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THE ECHO.

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CONTENTS.

"A good education is that which gives to the body and to the soul all the beauty and all the perfection of which they are capable."

—Plato.

EDITORIALS.

THE time will soon arrive for the election of a new board of editors. There is first-rate ability for these positions, if it can be selected. The present editor-in-chief is most fortunate in having for the different departments those who are both capable and willing to do the work. To them belongs the credit for the merit of the paper. To perform such work faithfully is both a service to the institution and an honor to the individual. No person should be elected who will not recognize that the work for The Echo demands some effort, and for a time, at each issue, must be the important thing. A student who will thus give himself to the work will find in the experience gained some reward for the time given.

The present method of electing editors seems to us very haphazard. There is no guarantee that any thought will be given before an election as to who are best qualified for the positions and also willing to assume the responsibility. A committee from the student body, acting in conjunction with an advisory committee of the faculty, might canvass the situation and suggest names for election, not, however, thereby debarring any other nominations.

THERE is great value in the study of psychology in giving one a clearer view of some points that may have been only half truths to him. Take one or two of these. Only in proportion to the richness of past experience are we able to acquire new knowledge. A sailor who had had the opportunity of seeing the chief ports and countries of the world, being questioned thereof, could only remember where the best place to buy whiskey was, and what, in each port, was the price of a drink. That our ideas obtained by actual experience are much more vivid than

those we obtain from books, is a fact patent to each one's mind. From this it does not follow that knowledge from books is to be disparaged. It does follow that education from books is valuable to the degree that it furnishes the same quality of knowledge as is obtained from experience. Again, the valuelessness of knowledge, not closely related, is impressed upon one. In this connection a quotation from Lowell seems apropos:

" 'Twould be endless to tell you the things that he knew,
All separate facts, undeniably true,
But with him or each other they'd nothing to do;
No power of combining, arranging, discerning,
Digested the masses he learned into learning."

The Perceptor's Club.

THE Perceptor's Club has no existence except in imagination. It is because of this fact that the following article is written. In all professional schools, except Normals, are found organizations of the students for the study of questions pertaining to their chosen profession. Law schools have their Kent Clubs, theological seminaries their Homiletic Clubs, medical colleges their students' organizations, devoted to one or another of the different branches of medicine. This fact is an index of a professional spirit, the lack of which among those engaged in teaching, is one of the chief hindrances to the rise of school teaching to the rank of a profession. To urge the students of the Normal College to take some step towards organization for the purpose of arousing and fostering such a spirit is the purpose of this article.

The following is a brief outline of the work in which such an organization might engage:

1. Study, with paper and discussion, of various books on education, e. g., Spencer's " Education," Payne's " Contributions," etc., Browning's " Educational Theories," Tompkins' " Philosophy of Teaching," McMurray's " Method of the Recitation."

2. Discussion of familiar maxims and principles of teaching, with resume of their treatment in pedagogical works, e. g., from the known to the related unknown, from the near to the remote, from the simple to the complex. We use these expressions as authority. Do we know their full import and how educators treat them?

3. Review and discussion of important educational questions now being agitated, e. g., enrichment of the grammar school course, college entrance requirements, township system, child study.

4. The educational departments of New York State.

5. Study of the " Reports of the Committee of Ten " and " Report of the Committee of Fifteen."

The above, enough for more than a year's thorough work, is only a suggestion of the different lines of work that could be taken up. The value of such work is patent to all, and such an organization would be a potent factor in engendering an enthusiastic professional spirit and interest.

It may be objected that we already have five literary societies in the college. They have important work to accomplish along more general lines. They should not be superseded. But a society for purely professional pedagogical work is what we lack. Semi-monthly or monthly meetings would be frequent enough, thus giving opportunity for better preparation, and not demanding an undue amount of time.

THE recurrence of examinations suggests some reflection upon the tension usual at such times. The ordinarily agreeable teacher becomes " as inscrutable as night." He assumes an air of reticence, as tho' some secret possessed him which might bring woe to thousands instead of hundreds. He assumes the air of the judge who is to hold aloft the scales, with the seventy-five or eighty required, in one pan, and the pupil's term work in the other, waiting to see whether the examination will cause the beam to balance or to tip to the safe side. He says by his demeanor, " Now it is my turn. No fooling this trip." He wishes he could always command such concentration. Perhaps we overdraw the picture, for many teachers are as pleasant then as ever. We ask, " What should be the teacher's attitude at examination time? " and suggest that it will conduce to the best results that his attitude should be the same as usual.

LITERARY DEPARTMENT.

Gertrude M. Leete, Ph. B. Edwin Cornell.
Ella M. Osgood, A. B. Marion A. Everett.

A Comparison Between Middlemarch and Marcella.

A comparison between Marcella and Middlemarch naturally suggests itself for many reasons. George Eliot has long been accounted one of the world's greatest novelists and there are not wanting critics who claim for her the highest place among writers of fiction. Sidney Lanier ranks her above Shakespeare as a teacher.

During the past few years, Mrs. Ward has gained the attention of the English reading public by her books, Robert Elsmere, Daniel Grieve, Marcella, and Sir George Tressady. It has been said that she rivals the earlier novelist in power. All admirers of George Eliot will be inclined to ask is this true. Marcella and Middlemarch are characteristic of their author and a comparison between the two may enable us to answer this question and may lead to a more exact appreciation of the merits of both.

The motives of the two are so similar that they readily lend themselves to this purpose.

In Marcella, Mrs. Ward seeks to " dramatize," the quotation is from an essay by Hamilton Mabie, " the strife of the soul with its inheritance and its convictions; to give objective reality and force to subjective experience." That she has succeeded in making the struggle in Marcella's soul real to us and in depicting her advance from a crude, self-confident, narrow-minded girl bent on reforming society in her own way, to a mature, sympathetic, humble woman, we freely admit.

The purpose of Middlemarch is much the same. There can be little doubt that in Dorothea, George Eliot depicts a modern Saint Theresa, like the one referred to in the prelude, who battles with the meanness of opportunity, that seems to hem in with an irresistible force her great soul. Both books have then as their central theme the struggle of a strong woman with the circumstances of her life. The development of the idea is, however, quite difficult.

Perhaps in no respect is there a greater difference than in the plot into which these characters are interwoven. In Marcella it is comparatively simple and all the incidents and events with the exception of some of the labor discussions lead to the final conclusion — the transformation of Marcella's character and her happy union with Raeburn. Successful both in unity of thought and in progress of that thought toward a definite end, two requisites of a well formed plot, it also abounds in exciting incidents that rivet our interest to the story, nor does it seem long drawn out though that criticism has been made.

Middlemarch on the other hand, seems to fail in the first requirement, unity. There are three distinct stories, that of Dorothea, Casaubon and Ladislaw; that of Lydgate and Rosamond, and that of Mary Garth and Fred Nucy. Ladislaw, of course, forms the connecting link between the first two and Dorothea plays an important part in the lives of Lydgate and his wife at the close. Fred and Rosamond are brother and sister, thus joining the last two. The threads are connected but not interwoven into one cord. The Garths have practically nothing to do with Dorothea, and in no wise form a part of the machinery that is shaping her life. Although through Ladislaw and the hospital, the Lydgates become important factors in her life, the part they play would not justify their prominent place in the book. And though the transition from place to place, from group to group, is easily made, and though each story is interesting, every one is conscious of a division of attention and often of impatience at being obliged to turn from one set of characters to another.

