustiers.

In southeastern France, quickened by the briny breath of the Mediterranean and nestling in the folds of the somber drapery of the maritime Alps, is a little valley whose laughing face is ever turned towards the retreating rays of Phoebus' golden car. Her bosom is veiled by the dark green of the olive and the paler hue of the almond, with here and there fringes of verdant meadow peeping out from the foliage of the orchards. A forest of densest fir flanks the north, whence the white-mantled gods send forth the icy Bise in search of the Sahara-born Sirocco. On the east further extension is denied by a sheer cross-fold of the parent mountains, which rises to a height of a thousand feet or more. At its foot a deep cleft, an indubitable mark of Vulcan's hammer, cuts off a narrow ledge of rock, which offers an almost impregnable position for the defense of the valley. Here it was that the descendants of the robber-bands of Romulus, when first they pene-

trated these barbaric regions, found the huts and stronghold of a tribe of the Albici. A square tower remains to mark the success of some petty centurion from the Tiber more than two thousand years ago though the Latin Monasterium has become the French Moustiers.

The present town consists of two parts, known as the old and the new, separated by the cleft of Vulcan. This cleft is spanned by several steeply-inclined bridges, only one of which, however, may be used by wheeled vehicles. The three or four short narrow streets of the old town rise one above another like gigantic stairs, and open into the main street as it winds up the cliff. A few rods from the bridge its ascent becomes so difficult that it is cobbled in wide sloping steps. Above the town it narrows to a mere path which leads to the highest accessible point overlooking the valley, where, in a grotto, is a famous little chapel said to have been founded by the great Charlemagne himself. This chapel is about five hundred feet above the lower town, into whose streets one could throw a stone with ease.

Towering above the chapel on either hand to a height of over seven hundred feet, are the "Needles," two points of rock said to be inaccessible except to the birds of the air. Ask to be conducted to their summits and you are told that it is impossible. Suggest that by making a detour of several miles and approaching them from the east one may reach their tops, and you are met with the characteristic shrug of the shoulders and elevation of the eye-brows, and poutely informed that there is no known way of gaining the goal.

Great as is a Frenchman's love and veneration for everything connected with the immortal Frankish Emperor,

there is not an inhabitant of Moustiers but points with a pride far exceeding that with which he narrates the legendary founding of the Charlemagne chapel to an immense iron chain swung in a graceful curve, from point to point of the "Needles." For generations it has hung there in its glory to be admired, aye, almost worshipped, by those who are born beneath its seven hundred feet of ponderous links.

How it was fixed in place, legend says not, though she condescends to recount that in the time of the first crusade one of the lords of Moustiers, a knight of Blacas, vowed that he would either enter Jerusalem at the head of his followers or suspend a heavy iron chain from the summit of the "Needles." The crusaders were driven back by the Saracens, so, to relieve his soul from the curse of an unfulfilled vow, he had the chain made and placed where it has hung for more than six centuries, visible to the naked eye at a distance of almost two kilometers.

E. M. B., '00.

### A Story of the Sea.

It was a cold, gloomy twilight on the seashore. The dark waves of the ocean rolled up on the sandy beach with a dull, dreary murmur, and broke against the cliffs with a low, sullen roar. All else was quiet, so quiet, indeed, that silence and solitude seemed tangible things. Gloom was the companion of the whole dreary scene; and night and winter seemed in keeping with it.

Toward the north, rose the rugged cliffs, which sloped abruptly to the water's edge, bleak and barren in garb, but grand and noble in proportion, an impregnable fortress of nature, lordly, defiant and bold. Toward the south the sandy shore stretched away for miles,

without a sign of human life, except here and there a fisherman's hut, so poor and wretched that it only added to the desolate gloom. Toward the west lay the sea. Sometimes its wild waves ran high upon the shore and leaped against the cliffs; sometimes they rocked drowsily to and fro and lay locked in sleep, lulled by the song of the breezes.

That night the sea was troubled and restless. It seemed strange, for all day long the sky, "so blue and so far," had smiled in serene and radiant splendor upon the gloomy upturned face. It carried within its breast a heaviness of sympathy and sorrow, which no sunny smile from overhead could chase away. A low moaning filled the air and the sound rose like the solemn wail of mourners over their dead. Twilight brooding in its own dusky shadow deepened upon the shifting sea waves, but still the waters found no rest; they rocked unceasingly, and the gentle sighing became a piercing wail.

The moon rose, but only now and then did it show its face, for angry clouds had begun to sweep through the sky. If you could have looked upon the scene just then, you would have shuddered, for it seemed as if God had forsaken the place, and that men and women had shunned it.

It was not so entirely, for a woman, sad and weary, had strayed along the shore from the lofty cliffs to the farthest southern point. The misery in her heart was so heavy that she often cried out in impatience: "O, thou Sea, why liest thou calm and untroubled? Carest thou not for the sorrows of man? I would that I might lie me down in peace and sleep upon thy bosom; but I dare not, though thou wouldst keep my secret well, I know." The sea only moaned and sighed at its helplessness and her distress.

Once, when she saw how the clouds

had hidden the moon, she wondered if those which had darkened the light of her own life were not even heavier and gloomier; and looking up, she cried out, as if to a kindred spirit: "O, Moon, have you done something wrong in heaven that God has hidden your face?" Then she laughed a dreary, weary laugh and again came the cry: "Give me peace! Oh, give me peace!"

Suddenly, out of the darkness and night, from the surface of the sea, rose the tall, glorious figure of a woman. With one hand raised toward the sky, she stood, magnificent, benign and soothing. With the other hand, she beckoned kindly for the woman on the shore to come. "I will give you peace," she said. The sorrowing woman believed and started out, unmindful of the chill of the foaming waves and the furious storm of the sky. She had gone only a few steps, when her strength began to fail; she could not go on, and the giver of peace, in her tragic beauty and alluring strength, seemed so far, far away. With a despairing cry, the woman turned back to the shore, and the few simple fisher-folk, in their homes, hearing the sound, said: "It is the sea gull's cry. It is an evil night for man and bird and beast."