The complexity of the plot necessarily makes the movement of the story very slow. The number of minor characters described and analyzed contributes also to retard the action. The incidents are of a commonplace character. There are no thrilling speeches in Parliament, no exciting murders, no harrowing trials, only such every day occurrences as disgrace, failure in business, and death in his ordinary guise of disease. With a plot lacking in unity, slow in movement, and without exciting incidents, Middlemarch holds our attention longer and more firmly than Mar-

cella, because — to anticipate our conclusion — of its wonderful delineation of human nature.

Judging by the vulgar standard of numbers alone, Middlemarch is superior to Marcella, in its character. We have not space even to name them, much less to give their characteristics. What of the mind able to conceive them?

Mrs. Ward gives us a few new acquaintances, George Eliot presents a whole community to us, from the Rev. Mr. Casanbon and Sir James Chettam to Bainbridge and Honock, the horse jockeys; from Dorothea and Lady Chettam to Mrs. Waule and Sister Martha of Chalky Flats; all are there, the doctor, the farmer, the storekeeper with their wives, children and acquaintances.

This list suggests at once another fact concerning the characters; they are of every rank in society. In Marcella, we have two distinct classes placed in contrast, and we pass, again and again, from the wretched Hurds to the aristocratic and high bred Raeburns. Dealing as Mrs. Ward does with socialism, this choice of characters form two distinct and separate classes, was natural in that it enabled her to throw the people and their circumstances into a constant relief which heightens our wonder and arouses questioning in us.

But Dorothea's life and actions are to be judged by her surroundings, an idealistic nature struggling to express itself under prosaic conditions, surrounded by people whose lives were bounded by Middlemarch and whose aims, for the most part, were petty and mean. To get the spirit of the time and place, to breathe its air, it is necessary to put ourselves in her place and feel ourselves restricted and stifled by commonplace petty lives. The task is a much greater one than that attempted in Marcella. It is easier to make a striking picture with a few great masses of light and shade than to paint one where there are many tints imperceptibly shading into each other, alike and yet different.

Another point suggests itself. The most of the people in Marcella are unusual characters. Marcella, herself, beautiful, willful and self-sacrificing; Raeburn, cultured, noble and true; Wharton, fascinating and unprincipled; Hallin, the martyr of the people — they are all striking, not often met with on our streets. The characters of Middlemarch, on the other hand, are less ideal, more real. It would cause us little surprise to meet them any day, and if we did, they would excite little of our attention. It needed a George Eliot to show us the ideal life, the inner motives and feelings that lift them from the common place.

But a few of the characters need more careful study to make this point clear, and that we may be aided to form our opinion as to the respective power of these two artists.

Certainly there are not many Dorotheas in the world, but she is so true and natural a woman that she gives us the impression of reality that we do not get from Marcella. We feel that Marcellas may have lived but that Dorotheas have lived, and that, as George Eliot says, "Things are not so ill with you and me as they might have been had there not been such faithful, beautiful souls adding by their unhistoric acts to the growing good of the world." Marcella sought to improve society by neglecting the duties nearest her, and by doing great things to reform the world, as if it were a piece of machinery to be put in order by socialistic schemes. She is lacking in the one quality which, above all others, Dorothea possesses, sympathy that binds her to high and low alike, to anyone in trouble. Be it her vain, narrow-minded husband, the cottagers or Lydgate — a comparative stranger — if they are sick or sorrowful, poor or disgraced, she is theirs, body and soul.

Though feeling that love is the mainspring of life, Dorothea, like Marcella, contemplates marriage from another motive than love for the man whom she marries. It is love of the ideal, of knowledge, a desire for greater usefulness, that moves her. Mr. Casanbon was not an instrument to her, but an end, a person to be revered and served. When she discovers that the "great soul" is not exactly a "great bladder for dried peas to rattle in," as Mrs. Cadwallader said, but a man whose only thought is for self, and whose bits of knowledge, gathered with so much labor, are about as useful as dried peas, she yet is able to pity, to help, and even to sacrifice her whole life simply to comfort him.

Of course, she is Quixotic, and doesn't care

for cameos and new hangings, but it seems better to belittle their value rather than to exaggerate it with Rosamond. In spite of her peculiarities and her mistakes, she is a more satisfactory woman than Marcella. Marcella is more romantic, but Dorothea is more human, more lovable.

Strange to say, Ladislaw, who is, perhaps, the hero of the book, reminds us of Wharton, the fascinating villain of Marcella. They both have the same brilliancy, versatility, the same brightness and love of pleasure and beauty. Here the likeness ends, for Ladislaw is capable of an unselfish love that changes him from the dilitante to one of the world's workers, while Wharton loved only his own pleasure and fell.

But Ladislaw was not Dorothea's equal. We wonder what would have been her life had she married Lydgate. Poor Lydgate, his life is a tragedy, not the tragedy of the romantic novel, the hero fighting a dozen foes, who falls bleeding from a hundred wounds; but a tragedy infinitely more common and more pitiful, that of a man who fell in the conflict with the thousand petty cares of every day life, who loved what was great, strove to reach it, but failed. And Rosamond was indeed his "basil plant." The least bloodthirsty of readers longs to put his fingers around that beautiful white neck and choke her — so beautiful, so cold, so fiendish.

Many people were necessary to give us Dorothea's world, the atmosphere of the society in which she lived, but are there not more than are required for this purpose? It seems so, for they injure the unity of the story, yet we do not want them cut out, for George Eliot makes all her characters interesting in themselves. Who does not love the Garths, Caleb with his love of "business," Mrs. Garth teaching the children grammar and cooking the dinner, Mary with her sharp tongue, her love of principle and honor.

She pictures people of all kinds and descriptions, repulsive and contemptible, silly and wicked, so as to arouse interest. She shows us the hidden motives that actuate them, and makes us see that they are human and of one blood. That to her is a sufficient claim for her pity and sympathy and it becomes a sufficient one for us. In order to show the identity of their motives and their experiences with ours she constantly analyzes and comments on her characters, suggesting comparisons between them, ourselves and the great of earth, till we see that all mankind are made of the same clay, by the same spark illumed. At first the comments seem inartistic, though they are the most precious part of the book, but why are they not as artistic as was the Greek chorus which expressed the reflections of the ideal spectator on the drama in progress. It is the task of the artist to interpret human life, to represent to us in his characters the permanent passions, aspirations and deeds of men and without the author's explanations we should sometimes fail to see the truth. Nor does it seem to us as in Vanity Fair, that the creator is pulling the strings of his puppets, but simply that a teacher is showing us the meaning of life.

Mrs. Ward's method of delineating character is more objective, more dramatic. There is less analysis, the characters speak and act and we may draw our own conclusions. For this reason we do not understand them as well, they do not make as lasting an impression upon us as do the creations of George Eliot.

In the chief purpose of the artist, the embodying of the soul of man in living forms, George Eliot surpasses not only Mrs. Ward, but every other novelist.

Before leaving the consideration of the two artists, it will be necessary to touch on the point of style How have they adapted the language, the material of the literary artists, to their purposes. To characterize their styles in a general way, Mrs. Ward seems clear, perfect and colorless; George Eliot's, though sometimes careless, forcible and epigrammatic. Mrs. Ward's pages contain many beautiful and dramatic situations; George Eliot's contain pictures of homely life and sketches of the world about us that make it seem more than ever ours. Marcella has hardly a glint of humor; Middlemarch makes us smile once and again.

But it is not enough to speak of the two as artists; what have they as truths for us? George Eliot's office as a teacher has already been suggested. Perhaps the fundamental dictum one always hears in her works is that we are of one

blood and so bound to help each other in sorrow and to rejoice with each other in joy. All religion for her begins here, but does not end here, though she is called an agnostic.

Dorothea desires to be a part of the power for good, working against evil. She yearned after a Christianity that would embrace the greatest number, the more Christ-like. The spirit of love for man and of love for justice, truth and righteousness which is love for God is in Middlemarch as in her other works.

Mrs. Ward, voicing through Hallin, her own conclusions, also believes in the divine will to which ours must be surrendered and Marcella became more devout than Dorothea and yet it is not after reading Marcella but Middlemarch or any other of George Eliot's books, that we rise with a deeper feeling of the greatness of life, a deeper impression of the infinite possibilities for good or evil in every soul, a deeper wonder and reverence for the Infinite Wisdom and the Infinite Love.

To sum up one's impression — Mrs. Ward, in Marcella, has written an artistic book; the plot is well constructed and interesting, the characters vividly portrayed and attractive, the style good; but George Eliot in Middlemarch, has written a book whose value will be permanent, because she has learned the secrets of human nature and there revealed them to us, perhaps there is a lack of skillful workmanship in cutting the gem, but it is still priceless and George Eliot, our greatest novelist, still holds her place unchallenged.

An Old Landmark.

" Do you know that Fort Cralo is to be torn down next week? The work of demolition will begin on Monday, I am told." Such was the news brought us about a week ago by a member of the history class, who lives in Rensselaer, and who has a neighborly interest in the old fort. A few words of explanation gave the class some idea of what Fort Cralo is, and what relation it bears to certain historic events.

The " word to the wise " proved sufficient, for on that very afternoon a party of college students might have been seen surrounding the ancient building and surveying it, now from this point of view and now from that. Fortune favored the excursionists that day. The east door yielded to some venturesome youths, and soon the young people were in the building, inspecting it from cellar to garret. In the attic they staid awhile, ranging themselves at the west windows and looking down toward a camera that was being adjusted by one or two gentlemen of the party. Very good is the picture obtained that day, notwithstanding the fact that the " sitters " had to appear at the upper windows, all the lower ones being boarded up to keep out the climbers.

The next day, Saturday, saw another group of students on Riverside avenue, and another camera set up in front of Fort Cralo — this one being manipulated by a lady. The lady obtained a finer picture of the house, but of the house only; in this case no merry faces were seen at the dormer-windows, for the east door would not yield that day, even to persistent fingers. One large brick did yield, however, and was triumphantly conveyed across the river and up the hill to a certain room in a certain college, by an energetic young man who is destined to become a distinguished archaeologist.

On the following Monday a report was made. Those students who had gained access to the house had been down in the cellar, gazing at the dilapidated walls and at the massive beams overhead; they had sat in the broad window-seats of the drawing-room; they had danced through the great hall (patall), where the family and guests used to dine in the old days, and where the lord of the manor used to gather the houshold for Sunday evening prayers. From the outside they had inspected the north door, with its outer half-door which, admitting the summer light and air, used to keep the children safely within, and troublesome visitors safely without; and they had sat down a few moments on the side benches under the weather-beaten porch.

They had been round at the back of the house, and visited two old wells, each of which claims to be the one near which the song " Yankee Doodle " was written. They had returned to the front, and had re-read on the bronze tablet the inscription, which, in substance, says that the

building was erected in 1642, by order of Kilian Van Rensselaer; that the main part of it was constructed of brick brought from Holland; that during the French and Indian war General Abercrombie made it his headquarters while recruiting his army preparatory to making an attack on Ticonderoga; that the raw recruits from farm and forest were often a source of amusement to the trim officers of the British troops, and that one day, when a fresh squad came in, Surgeon Shuckberg expressed his amusement by sauntering around to the old well, sitting down on its curb, and scribbling the words of "Yankee Doodle," which he set to an ancient British tune.

Having read the inscription, the young people began to wonder what means of defense the dwelling had had in the troublous times of long ago. A close scrutiny revealed the port-holes, round and dark, through which some firing had probably been done.

At this point in the recital, there arose a query as to the object of the Dutch settlers in building of brick when there was plenty of wood for the cutting down; and in building their dwellings so tall and narrow when there was ample ground on which to spread them out. A short conversation followed, in the course of which might be heard the expressions, "Holland dykes," "every foot of land precious," "Dutch a conservative people, clinging to customs of fatherland," etc., etc. "Oh," said one young lady, "I never thought of that before!"

The report being ended, the students began to recall their knowledge of the condition of Albany and of the world in general about the time Fort Cralo was erected. The following is a summary of the points given:

In 1642, Albany was Beverwyck. Beverwyck had a Stadt-Huys, a brewery, a saw-mill, and a ferry — from Arch street to a point opposite, in Greenbush — the first permanent ferry in the United States, it is said. Legislation, brewing and the lumber trade were thus well represented long before "the Wyck" became a stockaded town.

In 1643, Massachusetts and Connecticut formed out of their four colonies the New England confederacy — for protection against the Dutch, the French and the Indians. At this time the Dutch were flourishing in New Amsterdam, the Swedes on the Delaware, and the English planters on the James. Religious toleration prevailed in Protestant Rhode Island and in Catholic Maryland.

In 1643 the French claimed the St. Lawrence valley and the Great Lakes, first for their king, Louis XIII, and later for his successor, the four year old Louis XIV. In 1642 Charles I of England was pursuing a course of conduct which resulted a few years later in the loss of his crown and his life. In 1642 the Thirty Years War had yet six years to last, before the Treaty of Westphalia should put an end to the dreadful strife.

Nearly two and a half centuries have passed since the bricks for Fort Cralo were brought across the ocean; for nearly two and a half centuries has the old building served as a human habitation; many are the historic scenes that have passed in review in sight of its antique windows. Previous to establishing the Historical and Art Society on State street, there was some talk about the desirability of purchasing this old structure and fitting it up as a repository of historic relics. All thought of such a venture must have been abandoned, however, as the property was sold by auction not long ago. It fell to the lot of an ice dealer, who intends to undo the work of the Dutch builders, and erect on the site a place of storage.

Ice is certainly a desirable and necessary commodity, and yet — there are those who will miss the old landmark of 1642.

"Methods in Truth."

In the long strides taken by science during the last half century, education has kept apace, striking out here and rebuilding there, as investigation and discovery progressed. Yet, in spite of the marvelous evidence of scientific progress, the masses of people have not been benefited, and the cry of "hard times" seems indefinitely prolonged.

How often have we heard that education is the harmonious development of the physical, intellectual and moral natures! We all recognize the three-fold purpose of education, but it is a more

difficult matter to make the combination a harmonious one.

Anything that is harmonious is well proportioned. Can the education of to-day be a harmonious development of the faculties when so much stress is laid upon the intellectual side, and so little on the physical and moral? If the end of education is the making of good men and useful citizens, is its purpose any more accomplished than it was fifty years ago?