The woman lay upon the sand, senseless, all shrouded in darkness as deep as storm and midnight could make it. Far in the night a shipwrecked man looking for shelter passed that way. He was tall and finely built, with a noble air; he was brave and strong and able to face the wild tempest of wind and rain without flinching.

As he advanced across the shore he stumbled over the body of the prostrate woman. With an exclamation, half of pity, half of consternation, he took her

up in his arms and carried her to the nearest hut.

The kind people cared for her and watched over her. At last there came a hard, dry sob. "Why did I not die?" she sighed. "Why must I live? Ah! but I dare not die, 'for in that sleep of death come dreams,' dreams of which I cannot bear to think!"

Then the man's heart went out in sympathy and love, and bending over her, he took her two hands in his and whispered: "Hush, my wife. Forgive me. I was cruel. Forgive me." As her eyes met his, a flash of joy passed over her face, and she fell asleep.

Jesse L. Wheeler, 1900.

### Plan for Teaching Lunar Tides.

I. *Point*: To teach the phenomena and course of lunar tides.

II. *Matter*:

1. Tidal phenomena are phenomena of huge waves.

2. Any given phase of the tide recurs every 12 hours, 25 minutes.

3. The crest of the tidal wave, on the side of the earth nearest the moon, is produced by the excess of the attraction of the moon over the centrifugal force; on the side opposite, by the excess of centrifugal force over the attraction of the moon.

4. The tidal force varies inversely as the cube of the distance; and directly as the product of the mass.

III. *Material*: Maps, table, diagrams.

IV. *Method*: 1. Review.

(a) Effect of the advance of a wave in shallow water.

(b) Law of gravitation.

(c) Centrifugal force.

2. Development.

A. Observation of facts.

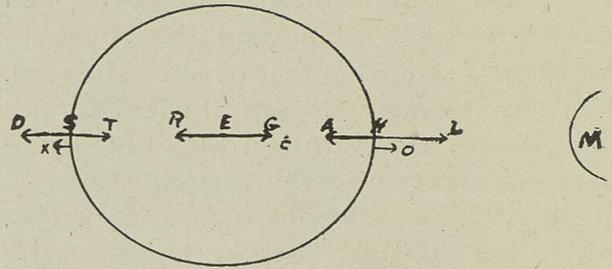
1. Study map of a bay heading a narrow estuary.
  2. Draw co-tidal lines.
  3. From table of tides determine:
    - (a) The relation of flood and ebb currents to high, low and slack water.
    - (b) The time interval between high water and succeeding and preceding low from the coast up the bay.
    - (c) The rate of advance at succeeding stations up the bay.
    - (d) Draw profile of tidal wave up the bay.
    - (e) Length of wave —
      - (a) At bay mouth.
      - (b) At bay head.
  - B. Comparison and classification.
    - (a) Between tides and waves.
    - (b) Time between successive highs and lows.
    - (c) Moon's successive passages over the meridian, with (b).
  - C. Generalization.
    - (a) 1. Under matter.
    - (b) 2. Under matter.
    - (c) From this factor (b), the cause of tides to be sought.
  - D. Induction; framing hypotheses.
    - (a) The cause sought is the attraction of the moon.
  - E. Deduction; testing hypothesis.
    - (a) Study the result of action of moon on an earth like ours; the revolution of earth and moon about a common center of gravity, and the nature of this revolution. The forces acting at H, S, E, in the figure.
  - F. General (final) conclusions.
    - (a) 3. Under matter.
    - (b) Huge waves thus formed would traverse the ocean and produce along the shore the phenomena under 2a.
    - (c) 4. Under matter.
3. Drill.
    - (a) Perform observations.

- (b) Cause of rising of tide from day to day.
- (c) Effect of moon and sun acting together.
  1. Compare relative force of attraction of sun and moon.
  2. Spring and neap tides.
- (d) Bores and races.
- (e) Tides in land-locked seas.
- (f) Economic aspect of tides.

## QUESTION AND ANSWER.

Plan:

1. Point. To develop the cause of the tide at points H and S.
2. Material.



3. Matter. The crest of the tidal wave on the side of the earth nearest the moon is produced by the excess of the attraction of the moon over the centrifugal force; on the side opposite, by the excess of centrifugal force over the attraction of the moon.
4. Method. I. Review. (a) Revolution of the earth and moon about a common centre of gravity.
  - (b) The centrifugal tendency on the earth due to its revolution about point C is always the same at every point.
5. Develop. Balance of forces at the centre of the earth and the excess of forces at the sides.

## SKETCH.

What did we learn of the nature of the revolution of the earth and moon? The earth and moon revolve about a common centre of gravity, which lies on

the line connecting the centres of the earth and moon.

Let E represent the centre of the earth and this circle the earth; this small circle at the right the moon. (Tr. make the diagram.)

Where shall I place the centre of revolution? Near the centre of the earth.

Why? Because the earth's mass is much greater than the moon's.

What force is the moon constantly exerting upon the earth? An attractive force.

Why doesn't the earth go toward the moon? Because there is an opposite centrifugal force, due to the revolution of the earth about the common centre of gravity, C.

How does the centrifugal force compare at all points on the earth? It is always the same.

Let us represent the attractive force of the moon at E by an arrow. In which direction should it point? Toward the moon, (E G)

What force counterbalances this? Centrifugal force.

How shall I represent it? By an arrow just as long in the opposite direction, (E R)

How will the attractive force of the moon at H on the equator compare with the force exerted at E? It will be greater.

Why? Because H is nearer the moon.

How must it be represented? By an arrow H L, longer than E G

What other force acts at H? Centrifugal.

How must I draw the arrow? Opposite to H L, equal to E R.

Why equal to E R? The centrifugal force is always the same at all points on the earth.

How would the attraction at S, a point

on the equator opposite H, compare with the attraction at E? It would be less.

Why? S is farther from the moon.

Tell me how to represent this force? By an arrow shorter than E G toward M.

What else must we draw at S? An arrow to show the centrifugal force.

How must it be drawn? Opposite S T and equal to E R and H A.

How do the two forces at E compare? They are equal.

Then what is the condition or state of the point E? It is in equilibrium.

Compare the forces acting on H? The attractive force H L is greater than H A.

Then what will result to a body free to move? It will move in the direction H L.

With what force? With a force equal to the difference between H L and H A.

How can we represent this force? By an arrow toward L.

How long? As long as the difference between H L and H A, (The arrow H O)

Compare the forces acting on S? The centrifugal force S D is greater than the attractive force S T.

Then what will result to a body free to move at S? It will move toward D.

How much force tends to move it toward D? A force equal to S D minus S T.

How may it be represented? By an arrow toward D equal in length to S D minus S T. (The arrow X S)

As a result of the action of these forces, what will result to the water on the side of the earth nearest the moon? It will be attracted toward the moon.

With how much force? H O, or the excess of the attractive over centrifugal force.

How is the tidal wave on the side of the earth nearest the moon produced?

By the excess of attractive over centrifugal force.

What will happen to the water at S, or on the side opposite the moon? It will be drawn toward D.

What force does this? S X, or the excess of centrifugal over attractive force.

What causes the tidal wave on the side of the earth opposite the moon? The excess of centrifugal over attractive force of the moon.

How, then, are tidal waves produced? (Statement in matter.)

— Rachel Schermerhorn, '99.

### **The Power of the Speaker of the House of Representatives.**

The rules of the House of Representatives are the source of the Speaker's power. They outline his duties and privileges. Among the powers granted to the Speaker at present are the following: To select and appoint standing committees, to decide points of order, to recognize members on the floor as he sees fit, to act, ex-officio, as chairman of the committee of rules, and to determine a quorum by counting all members present, whether voting or not. His power to count a quorum, in the manner above outlined, is his most important privilege, which was obtained only after a severe and protracted struggle. This question came to the point in 1890, at a time when one party had a slight majority and there were seventeen contested election cases to be disposed of. The minority opposed all efforts of the majority to seat their members, especially from the South. They alleged that the majority were using unfair means and refused to take further part in the deliberations. They remained silent and refused to answer when their names were called. Then it was that Speaker Reed disregarded the precedents

of a hundred years and counted as present and voting those who were present only. In that way he had no trouble in announcing a quorum present for the transaction of business. The Speaker's power was otherwise enlarged, and it will be the purpose of this argument to show that it is now detrimental to the public interest.

The Speaker now defeats representative government by checking representative legislation. This he does by preventing the introduction of measures. Any bill that he does not wish to come before the House he refers to some committee, from which he knows it will never emerge. He can refer bills to any committee to suit himself, he alone being the judge of the proper committee. These committees, being appointed by him, are constituted so as to do his bidding. To complete the scheme, no member of the minority on the committee can appeal to the House. Thus it is easily seen how he can bury obnoxious bills in committee rooms.

Through the Speaker's arbitrary power few measures receive proper consideration. Their defects cannot be remedied by amendment unless he is in sympathy with it, for he delays the recognition of political opponents until it is too late to secure the passage of their amendments. All motions that may be made to facilitate discussion he can refuse to entertain at his will. In vain can an appeal be made from his decision, for the one making the appeal to the House is at once "sat on" and ruled out of order. Discussion is thus silenced, and the danger of such haste has many times been evidenced. Both the Wilson and Dingley bills were in a rude form when they reached the Senate. As revenue-producing measures they would have utterly

failed had they not been radically changed by the long discussion and consideration of the Senate. Surely, bills of such importance that the Constitution commands they must originate in the Lower House should receive more consideration from the representatives of the people.

The foundation of the Speaker's power is his right, in order to make a quorum, to count as present and voting those who are present only. In that way the majority can ride rough shod over the minority. The minority can protest in vain, for the Speaker will disregard them if they attempt to speak and count them if they remain silent. This is against the spirit of American institutions, for ours is a government of checks and balances. Provisions are made everywhere in the Constitution to ward off the tyranny of a majority. Rules should be made to protect and not to oppress minorities.

The Speaker is given too much power. His power is greater than that of the President of the United States, for the President can only exercise his judgment concerning bills that pass both Houses, subject to a revision by a two-thirds vote of both branches of Congress, while the Speaker alone decides what bills he will permit to pass the House and reach the President. The Speaker decides what time shall be given to discussion. His so-called responsibility to the House is a mere sham, for the House always sustains his rulings. This is done for political reasons—the majority must be united. Their policy can only be carried out by united action. The Speaker is the leader of the majority. He will, therefore, always be supported by his united party when his tyranny is exercised over his political opponents and in favor of party measures. Some of his own party may murmur against his acts, but, at the

critical moment, the whip of party loyalty forces them into line for his support.

The House should not thus surrender its power. It really abdicates its constitutional function. The attendance of the minority is a mere formality. In fact, it would be as well at present if the Speaker alone came to Washington and decided what measures he would send to the Senate. This state of affairs is against all precedent. In all countries, and at all times, the presiding officer has been the servant, not the master, of the body over which he presided.

The present method of counting a quorum makes possible legislative frauds. It enables the Speaker to declare bills passed when the actual facts are to the contrary, for he counts as present and voting those who are present only, and "sits down" those who would otherwise oppose the bill—his ruling being sanctioned by the majority. No one should be allowed to go back of the roll-call. That is the most certain and conclusive evidence how the House stands on any question.

We have seen what a tremendous power the Speaker can exercise over legislation. Could no remedy be proposed, it might be a necessary evil. Instead, however, this power is unnecessary and has been usurped by one overpowering individuality. The House can preserve its rights and transact business with sufficient promptness. Instead of the Speaker's appointing the members of committees, and thus placing members under obligation to him, a much better way would be for the majority and minority both to meet in caucus and determine by ballot who shall constitute the committees. Just as able men will be selected for important places and better chairmen. The chairmen of com-

mittees are better qualified than the Speaker to decide to what committee bills should be referred. These chairmen, with the Speaker, should be the Committee on Rules. They will more fairly determine what rules the occasion justly demands.