To set aside a certain period of the day for teaching honesty would be more absurd than setting aside a time for instruction in politeness and courtesy. These are lessons which should ever be illustrated, but impressed only when the opportunity presents itself.

We believe that the little child is truthful in thought and deed; and therefore, his honor is not to be created, but expanded and strengthened. Yet the child at this early age is truthful because he does not know enough to be otherwise. If we had never been tempted or tried, would we not all be equally good or equally bad? The child must know evil, and feel his power to do right or wrong, before he is good or bad; and our work is to aid him in making the right choice.

What causes a child to act or speak untruthfully? In many cases it is fear of punishment. In others the outgrowth of another fault, conceit, or the desire for some material benefit to be gained. Another cause would be added by some people — that of an abnormal imagination. The worst incentive for telling a lie springs from laziness.

Consider, of your class, those who cheat or lie, and from them separate in your mind the sullen and the shy pupils. Study their characters and their home relations, and see if the aggressive or shrinking spirit does not rise from the habitual treatment received at home. These pupils cannot yet look upon you as a friend, for they are long used to regarding their acquaintances and teachers as enemies. The first thing to do is to win their confidence, and to awaken in their minds the knowledge that the refuge of a lie is not needed here. We cannot begin by making these children speak the truth for right's sake, but if they will tell the truth because they are brave enough, a long stride toward the right is taken.

Then, from these young offenders, set apart your talkative, bright-eyed boy, and see if his lie springs from conceit. Do not tell him he has no cause for conceit, or that it is wrong to tell an untruth, but endeavor to fill his mind with other thoughts than of himself. Make him interested in those around him, and see what books can do for him. Be content to hold the bragging spirit in check, and the child's growing knowledge will wear away the fault.

The next pupil in the group will be a dreamy child, whose best work appears on composition day. Can his or her untruth be traced to imagination? An act, thought or deed which arises from imagination should never receive so grave a name as lie, though it may seem such to many people, who maintain it is such, even though the child cheat only himself.

I know of a mother who believed in truth to the last degree. With her, the child who was old enough to ask the question was old enough to receive an intelligent answer. Her children knew no Santa Claus, were not allowed to talk of fairies, and hardly knew how to give or receive a joke. They were fed on stories from history, and if a "make-believe" game were allowed, it was a personation of historic characters. These children should be prosaic and straight-forward; but though the little girl is as practical and full of common sense as her mother could wish, her brother, brought up in the same way, is a dreamy child, the most active part about him being his imagination. Yet he is as honest as his sister.

We never can kill imagination. Is it not a rather serious thing how we check it?

One great source of evil comes from stories in which the hero tells or acts a clever lie, by means of which he escapes from danger or rescues some one else. If the author justifies the lie, most children will do likewise. Whether or not a lie is ever right, is not the question here, but we must consider the danger of stories illustrating the old saying: "All is fair in love and war." In the "Schonberg-Cotta family," a story is told of a little girl who had read of the good saint who,

hiding in her gown the bread she was taking to the forbidden sufferers, was confronted by soldiers; the men inquired as to what she concealed, and the good saint tremblingly answered, "roses." When the rude inspection was made, sure enough, the bread had become beautiful roses. The little girl, detected in some such private enterprise of doing good, when questioned by her mother, replied that she held roses; and was never more surprised nor disappointed in her life when the little apron was seen to contain only the homely bread, instead of the expected roses.

Most difficult of all with which to deal, is the dishonesty born of laziness. With what different feelings would we regard a man who stole a loaf of bread to save his starving children, and a man who stole a convenient loaf because he was too lazy to go to the store to buy his own! Suppose a bright school boy loses the essay or composition he had ready to hand to his teacher. The essay is not to be found, so the boy must do his work again. But later on, when the papers are being corrected, the lost essay is found, signed by another boy. The essay had not even been rewritten, the only change being the erasure of the owner's name and the substitution of the appropriator's. The hardest part of the matter is that the boy who has stolen the other's work is a bright boy, with nothing to prevent his handing in an equally good essay, save his extreme laziness. What can we do with him? We can make him see that his laziness has made his schoolmate do twice as much work, but if only we can do more than that!

When we have set apart all of the pupils who are in some way or another untruthful, do not let us be discouraged at the number; for there is plenty of latent honor in the boy who brags, or the boy who lies to escape physical pain. Think of all the ministers and deacons who in their boyhood stole fruit and cheated at examinations! They stole fruit because the element of danger in the deed meant fun and excitement, more than from a desire for the fruit itself. And they cheated at examinations because they had not yet grown mentally and morally enough to see that this was as dishonorable as taking the material property of another.

If we are true in thought and deed with ourselves and our pupils, and at all times are patient and hopeful with them, we must help the cause of truth along, and send boys and girls out into the world better fitted for the trials they will meet.

When the young boys first enter business life in the great cities, and see around them people who are growing rich because they are not over scrupulous, may these boys be strong enough to see the falsity of the glaring mottoes, "dishonesty the best policy," and "too honest to succeed."

Mental Gymnastics.

Every one who has read "Tom Brown at Oxford" remembers the jovial, good-natured Drysdale. Though he was not a character to canonize, we see many things in his generous and careless nature which are worthy of our admiration.

By reason of his failure to keep in training he forfeited his place on the college crew. Nevertheless, without envy or jealousy, he followed its success with keen interest and loyalty. When he felt wearied with care or worry he would tip back in his comfortable chair and throw off the mental burden as he would have cast off an overcoat. This kind of "mental gymnastics," as the author calls it, immediately attracts our attention. We think that if the man was any other than the careless Drysdale he could not have divested himself so easily of mental strain.

The conclusion is scarcely a legitimate inference. We have only to draw upon our fund of recollections to call to mind other such instances of mental gymnastics. Drysdale forgot the disagreeable side of his failure to make the crew. But he did more than this. The thought that his college would be more likely to win with him off its crew replaced any thought of jealousy that he might have had.

This feeling of loyalty, we venture to suggest, did not come without an effort of will. The generosity of his nature finally out-weighed any ill-feelings he harboured. The weak and careless student stands out a miniature hero. How did he do it? This is certainly a remarkable faculty, this power of clearing the mind of all troublesome thoughts or hurtful malice. It certainly was a mental feat worth calling "gymnastics."

What Drysdale did with apparent ease we may not be able to do without much effort — but we may do it. He performed the feat with mental strength alone. We may do it at first with the aid of such assistants as may be at hand; finally we may dismiss our helpers and rely upon our own powers.

We will begin as in other gymnastics, taking light exercise at the beginning. We must give our whole attention to it. We must make a strong effort of will. Here is a little matter that is worrying us. We must use a little mental muscle and rid ourselves of this thought. To do this we may need help. Let us call Cheerful Environment. He will help us to lift the weight. But we must call him in first. Here is a person more successful than ourselves. We are envious. Obviously we must practice at our gymnastics more vigorously. We may displace envy with the help of Generosity, but Generosity may have to be fairly dragged in by the heels. But he must be dragged in.

It will not take the true devotee to mental gymnastics long to develop strength. But if an emergency comes — a feat of unexampled daring has to be accomplished — an intruder has to be expelled — with our assistants ready to rush in we may fairly crowd out the bully. But we must be in training; we must have our assistants ready. We must have the habit of volitional effort, and enough sunny recollections and good thoughts to take the place of the ignoble.