The cry of delay is mere humbug. For a hundred years before 1890, amid the fiercest agitation, there was no necessity for using improper methods to secure a quorum. The party intrusted with the responsibility of legislation has always considered it incumbent on them to remain in the House and constitute a quorum; that is the only remedy. If the measures to be passed are not momentous enough to rally a united party to their support, they should fail; and in their failure lies the protection of the minority. No fear need be entertained that time will be killed by reasonable debate being allowed. An effective method to bring about proper discussion is the one adopted by the House of Commons—making members speak on the question or declaring them out of order. And when discussion degenerates into filibustering, the majority can always use the previous question to cut off all debate and bring about a vote. In these ways, the House of Representatives will again be one of the co-ordinate branches of the government, in possession of its just rights of discussion and deliberation, which never should have been delegated away.

We have seen that the Speaker has repeatedly checked representative legislation by refusing to entertain motions or amendments; that his power to count a quorum is a dangerous innovation in parliamentary procedure, in that it affords no protection to the rights of the minority, giving the Speaker too much power

and giving rise to legislative fraud; and that the exercise of so great power is unnecessary and can be lodged with the House, where it belongs. The power at present exercised by the Speaker of the House of Representatives is, therefore, detrimental to the public interest.

Burtis E. Whittaker, '99.

### John Burroughs.

To everyone who is in the least degree a student of Nature, the name of John Burroughs is well known and beloved through the delightful books which he has contributed to us on that subject. But even through his books, it is impossible to become as well acquainted with the simple charm of his personality as by one real glimpse of his home life.

One day last spring, with a party of friends, I paid a visit to the great naturalist at his summer home, "Slab-sides." "Far from the maddening crowd," completely hidden by the surrounding forests, so that it is not visible until one is right upon it, stands the little log cabin, planned and constructed for the most part by Mr. Burroughs himself. Close beside it, a trifle higher up, stands "We Uns," the cottage of a friend of Mr. Burroughs.

The situation of these cottages is almost ideal. Leaving the station at West Park, where Mr. Burroughs's home, Riverby, overlooks the Hudson, we walked about a mile back into the country, up a mountain road, and then branched off a narrow trail through the woods.

On both sides of the path the mountain laurel grows in abundance, and in the latter part of June forms a most artistic hedge, with the leaves entirely hidden by the delicate waxen flowers. Even the birds seemed to realize that a friend dwelt among them, for the woods about

were filled with many varieties and the air resounded with their songs.

In front of the cottage is a flourishing celery bed, where Mr. Burroughs, the agriculturist, busies himself. The exterior of the cottage is extremely simple. Merely a one-story log cabin, with a rustic porch, covered by vines extending across the front. The interior on every side shows the touch of the literary naturalist. At one end is a large fire-place, in the construction of which Mr. Burroughs acted as head mason and stone-cutter, and consequently he takes a justifiable pride in the success of his work.

Almost all the decorations of the interior of the cottage, and indeed a great part of the furniture, are made from rustic boughs. The book-cases, built in the wall on either side of one of the windows, are supported by these boughs, and on these crude shelves we found just the books one would expect to find in such a place — Ruskin, Thoreau and Lowell among the rest. Upon the rustic table lay the sheets of an unfinished manuscript upon which the author was working at the time. All about on the walls were odd specimens that Mr. Burroughs has collected from time to time — many birds' nests among them.

The country about the cottage is strikingly picturesque. Passing northward through the woods but a short distance we came upon a mountain stream, which fell roaring over the stones, forming any number of wonderfully beautiful waterfalls on its course downward to the river.

In the spring the woods are carpeted with all kinds of wild flowers — especially the trailing arbutus.

It is in such an ideal atmosphere as this then, where no one save the congenial comes to interrupt his quiet life,

that Mr. Burroughs spends his time from April to November — now playing the gardener in his celery patch, now working among his books, now roaming the woods among the birds and flowers that he loves so well.

H. I. H., '99.

### Practical Work in Correlation.

(Copied from "The Argus," Albany.)

#### Exhibit of Children's Work.

A remarkable exhibit was held last week in the Model School of the State Normal College, on Willett street, as the first term result of the school's adoption of the "correlation of studies" system.

While the most progressive educationists of the country have been discussing and writing papers about the new system, the Model School Department of the State Normal College in Albany has put the idea into practical working. Boys and girls, from the first to the ninth grade classes in the school, are being taught by the new system, and the "method class" of the Normal College Training School is rapidly preparing a host of young teachers to work along these novel lines. In the grammar grades, where the work of boys and girls from twelve to sixteen, was shown, the booklets were very elaborate, and some of them exquisitely artistic in their hand-painted decoration; but in the primary or intermediate grades, ranging upward from the little people just out of the kindergarten, the booklets and other exhibits were not less surprising as illustrative of the waking activity of the "young idea."

The children are encouraged to bring in all the pictures they can collect that in any way relate to the subject they are studying; \* \* \* and any books, papers or curios they may possess or

borrow that will help to tell the complete story of that part of the world under consideration. Blue-prints are often made in the classes; pictures are drawn by the children from natural objects, in illustration of some point; silhouettes of black paper are cut, free hand, to represent animals, vegetables, etc., and mounted on white cardboard; seeds and minerals, shells, sea-mosses, etc., are collected and made into relief maps or cabinets; little lesson papers are written by the children on all phases of the country they are studying — geography, literature, history, religion, products, manufactures, great men, government, physical conditions, people, customs, dress, architecture. These lesson papers, with the pictures, are made into booklets by the children, and they are left to their own happy devices in providing pretty covers. In the big assembly room, whose walls and long tables were covered with the interesting display, was shown the Holland journey exhibit of the first grade tots — funny little home-made closets of pasteboard boxes, with window-glass doors, in which were hung dolls' dishes, cut from paper and painted in blue, to look like the delft ware; windmills of paper made by busy little fingers; shells in fancy caricature of the Holland goose girl; studies of sea-moss and green fish.

In each grade this pleasant system of work is carried out, and some of the children show remarkable ingenuity and originality in their tangible expression of ideas, and a happy simplicity and intelligence in their lesson papers, proving the genuine interest and understanding peculiarly the result of this "learning to some purpose."