Mental gymnastics require apparatus. I have known a person who, when lonesome, could pass a most enjoyable hour by himself and feel more agreeable at its expiration. He would live over again his pleasant experiences in imagination, following the details, seeing all the kindly expressions of the faces of friends, listening to the witticisms and repartee, laughing with the images of his mind, till the lonesomeness had vanished and he was stronger and better for having passed an hour with the creatures of memory.

Castles in the air seem obscured amid the clouds of fancy, but here is a beautiful tower, and there a splendid hall, and we are stronger for having built them. They disappear, but the effect they produce upon the architect is beneficial and inspiring. Building grand towers, even in the haze of unreality, supply us with plans for the better construction of the real. The least it can do is to lift us above fretful care and the worry that leaves unmistakable traces on the face.

Cheerful Environment and Friendship, as the assistants in our regular exercise, with recollection and imagination as apparatus upon which to develop, will make us strong and vigorous to perform those feats which from time to time seem to overwhelm us.

We will not be satisfied, however, with our achievements, until we can perform these feats without apparatus and without aid. As we continue our training we shall feel less and less the need of outside help, and shall rely more and more upon our own powers of will. A habit of mind thus formed will be of the greatest use to us when we feel oppressed, and have no opportunity to remove to more pleasant surroundings. The habit is worth having, and the value of its attainment will be measured by the time spent and the effort made to acquire it.

But were our exercise for ourselves alone we might feel selfish in devoting ourselves so attentively to it. But a healthy feeling and clear mind have expression in action. Our friends will notice the pleasant word, the cheerful sympathy, and though they may not know whence they come, will realize that we lift our loads easily. Neither need we seem to have less than our share to carry. Mental gymnastics, properly indulged in, do not teach us carelessness and indifference. We only refuse to carry needless burdens.

L. H. Ensworth.

The Benefits of District School Teaching.

The first experience in teaching of very many teachers who began their work ten, twelve, fifteen years ago, and of many also, who have recently started upon the work, was found in the district school.

Many of these teachers thus started felt in time the need of a knowledge of how things should be managed, and especially of a knowledge of method, and supplied that need at Normal

schools and training classes, feeling, when they again returned to teaching, the immeasurable gain received there, and overlooking in their survey of things judged helpful by them, that first training school — the district school.

But should it be overlooked?

As the wonders of methods were unfolded to them, and the idea of development took possession of them, often came the thought, "Oh, I never taught anything well in my school. I didn't know anything about teaching. I should have learned 'how to do' before attempting 'to do.'"

But those days of work thought to be unskilful ought not to be despised, for they surely brought many and valuable lessons that gave a firm foundation for future growth.

It is true much method is not learned in the district school, but the materials for the study of the underlying principles upon which all true methods are based, are at hand and in excellent form for use. A teacher in a small school has an excellent opportunity for child-study, and will unconsciously carry it on. The ability to understand the attitude of children toward life and people will make its appearance somewhat in a teacher though she has never heard the word "child-study," or if the term be known to her, she thinks of it as something vague and deep, which advanced thinkers are concerning themselves about. Nevertheless, she will be noticing the ordinary things about the child, and learning to grasp his view of things, and thus be making the best kind of child-study.

It is said that few teachers fail from lack of knowledge, but many teachers fail from lack of adaptability. Is the district school not an excellent "training school of adaptability?" In leaving a class of babies to turn to a class wrestling with mathematical geography, a mental feat, it is confessed, must be performed, but here comes in an invaluable gain to the teacher. The babies must be comforted when hurt at play, some older pupil must be advised at night, all taking, yes, requiring in the teacher, the ability to take another's view of the situation. "Hard work," you say. It is hard work, difficult work, but "hard things are good for us," and this art of adaptability must be gained at any cost, and here the district school proves itself a means of development.

In the country school, the range of work varies from the primer to advanced work, perhaps thirty classes to which can be given very few minutes a day, yet all, from the babies to the big boys, must be interested and kept at work. The teacher must have a nimble mind, must be resourceful, quick, must be able to hold her class and be mindful of the others not reciting. The gain here to the teacher is evident. Unable to do all things herself, she learns to get aid from the older pupils for the little ones. Although the apparent gain here is to the helpers, the teacher is a gainer also, for when she learns how to make others helpful, another valuable quality has come to be her own.

Again, in the district school, one stands alone; one must meet problems of various natures, single handed; one must secure the victory unaided if it be secured. This fact meets one upon crossing the threshold that first day and leaves only on the last day. It is not always a welcome member of the school. Questions of government that require instant decision and questions of government that "drag their weary length along" must be settled without advice from anyone. Although the question be not always decided most wisely, yet the very necessity of making some decision brings the quality of self-reliance without which is no successful work in the school-room. In future work, in grade or class room, a question of discipline will be settled as a matter of course and the first impulse will not be to say, "Report to the principal." If the days spent in the district school brought nothing else of value, they prove their right to be by this great service. The ability to be cool in judgment, to believe in one's judgment, to stand upon one's feet, is of incalculable benefit to all departments of life and must be found in the teacher.

Then let us not think the time spent before receiving professional training, wasted. It brought us many helps which we are all too apt to take as ours without a thought of how we gained them. Let us not "despise the day of small things."

VERSE.

An Easter Prayer.

Heavy the war-cloud hangs
Low o'er the land,
Fraught with its direful woe,
Bursting at hand.
Muttering thunders roll,
Striking with fear the soul—
Hark! hear the ghost-bell toll,
Solemn and slow.

Smiling the Easter morn
Brings, with its light,
Joy for a risen Lord,
Faith in his might.
God, may thy Easter peace
Bid war's alarms to cease,
Give the heart's fears release,
Breathe its sweet calm.

A Tribute to President McKinley.

All honor to the noble hands, that hold the reins of State,
With grasp unflinching, 'mid the cries of battlefield and hate,
With motives pure, and high intent — that peace take place of strife
And brutal carnage — in the sacrifice of human life.

A bullet through the heart of man ne'er did a quarrel prove;
Unanswered still, as when, in life, the lips now mute, could move.
In God's own way will vengeance come; "I will repay," saith He.
And if in Him, our trust is placed, His guiding Hand we'll see.

Shall we not seek redress for wrong, as a Christian nation strong?
And gain by higher law the end we seek — to right the wrong?
Will strewing battlefields wipe out, from Cuba's soil, the stain?
Or from the deep and hungry sea, our boys bring back again?

Nay! rather to the Spanish eyes the honest truth lay bare!
That they may see that nations frown upon their cruel dare.
Until their hearts by mercy touched, they trembling will strive
By granting justice to God's sons, their guilty souls to shrive.

Far greater, then, the victory, immortal made by deed;
Not by the roar of cannon, but for a higher meed.
When, in the names of Justice, and of Mercy, sisters twin,
The outward deeds of man respond to heart and mind within.

—M. D.

"The Little Log Cabin."

"I went by a cabin, a little log cabin,
Around which the pine-forests grew;
Where through the long hours
The tinted wild flowers
Smiled up to the heavens so blue.

"While passing that cabin, that little log cabin,
I glanced in the half-opened door;
If my life might be spent,
In that realm of content,
A monarch could ask for no more.

"For there in that cabin, that little log cabin,
A picture of dainty surprise,
A maiden so fair,
With bright golden hair,
Looked wondering, into my eyes.

"In that Southern cabin, that little log cabin,
She worked at her tasks day by day,
On a tall spinning wheel
She fastened a reel,
Then sang, while at duty and play.

"The treacherous cabin, that little log cabin,
Which stands in the forest alone,
She has woven my heart
In Cupid's keen darts,
And now it belongs to her own."

—Anna E. Williamson.

Of all the boats alongside wharf,
Though swift be some and some be slow;
The greatest thou, though seeming dwarf,
Tug, tug of the sea.

When schooners large or barges long,
Through some mistake have run aground,
'Tis then the time to sing thy song,
Tug, tug of the sea.

Thy patient toil, with scow bound fast,
Or ship or barge along thy side,
Will conquer, ere thy time be past,
Tug, tug of the sea.

May we be great, though seeming dwarf,
And by hard work, persistent toil
Achieve success; attain the wharf?
Tug, tug and see.

—June, '98.

NEWS DEPARTMENT.

J. L. Meriam, A. B. Mae Crawford.

Callers at the College.

An appreciation of one's Alma Mater may, in one way, be shown by making her a visit, and in return every institution will appreciate such calls.

'68. Miss Stockwell, of Schenectady, and Mrs. Anna Walker Gibson, of Albany, March 15.

'76. Prof. D. C. Dominick, who has been for several years at Walden, March 27.

'91. Miss Fanny M. Hyde, March 30. Miss Hyde takes up kindergarten work at Binghamton next September.

'91. Miss K. M. Sherman, now teaching at Grandville, March 29.

'94. Miss Speidel, of Canajoharie, from March 29 to April 1. She was the guest of Miss Husted.

'94. Miss McAuliffe, who has charge of the kindergarten work at Fort Edward, March 21.

'94. Miss Hasbrouck, who teaches physical geography at Holyoke, Mass., all the week of March 28. She was the guest of her sister, of the class of '98.

'96. Miss Arthur, teaching at Woodside, March 30.

'96. Miss Gear, of Sandy Hill, March 25.

'96. Miss Nettie Golden, teaching at Matteawan, March 25.

'97. Mr. Cottrell, who was assistant in the physical laboratory last year, and is now principal of the schools in Mystic, Ct., April 1.

'97. L. J. Cook, business manager of The Echo last year, now principal of schools in Middle Granville, spent a part of his spring vacation here.

'97. Miss Anna Clark and Miss Alice Jones, both of Deposit, were here during last week. Miss Jones teaches mathematics in the High school at Deposit.

'97. Miss McBurney, who teaches at Gloversville, here March 31.

'97. Miss Mira Smith, who has charge of a training class in Schenectady, March 14-15.

'97. Miss Mabel Harris, of Cohoes, April 4.

'97. John Swartwout, of Cherry Valley, March 26.

Welcome visitors aside from Alumni have been Eugene A. Wilson, Superintendent of Schools at Benton Harbor, Mich., and President of the State Board of Education. With him J. W. Simmons, Superintendent of Schools at Owosso, Mich., and Vice-President of the State Board of Education.

Prof. W. H. Ryan, of Cobleskill, March 30.

Mr. Carey, Superintendent of Schools in Warren, Ohio, spent three days here.

De Rebus.

Mr. Lucky, of '98, has accepted for next year the principalship of the schools at Millerton, Dutchess county. Salary, $1,000.

Miss Schermerhorn resumes her work this spring, joining '99.

Newell, A. B., has given up his work to accept a position in Boston.

Mr. Gager has been provided with two new microscopes for his seminary work in biology.

The Misses Shaw, who have been absent this last quarter, again take up their work, entering '99.

Dr. Milne recently spent a few days in New York and Washington on educational interests.

Just before the examination the class in history methods enjoyed a very pretty story of the old Van Rensselaer mansion, written by Miss McClelland.

Miss Fry, '99, has been obliged to give up her work on account of her health, and has returned to her home in Rome.

Miss Mabel Honsinger was called to her home three weeks ago by the fatal illness of her father, who died soon after. Miss Hondsinger has the deep sympathy of her many friends.

Dr. Milne and Miss Isdell attended the teachers' institute held in Geneva, April 5-8. Dr. Milne spoke there on the 7th, and also at the teachers' institute at Kingston, April 15.

Greek Day.

The twenty-fifth of March, corresponding to our Fourth of July, celebrates the date of Greek independence. This day was appropriately observed by the seventh grade pupils of the grammar department. The chapel was decorated with pictures illustrating the scenes, architecture and history of Greece, which the class had been studying, in their correlation work. The last three of sixty lessons was given by the teachers, Miss Burns, Miss Brown and Miss Pride, showing the work accomplished by the class.

At the close of these lessons, a Greek play, entitled, "The Convention of the Muses," was given by nine girls of the class. These wore Greek robes in delicate shades of yellow, blue, pink and lavender; their hair was arranged in Grecian style, with fillets of the same color as their robes.

Booklets of the pupils' work, representing Doric, Ionic and Corinthian columns, vases and ornaments, afforded pleasure and interest to the visitors observing them. On the front wall, written in three languages, was hung the Grecian motto most favored by the class:

"No day without a line."

High School.

Miss Lewis, '99, has returned to school, having been ill with la grippe.

Miss Florence Jones and Miss Mary Kelley, both of N. H. S., '97, visited the college the last week of the term.

The sympathy of the school is extended to Miss D. Clark, 1900, in the loss of her mother.

The announcement of the death of our schoolmate, Miss Carrie Johnston, '99, caused great sorrow to us all. Her kind and congenial manner had won for her the love of all the students. The class of '99 was represented at the funeral by Misses Perry and Wignkoop, and Messrs. N. DeVoe and C. Hawn. Floral tokens were sent by both the school and class.

The following resolutions were prepared by a committee from the class:

Whereas, Our beloved classmate and friend, Carrie Johnston, has been taken into the divine keeping of our Heavenly Father; and

Whereas, Her death has caused sorrow to us all,

Resolved, First, that we, the members of the class of '99, of the Normal High School, do hereby express and record our most profound sorrow in the sudden removal of our schoolmate.

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

Resolved, Third, that a copy of these resolutions be placed in The Echo and Rensselaer papers.

Memorial Sketch.

('68 Eugene Burlingame, LL. B.)

The untimely death of Eugene Burlingame, on the fourth instant, filled many hearts with profound sorrow. His robust and charming personality, his intellectual vigor, his sturdy and public-spirited citizenship, and his Christian manliness endeared him to a large circle of friends in both private and public life. In every capacity he exhibited those sterling qualities of mind and heart which won the love, respect and confidence of the community in which he lived.

As a member, for many years, of the "Executive Committee" of our Alumni Association, he was one of its most interested and indefatigable workers. Four years ago, in the somewhat arduous and perplexing labors attending our semi-centennial, he was especially useful. The very satisfactory arrangements for that occasion were largely the result of his wise counsels. As president of the Alumni Association and presiding officer on various occasions, he discharged his duties with that genial good nature, tact and grace which contributed so much to his popularity with all classes.