The work of the sixth, seventh, eighth and ninth grades was more advanced, but along the same general principles of

grouping or relating the studies, with a topic of geography as the centre. In these grades superior results have been attained, the "young idea" developing unexpected talents and gifts, and encouraged in every way to adequate expression.

During the first term, just ended, China, India, France, Italy and Cuba have been the countries made the centres of the grouped studies of these four advanced grades, and the booklets, both in written essays and illustrations, are proud examples of what may be accomplished by the new system. No two are alike, differing as widely as the tastes and bent of the different children, and showing an interested intelligence and concrete grasp of thought that argues well for the retention of the main points of this classified and assimilated information. The study of Cuba brought in a flood of relics of the recent war and a wealth of pictures and clippings. France, Italy and India were each given due consideration, and the appropriate bindings of the books — France in the national color; Italy with the name of the country wrought in vermicelli or the coat of arms on the cover; India embellished with a sacred serpent or other design; China bearing a Chinese mandarin on the cover or bound in tea-chest matting; Cuba, with the Cuban flag.

The exhibit of the work of the "method class," composed of young teachers, is even more artistic and suggestive in its illustrated "type lessons."

#### Old Nantucket.

It is a common and well-grounded complaint that the development of our country has been so rapid, that there are few truly historic spots to be found anywhere. The truth of this statement makes the delightful old town of Nan-

tucket doubly pleasing to one who chances to happen upon it. It presents a perfect picture of the colonial whaling town. Its quiet rambling streets are unchanged, and the crier regularly at noon announces to the methodical inhabitants the latest news, just as he did before the days of the telegraph and the daily newspaper.

The town is most picturesque, lying in its cosy little harbor, with the scrub oaks and sandy waste beyond. It is very quiet and peaceful with scarcely a passer-by to break the stillness of its clean cobble-paved streets. To be sure, there are one or two centres of comparative activity, the market where a few demure purchasers gather each morning, the second-hand store, which, during the summer, is always haunted by curio seekers who hope to find some of the Nantucket family treasures for sale there, and the old whale wharf where the daily steamer lands its few passengers and meagre freight. The houses accord with the streets and make complete the quaintness of this almost forgotten corner of New England. Their architecture is the ordinary colonial style, sloping roofs and small windows and the greater part of them are made of shingles and white-washed. But the feature which is most characteristic and bespeaks most clearly the industry of the town is the provision for looking out to sea. Each house is fitted with a square platform on its roof, from which the anxious sailors' wives watched far across the Sound for familiar ships.

The aspect of the town is altogether lifeless—a result of economic changes and the slow and sure decay of the industry which was its life-blood. Everything that remains is but a survival of its past colonial life of bustle and prosperity. The

houses show it by their watch stations, the streets by their old tumble-down warehouses and lack of business, the wharves by their slips for the old whalers, the inhabitants by their interests and relics, and the out-lying grave-yard by its many stones in memory of those lost at sea. One woman who owns one of the largest houses in the town and belongs to generations of sea captains, lives alone there, the last of her family. Her house is at the end of a beautiful old-fashioned garden which can show, from lavender to four-o'clock, all the old-fashioned posies that we associate with the times of our grandmothers. This lone woman has had her share of sorrow. Her husband was lost at sea and her only brother was wrecked in the harbor almost in sight of her own roof. She has some mementoes which she readily shows. One is a gruesome ring which had been worn by her brother's fiancee and at her death given to her. Its top is a miniature coffin filled with a lock of her brother's hair. This woman's latest sorrow was the loss of her son, one of the few stray whalers of modern times. She had many beautiful furs which he had brought her from his successful voyages and the last she knew of him was that his ship had been seen before a severe storm off the coast of Alaska.

About the most interesting thing to be found in the town is an old whaler. There it rocks, fastened to the crumbling wharf. It is in fairly good condition and has nearly all its equipments intact. There are the harpoons and the old-fashioned clumsy swing anchor. In the centre of the deck is a large brick fire-place and near it the heavy long pokers and shovels. The quarters for the crew were so narrow and small that they looked like shelves one above the other in a

cramped corner of the stern, while at the other end were two more spacious which had belonged to the captain. These were locked, and, like the ship, had been deserted for many years. There is a story that the captain had taken his bride to sea with him and she had died on the

voyage, so he left his ship and the sea forever—the ship to be a prey to time and change as the old town itself.

As a typical coast town showing the whaling industry, which was the means of support for so large a part of New England, it is well worth a visit.

Josephine W. Sleight, '99.

## VERSE.

### Normal Reminiscences.

(After Thos. Hood—Several Miles After.)

I remember, I remember,  
The house where I was boarded,  
The window where the sun peeped in  
At my surroundings sordid;  
He always came six hours too soon  
And naught could be unkind,  
For half the night I'd write up notes  
To fasten in my binder.

I remember, I remember,  
That edifice impressive,  
Where all my hopes and fears were fixed  
Through trials most aggressive:  
Those cheery classrooms, where my mind  
Was taught to shoot the young:  
Those classrooms where my mates took turn  
With all their heart-strings wrung.

I remember, I remember,  
The cloakrooms just at nine,  
Where every student hung her hat  
Precisely over mine:  
The broad light halls, the friends I made,  
The chapel, students, teachers;  
And wonder how I lived,—withal  
The happiest of creatures.

I remember, I remember,  
How I taught before the class,  
Advice descending on my head,  
Like bits of broken glass.  
To think how soon my course would end  
To me brought little gladness,  
For, ah! in spite of all my woes,  
I loved that place to madness!

— Mary Warren Silliman, '00.

### April.

In spring when frost and cold give way  
To milder wind and weather  
And melting snow on hillsides steep  
Flows lingering to the valleys deep  
And mingling—lo, a torrent's sweep  
Flows madly to the river.  
'Tis then when life revived  
Courses thro' woody branch and limb  
That resurrection is typified  
In budding leaf and flower.

— R. D. MacMahon, '99.

### Contrasted.

Old and faded and feeble  
There hung upon a wall,  
A copy of a landscape  
With vines, and trees so tall.

Beside it hung another,  
A painting of deepest hue,  
Colorings rich from an artist's hand  
Rough seas and skies of blue.