Mr. Burlingame's ancestry were from New England and included some famous pioneers of the colonial period. Along one line he was descended from George Bunker who owned the top of Bunker Hill a hundred years before it witnessed the historic battle.

His boyhood days were spent on his father's farm at Willett, Cortland county, N. Y. In the district school, in Cincinnatus Academy, in the State Normal College, in the school-room as teacher, in the Albany Law School, in the discharge of his duties as district attorney of Albany

county — to which office he was re-elected in November, 1897 — in the conduct of a large practice in our civil courts, and in many positions of honor and trust — everywhere he displayed that industry and that unflinching devotion to duty which placed him in the long list of noted Albanians who have reflected honor upon their native or adopted city.

His life illustrates well what good endowments and hard work can accomplish; and, we are compelled to add, his too-early death is another warning against excursion and long-continued mental strain; for the physicians tell us, "Mr. Burlingame suffered a rupture of a blood vessel of the brain, caused by overwork."

He leaves a wife, two sons and two daughters. His elder son, Eugene, is a student at Yale.

Delta Omega.

The old world longs to be amused, and she is never quite satisfied unless the entertainment proves to be a novelty.

The Delta Omega Society decided to quite satisfy its friends in this particular, and on the evening of March 19 the very aspect of our beautiful entrance-hall was changed, and one wondered, as he sipped the contents of the cup of chocolate given to him, what was behind the curtains.

The singing of Miss Patton and Mr. Stremple was very much enjoyed.

The "Six Cups of Chocolate" were thoroughly appreciated, their appointments were very dainty and sweet, while the flavor given by the young ladies who made them was so excellent that the types represented were easily recognizable without the aid of the program.

The completion of the play did not complete the hospitality of the society, but refreshments and dancing helped to make the evening one of the most enjoyable of the year.

De Alumnis.

Notes relative to Alumni visiting the college are placed in the De Rebus column.

'90. Grace Kyle teaches in the second grade primary at Amsterdam.

'90-'92. Born to Mr. and Mrs. Edward Roberts, of Rome, March 7, 1898, a daughter.

'91. May Brown teaches in the intermediate grade of the schools at Johnstown.

'91. Anna Kingman has charge of the seventh and eighth grades in the Amsterdam schools. Her work is reported as thoroughly efficient.

'92. Wesley J. Somers is principal of the Union Free School at Cleveland. The school has been much improved under his charge, and has been admitted to the Regents.

'92. Ida May Mushizer still retains her position as teacher of literature and history in the High school at Athens, Pa.

'93. A. H. Wright has favored this column with items of interest. He must be very modest, since he says nothing regarding himself, not even giving his address.

'93. Alvin Lewis is principal of the High school at Johnstown.

'94. Wm. E. Freeman has accepted a position at West Rutland. He began his work April 4, and is engaged for next year.

'94. Mary B. Wellhauser is principal of the Lexington Avenue School, of Gloversville, for her third year. She writes, "I greatly enjoy The Echo."

'94. Lillian Prichard has been at Warsaw since graduation.

'95. Margaret Aitkin has been teaching at Mt. Vernon since the holidays.

'95. Ella M. DeWitt has been promoted from the grammar department to the high school in Johnstown. She finds her work delightful in the teaching of history and science.

'95. Josephine Keeny is vice-principal at Stillwater. She teaches Latin, German, English and Algebra.

'95. Minnie E. Waite spent the Easter vacation with her mother and sisters in this city.

We regret that we cannot insert all our news this time. More space will probably be devoted to this department in our next issue.

EXCHANGE DEPARTMENT.

Annie R. Barker, A. B. Mary L. Baker, A. B.

The Great Round World.

"Will it be war?"

A war frenzy has smitten thousands of weak minds. Physical retaliation the first thought that occurs to lower animals, is everywhere being threatened against Spain.—Our Dumb Animals.

What Elizabeth Stuart Phelps Ward says about the jingo newspapers:

"What should be said of the newspaper men who might be guilty of causing such an immeasurable woe? God only could forgive them. This country never would. Let us remember that civilized nations are no longer thugs and pirates. It is out of date to settle national differences by slaughter. The incendiary editor raves hotly over the loss of three hundred men. But he coldly instigates the murder of three hundred thousand or three times that. He pours fiery rhetoric about the miseries consequent on the explosion of one battleship. But he is laying the torpedoes which may blow up two navies. He places the mine. He trails the wire; he puts his finger on the electric button. He is the criminal. He is a thousandfold more guilty than any possible savage, or maniac, who might, by any conceivable turn of events, be suspected to know more than he chose to tell about the destruction of the Maine."—Our Dumb Animals.

"Ez fer war. I call it murder."—James Russell Lowell.

"Julius, if we have war with Spain, will you go and leave me?"

"Yes, dear; I'll start at once for the Klondike."—The Record, Chicago.

In the Realm of Pedagogy.

Anybody can drive a boy to school, but the wisest teacher cannot make him learn.—Learning by Doing.

From a suggestive little circular issued by Miss Christine Sullivan, director of drawing, Cincinnati, for her teachers, we quote the following pertinent paragraph:

"How much of the study of children is absolutely fruitless, simply because they learn and remember words instead of facts and appearances. The absurd answers we sometimes receive from them show how completely they have failed to comprehend. One little boy writes: 'A water-shed is a stone shed built on the tops of very high mountains to make the rivers run the right way;' and another optimistic little fellow says, 'a water-shed is a shed in mid-ocean, where ships retreat in time of storms.' One enterprising teacher has collected enough of such answers to make a book, and very amusing it all is, or rather would be, were it not inextricably associated with thoughts of precious time wasted and of little minds confused. With a handful of clay and a cup of water, the teacher can present a model of a water-shed, and make clear the influence of land elevations on the direction of streams. And the children will not forget the lesson. She calls their attention not to words, but to the evidences of the workings of natural law."—Art Education.

One of the foremost of Maine educators once said and very truly, "Manners are only second in importance to morals." He might have added that manners have not a little influence upon morals; for a praiseworthy action, performed in a heedless or disagreeable manner, loses much, sometimes all, its desired result upon the receiver and much of its salutary effect upon the character of the doer.

Learning, no matter of what kind, if unaccompanied by a trade, ends in nothing, and leads to sin.—Gamaliel.

German teacher in primary grade—Now, who can say the Lord's prayer in German?

Little tot (raising hand) — I can.

Teacher — Good! Now say it up nice and plain so we can all hear you.

Little tot (commencing) — "Sah ein Knab' ein Roeslein stehen"—— An irreverent laugh from the class here interrupted this new version of the "prayer."

"Nothing is more terrible than ignorance with spurs on."

Among the Colleges.

Harvard has introduced numerous new language courses, including Russian, Polish, Celtic and Ancient Egyptian.—Ex.

Two hundred and nineteen courses are offered in the liberal arts and sciences at Harvard. President Elliot has calculated that it would take forty-four years to complete the whole number.

Ten hours of study, eight hours of sleep, two of exercise and four devoted to meals and social duties, is what President Elliot, of Harvard, recommends to students.—The Argo.

A committee of Harvard professors is endeavoring to purchase the estate of James Russell Lowell, in Cambridge. Thirty-five thousand dollars will be required to purchase the property, which is now in danger of being cut up into building lots.

The Chicago University is the only large educational institution in the United States that has no college colors.