The first had a gorgeous frame  
With carvings deep, of gold;  
The other, a border plain,  
It's beauty to enfold.

Some lives there are with talents few  
Like the picture old,  
Need help from all that money gives  
To frame themselves in gold.

While others bright with richest minds  
And powers we all would claim  
Attract us by their brilliant charms  
Though in a plain black frame.

— H. B., '00.

**Little Things.**

Only a little flower bright,  
 Blooming along the way;  
 Yet it made many a sad heart light,  
 And chased the tears away.

Only a little bird so fair,  
 Trilling its song so free;  
 Yet it bids us cast away all care  
 And thus contented be.

Only a kind word, falling  
 From the lips of a passer-by;  
 Yet it fell like a gleam of sunshine  
 On a child and stopped a sigh.

Even a cup of water cold  
 Given to one in need,

Comes to him like a shower of gold;  
 For 'tis the kindness of the deed.  
 — Estella Edwards, '00.

**Butterflies.**

Soft and slow, soft and slow,  
 Gently come and gently go,  
 Swaying on the garden flowers,  
 Drifting through the summer hours,  
 Cheering more this world of ours.

Soft and slow, soft and slow,  
 Gently come and gently go,  
 Making all this world seem bright,  
 Filling all with sweet delight,  
 Giving all love's pure light.

[Primary Dept., 4th Grade.]—Kate S. Parsons.

**THE MONTH'S NEWS.****College Notes.**

Dr. Milne and Miss Pierce attended the banquet of the Normal Graduates' Association at Marlboro Hotel, New York city, February 4th.

Miss Isdell attended a meeting of the National Kindergarten Association at Cincinnati, Ohio, March 1, 2, 3 and 4.

Hon. Charles R. Skinner, LL. D., and his son, Charles, have gone on a voyage to Puerto Rico, Cuba and other West India Islands.

Professor Edward N. Wetmore delivered an illustrated lecture at the Y. M. C. A. on the evening of February 21st.

The Hudson River Schoolmasters' Club, of which Dr. Milne is President, holds its sixth meeting March 24-25. The reception and semi-annual dinner take place at the Hotel Kenmore, Friday evening. Dr. Ellis Jones, President of Hobart College, is guest of the evening. Saturday forenoon the meeting is held at the Albany Academy Chapel. Dr. Andrew V. Raymond, President of

Union College, is to speak on one of the topics for discussion, and Dr. Richardson, of the Normal College, on the "Training of the Imagination in Elementary and Secondary Schools."

Several ladies passed the examination held at the College, January 28th, for licenses to teach in New York city.

The choir of the Fourth Presbyterian Church have secured the services of Mr. MacMahon, '99, as baritone in the quartet.

**1900 Class Officers.**

President, Mr. Winfred C. Decker; First Vice-President, Miss Marie Brooks; Second Vice-President, Mr. Edward Deevy; Secretary, Miss Menzer; Treasurer, Miss Kent.

**Phi Delta Officers.**

The Phi Delta Fraternity, at the regular meeting on Friday evening, February 17th, elected the following officers:

President, Edgar Steele Pitkin, '99;

Vice-President, S. S. Center, '99; Recording Secretary, I. Clark, '00; Corresponding Secretary, W. S. Schneider, '99; Financial Secretary, Mr. Eckerson, '00; Treasurer, Raymond B. Gurley, '99; Chaplain, O. B. Sylvester, '99; Critic, A. B. Frost, '00; Marshal, Mr. Decker, '00; Inner Guard, Raymond D. MacMahon, '99; Outer Guard, A. R. Coulson, '99.

#### Public Lessons.

In the Grammar Department of the Model School public lessons are given each Tuesday and Thursday, in the ninth grade March 14th; in the eighth grade March 16th; in the seventh grade March 21st; in the sixth grade March 23d.

Public lessons are also given in the Primary Department on Friday of each week, beginning March 10th.

#### Alumni.

'54. Mrs. M. A. B. Kelley, who was for many years Superintendent of the Model School connected with the Normal School, is spending the winter at Pasadena, Cal., for her health.

'71. Ella C. Van Sickle — Mrs. A. W. Marcy — died at her home, South Lahoma, March 1, 1899. Before her marriage she taught in the Albany Normal School and in the New Jersey Normal School.

'82. Kittie Weiant — Mrs. J. M. Tallman — of Nyack, N. Y., visited the College January 23d.

'91. A. S. Embler and wife called at the College January 20th. Mr. Embler is practicing law at Walden, N. Y.

'92. Mary E. Lynch has been appointed head of department in the Bath Beach School, Greater New York.

'97. Professor C. Stuart Gager has an article entitled "Latitude and Longitude" in the February number of the New York Education.

'98. During the month of January Arthur G. Cummings very successfully acted as substitute in the Montclair Military Academy, Montclair, N. J., for the instructor of Latin and English, who was absent on account of sickness.

'98. Miss Edith R. Esselstyn, teacher of literature in Ballston High School, Ballston, N. Y., visited the College recently.

'99. Miss Dwyer began teaching in New York city February 27th.

'99. Miss Orcott is teaching at Fishkill-on-the-Hudson.

Miss Mabel Honsinger, formerly a student here, has given up her position in Utica to assume her new duties as kindergarten teacher in the State Custodial School at Rome.

## AMONG OUR EXCHANGES.

#### The College World.

Amherst, Williams and Wesleyan have formed a triangular league in baseball and field athletics.

Dr. James M. Taylor, who was offered the presidency of Brown, has declined the offer and decided to remain at Vassar.

Fifty-three of the ninety United States Senators are college-bred men.

The number of college alumni now reaches 400,000.

In the Department of Architecture at Cornell a new scholarship, which is worth \$2,000, has been established. The win-

ner will spend two years in study at Cornell and in Europe.

Cambridge has followed the example of Oxford in refusing to grant degrees to women.

Ohio has the largest number of college students of any State in the Union, one-third of which are women.

The Archæological Department of the University of Pennsylvania is fitting out an expedition to Babylon.

The board of trustees of the University of Rochester has adopted resolutions admitting women to the institution when \$100,000 shall have been raised for the purpose.

Cornell, Columbia and Pennsylvania will race at Poughkeepsie in the last week of June. Wisconsin will probably be included and possibly Toronto may also enter.

Hereafter any student who cheats in examinations at Northwestern University will not only be expelled, but his name will be published in the college paper and sent to the faculties of other colleges.

Oxford and Cambridge have accepted the challenge of the Intercollegiate Chess Association, consisting of Harvard, Yale, Columbia and Princeton, for a match by cable, to take place in the latter part of March.

Bequests and gifts made by Americans to various institutions, educational, charitable and otherwise, during the last year alone amount to \$45,000,000, the maximum figure reached in any one year. For the past five years the total is \$165,000,000.

Leland Stanford, Wisconsin and Northwestern are debating the question

of allowing their representatives in inter-collegiate debates and oratorical contests to wear the college insignia. They argue that these men ought to receive honors, and that it would be a strong incentive for debate and oratory.

Mrs. Phoebe Hearst is to give the University of California new buildings costing \$25,000,000, and has offered \$25,000 in premiums for the best plans. Miss Cora Jane Flood has also given \$3,000,000 to the university, consisting of her mansion and grounds at Menlo Park and four-fifths of the capital stock of Bear Creek Water Company.

The largest school in the world is situated at London, England. It is the Jews Free School, and has a daily attendance of 21,800 pupils.

Dartmouth has graduated 40 college presidents, 200 college professors, 60 members of Congress and 24 governors of States.

The office of Secretary of State seems to be peculiarly attractive to alumni of Brown University. Colonel John Hay will be the third graduate of Brown to have held that position. William L. Marcy, Secretary of State in President Pierce's Cabinet, was graduated from Brown in 1808; Richard Olney, President Cleveland's Secretary of State, was graduated in 1856, and Colonel Hay was graduated in 1858.

When the total number of students in all departments of each university is tabulated, Harvard leads with 3,879; Pennsylvania second, 2,719; Michigan third, 2,694; Yale fourth, 2,542; Columbia fifth, 2,382; Chicago sixth, 1,643; Wisconsin seventh, 1,483. Pennsylvania has the largest dental school in the country, with over 500 students, and Harvard has the greatest law school, with 543 students.

### In the Realm of Pedagogy.

Do good with what thou hast, or it will do thee no good.— Ex.

Be broader and clearer than any paragraph in your text-book, and you are bound to succeed.— Institute.

A good student is known by three things: He can begin to study when he doesn't like it; he can study when he would rather quit; he can quit when he ought to.— Ex.

Common sense is merely the trivialized edition of the scientific results of the day before yesterday.

Knowledge of books increases faster than knowledge of character.

Habit and custom are the greatest foes to freedom and independence.

It is a good thing to desire criticism, but the best teaching trains the pupil to criticize himself.— W. J. Kenyon.

A great teacher is one in whose presence we think great thoughts; but our best teachers are they who lead us to our noblest thoughts after their bodily presence is withdrawn.— E. E. Brown.

If a teacher has the gift of common sense he can absorb any amount of psychological wisdom without injury.

Whatever else the elementary teacher may need, she needs a scholarly equipment in English, nature themes, history, music and certain manual arts.— F. A. Hill.

It is too often forgotten that the aim of all discipline is the child's good, and order in school is the effect, not the cause. Discipline must first of all teach the child to govern himself by educating his sense of right, and any discipline however perfect it may seem which does not con-

tribute to this end is a failure.— Dora M. Morrell.

No education is complete which leaves out such knowledge of the world, and of the relation which the individual sustains to it, as shall at least tend to give a right purpose and direction to the individual life.— Popular Science Monthly.

Never complain in the presence of your pupils about accommodations or lack of supplies.— Teachers' Institute.

We know there are teachers (we have in mind more particularly superintendents and principals) who will blanch at the very thought of asserting themselves in the community which gives them position. We know, also, that teachers have been admonished, both in public and private, and even in the columns of the educational press, that as they owe their support to public taxation, they have not the right to hold public opinions on matters upon which the taxpayers are not agreed.

But for the teacher who is held in the leash of this fear, we have only pity, and for the doctrine that he cannot be a man and a citizen, merely because he is an official, we have only contempt. No man holds the smallest fraction of a just mortgage on the teacher's opinions, simply because he pays the teacher his due through the method of public taxation. Moreover, such a right is neither asserted nor desired by the general run of men. The average man believes in fair play, and he likes a man with lime in his backbone, teacher or not, and he respects such a man, provided he has brains, and will usually back him every time, as against the mental jellyfish.— Ex.

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There are 21 universities, 1,920 professors and 26,700 students in Germany.

**In Lighter Vein.**

A new law in physics: The deportment varies inversely as the square of the distance of pupil from the teacher's desk.—Ex.

"Don't heed pretty faces, lad; remember that beauty is but skin deep."

"That's enough for me, sir. I'm no vivisectionist."—Pick-Me-Up.

"Your teeth are like the stars," he said;  
The maiden's eyes grew bright.

"Yes, they are like the stars," she said,  
For they come out at night."

— Ex.

He came to see her stormy nights,  
When he had no where else to go;  
She liked to see him at such times,  
And so she called him her rain beau.

— Ex.

It is undoubtedly true that wheels have been used since the sixteenth century, for Hamlet once said, "Guard my safety while I sleep."—Ex.

We don't want to buy your dry goods,  
We don't like you any more;  
You'll be sorry when you see us  
Going to some other store.  
You can't sell us any sweaters,  
Four-in-hands or other fad;  
We don't want to trade at your store  
If you won't give us your ad.

— Ex

A.—"How do we get the best of a carpet dealer?"

B.—"I don't know. How?"

A.—"Oh, because we buy carpet by the yard and wear it out by the foot."—Ex.

He was an earnest minister; and on Sunday, in the course of a sermon on the significance of little things, he said: "The hand which made the mighty heavens made a grain of sand, which made the lofty mountains, made a drop of water,

which made you, made the grass of the field, which made me made a daisy."—Ex.

The H. S. Recorder contains the following select epitaphs, which, it is stated, were found in a Vermont graveyard:

Here lies the body of my dear wife,  
Let her R. I. P.

(There was no room to put on "rest in peace.")

Here lies the body of John Mound,  
Lost at sea and never found.

Beneath this silent stone is laid  
A noisy, antiquated maid,  
Who from the cradle talked 'til death,  
And never before was out of breath.

Here lies the head of Mary Ann,  
Upon the breast of Abraham,  
Very nice for Mary Ann,  
But rather tough on Abraham.

— Ex.

"Now, my children," said the teacher,  
"I want you to be very still—so still  
that you can hear a pin drop."

In a moment all was silent, when a little boy shrieked out, "Let 'er drop."—Ex.

A maid so wise,  
With stroke precise,  
Glides o'er the ice—in vain.  
At last a fall,  
The school boys call,  
"First down; two feet to gain."

— Ed.

I popped the question to Marie,  
Like any other beau,  
She blushed, and smiled, and answered "Oui,"  
For she is French, you know.  
"My dear, I asked her, bending low,  
(I feared my cake was turned to dough),  
"Whom do you mean by we?"  
"O, U and I," said she.

— McGill Outlook.

## BOOK REVIEWS.

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“A Dictionary of University Degrees,”  
by Flavel S. Thomas, M. D., LL. D.  
Published by C. W. Bardeen, Syracuse.

Along with the growing spirit of specialization in college and university work there has been a necessary expansion in the number of university degrees and titles. The present system is full of complexity. Even if we succeed in determining what a degree is, it is safe to say that it means nothing until the institution which conferred it is named. This state of affairs is partially remedied by the “Dictionary of University Degrees,” which has been recently compiled by Mr. Thomas. The book will form a valuable addition to the library of any student or teacher.

“Authors’ Birthdays,” by C. W. Bardeen. Second Series. Manilla. 16mo. 459 pp., with portraits. 50 cts. Cloth, \$1.00. Published by C. W. Bardeen, Syracuse.

The book contains exercises for the celebration of the birthday of Bayard Taylor, Lowell, Howells, Motley, Emerson, Saxe, Thoreau, E. S. Phelps-Ward, Parkman, Cable, Aldrich, J. C. Harris. There are portraits of A. B. Alcott, L. M. Alcott, Bremer, Ripley and forty-five other authors. Valuable references are given at the end of each chapter.

From the preface: The articles in The School Bulletin which are here reprinted were written with a single purpose — to furnish public exercises to be used in schools, each of which should make upon every pupil present a distinct impression of the author named, his life, his character, his writings and his distinctive place in literature. That they have served this purpose in hundreds of

schools the letters that have come in from every direction testify. This volume gives them a more convenient form, and makes them available as a side-help for literature classes.

“Our New Possessions” — Cuba, Puerto Rico, Hawaii, Philippines. Current Events for School Use. Price, 10 cts. Published by the American Book Company.

The pamphlet contains four maps. The topics treated are: Physical features, climate, productions and resources, forest products, mineral resources, vegetation and agriculture, manufactures, commerce, history and people, education and religion, and cities.

“La Cigale chez les Fourmis,” a comedy in one act, edited by Thomas J. Farrar, M. A. Price, 25 cts. Published by the American Book Company.

From the introduction: The vocabulary and notes are sufficiently full to render the book of service for early work, and to furnish the assistance necessary for making reading both easy and attractive. The notes in French will offer a greater stimulus to the memory. With the hope that this new edition of Labiche’s charming little comedy may prove attractive to students and useful to instructors, it is given over to the practical test of actual use in the class-room.

“Selections from the Correspondence of Cicero,” by J. C. Kirtland, Jr. Published by American Book Company, Washington square, New York.

The aim of the author of this text book is to furnish material suitable for rapid sight reading in Latin, to be used by pupils while studying Cicero. He has

made a selection of fifty-five letters chosen for their historical and autobiographical value and for the account which they give of Roman life and Roman character.

The letters were written for the eye of the correspondent and not for publication; hence few of them are formal. They are genuine in sentiment and easy in diction, written in the language of conversation, the *sermo familiaris* or *cottidianus*.

The style of the letters may be summarized in: (a) The frequent use of Greek words and phrases; (b) the prevalence and variety of diminutive formations; (c) the freedom of composition with *per* and *sub*; (d) the use of epistolary tenses.

The text contains full foot-notes and matter of sufficient interest to justify its use as late as the first years of the college course. It is based in the main on the recensions of Mendelssohn, Wesenberg and O. E. Schmidt.

“Ten Orations of Cicero, with Selections from the Letters,” by William R. Harper, Ph. D., and Frank A. Gallup, A. B. Published by American Book Company, New York.

This book is intended to be very practical throughout and in its preparation the sole aim has been to meet the needs of the preparatory student, who would be most likely to use it.

The orations included in this edition are those which are most required by the various colleges throughout the country. The selections from the letters were made with special reference to their fitness for use as exercises in translation at sight. They will at the same time give a glimpse of Cicero in his family life, and in his relations with those to whom he was frank and outspoken.

Inductive studies prepared for the guidance of students, precedes the text. These inductive studies are designed to make the student familiar with difficult constructions which occur in the orations.

“Selected Letters of Mme. De Sevigne,” by Syms. Price, 40 cts. Published by the American Book Company.

A small volume containing selected letters of Madame De Sevigne has been published for school use by the American Book Company. The letters form admirable reading material for beginners in French, and at the same time the student is introduced to valuable bits of French history connected with the reign of Louis XIV.

From Sketch of President Faure, in the American Monthly Review of Reviews for March:

As president of the republic M. Faure was conspicuous for the manner in which he adapted himself to the ceremonial functions of his high office. Much surprise was expressed that a man who had once worked at a trade with his own hands and had pursued a business career rather than a learned profession should have known how to do what is sometimes called the “dignity business” that devolves upon the head of a State better than any of his distinguished predecessors. But there is no real ground for such surprise. We have had occasion to learn from abundant instances in the United States that the broad-minded and intelligent business man who has amassed wealth without becoming sordid adapts himself very much more easily to an atmosphere of form, ceremony, and magnificence, than any other type of his fellow citizens.

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