Beginning with next fall, every candidate for the degree of A. B. in Kansas University must have spent at least one year in the study of biological sciences and one-half year in the study of chemistry.

The colored students in Kansas University are planning the organization of a national fraternity.

It is stated that Johns Hopkins University is in a bad way financially, on account of poor investment of its funds.

William and Mary College is in her third century. Her Alumni numbers more than any other Southern college.

More than $3,000,000 has been pledged to the University of California, to be expended on buildings.

The boys of the University of Michigan are waging war against the "co-eds." Not one of the girls of the college was invited to the junior promenade. As a result the girls have started a remonstrance against the smoking of cigarettes and cigars in college circles.

At the University of Michigan the offices of class orator and class poet for the senior law class will be filled by competition.

Owing to the refusal of the Undergraduate Committee on Discipline to exercise its power of expulsion, Northwestern University has gone back to faculty government.— Ex.

Hereafter any student who cheats in examination at the Northwestern University will be expelled and his name will also be published in the college paper and sent to the faculties of other institutions.

The maximum punishment for dishonesty in examinations at Amherst is suspension for one term.

The assets of the American University at Washington, D. C., have already reached beyond $1,000,000. The College of History, one of the finest of the new buildings, is already completed. When finished, this new university will be one of the largest in America.

The German schools run right along throughout the year, just like factories, the railroads and the newspapers. There are occasional holidays, as at Easter, Midsummer Day, Michaelmas and Christmas, but nothing corresponding to our vacations.

The University of West Virginia will adopt the plan of continuous college sessions after June 1.

The czar believes in the higher education of women, and has ordered the reopening of the Woman's Institute of Medicine at St. Petersburg, which was closed by order of the government several years ago.

At the meeting held in Osaka, Japan, for the purpose of discussing the educational condition of that nation, and improving the facilities for higher learning, it was decided to found in Tokio a Japanese university for women. The money needed for this project is about 300,000 yen ($150,000), and has been partly subscribed by the emperor and the state ministers.

Women are now admitted to the lectures of the faculty of philosophy in the Austrian universities. In Vienna a large proportion of the applications come from Russian women. There are two classes enrolled, ordinary and extraordinary.

Music Touched his Heart.

A thief broke into a Madison avenue mansion early the other morning and found himself in the music room. Hearing footsteps approaching he took refuge behind a screen.

From eight to nine o'clock the eldest daughter had a singing lesson.

From nine to ten the second daughter took a piano lesson.

From ten to eleven the eldest son had a violin lesson.

From eleven to twelve the other son had a lesson on the flute.

At 12.15 all the brothers and sisters assembled and studied an ear-splitting piece for voice, piano, violin and flute.

The thief staggered out from behind the screen at 12.45 and falling at their feet, cried:

"For mercy's sake, have me arrested!"—The Etude.

Mr. Litchfield, the well-known art dealer, exhibited some panels of old tapestry at the Manchester jubilee exhibition. Wanting one of these returned, he wired: "Please send panel eight by ten — Venus and Adonis — Litchfield." The departmental head of the exhibition was away, and his clerk returned the message to the post-office as "not understandable." The post-office people, struck with a bright idea, then transmitted the telegram to the city of Litchfield, and received the following reply: "No such firm as Venus and Adonis known here. Try Manchester."— Art Education.

The latest story from Klondike is that a man was caught out in a wind storm. The ground was dry and dusty. When the man got home he coughed up $73.15 in gold.— Salida Mail.

Prof.— "Day, why is pedes in the accusative?"

Day (looking down at the floor) — "Extent of space."— Ex.

Professor in Mathematics — "I had a queer dream about you."

Student — "O! won't you tell me?"

Professor — "Well, I dreamt you were a minus quantity under a radical sign and I couldn't get you out."

Professor — "Did you follow the demonstration clear through?"

Student — "Ye-es, sir; ye-es, but I was a good ways behind."

A college is not a place where jewels are unearthed; but where those brought to it are polished.—Ex.

Only eight per cent of Russia's enormous population can read or write.—Ex.

A new law in physics: The mark of a scholar on a test often varies inversely as the square of the distance from his nearest neighbor.—Ex.

Instead of saying that man is the creature of circumstance, it would be nearer to the mark to say that man is the architect of circumstances. From the same materials, one man builds palaces, another hovels; one warehouses, another villas; bricks and mortar are mortar and bricks, until the architect can make them something else. Thus it is that in the same family, in the same circumstances, one man rears a stately edifice, while the brother, vacillating and incompetent, lives forever amid ruin; the block of granite which was an object in the pathway of the weak, becomes a stepping-stone in the pathway of the strong.—Carlyle.

No man ought to forget that a good many other people will be sure to set their watches by his clock.

"He is already dead who lives only to keep himself alive."

When people are young they cry for the moon, but when they grow up they want the earth.

Aristotle, being asked what a man would gain by telling a falsehood, replied, "Not to be credited when he speaks the truth."

Fame.

Fame is a bee
It has a song —
It has a sting —
Ah, too, it has a wing.

—Emily Dickinson.

REVIEW DEPARTMENT.

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

"The School Fatigue Question in Germany."

Review of Prof. Emil Kraepelin's latest treatise on School Fatigue by Herman T. Lukens.—Educational Review, March, 1898.

Many have advised variety in school exercises as a preventive of fatigue. "Change is recreation." Change of employment is not recreation, for all work fatigues. It is the release of the tired muscle from work that rests it, not the activity of the other muscles.

Fatigue results from the loss of the energy at our disposal; its amount is measured by the reduction in our power to work. The feeling of weariness, however, may result from the monotony of routine, without at all being accompanied by any material loss of energy.

Change of work in school is undoubtedly advantageous (1) the interruptions give a rest for recreation, (2) the school subjects do not all require an equal effort of attention and an equal expenditure of energy. The change of work, therefore, must be a change in the difficulty of the task; (3) we may obtain refreshment by change of work, on account of the fresher mood with which we turn to new work. Pleasure of accomplishment results in an increase in the amount of work performed. But this is not sufficient to counteract fatigue.

Fatigue is really nothing but the necessary and inseparable effect of work.

Practice makes easier and reduces the attendant fatigue; the only correct way to overcome fatigue is to drill one's self in the work that is to be done. If we continue the work beyond a certain limit, the practice effect vanishes, therefore it is necessary to determine a limit. For this purpose the chief school studies would have to be tested separately. To determine if the periods for recreation afford opportunity for recovering full buoyancy, we must test the power of work and the fatigue of the same pupils on successive days.

It is believed that the question of school fatigue can be settled only by experimental investigation. Experiments show:

(1) There is little diminution in the working power of children thirteen to fourteen years of age, after three hours of school work. (2) The abler pupils accomplish more than double as much as slower ones; (3) the individual differences in power of enduring fatigue are enormous; there is a distinct reduction of muscle power corresponding to mental fatigue; (5) mathematics and gymnastics produced the greatest loss, while history, geography and natural science serve to recuperate; (6) manual activity appears as a recreation. As a result of his experiments, Griesbach demands: (1) No scientific work in the afternoons; (2) abolishment, as far as possible, of school examinations; (3) reduction of home work, and especially less mechanical learning by heart.

The teacher, too, may be overworked. The same tests should be applied to determine the teacher's fatigue as his pupils.

All pupils would be strengthened in health by school work if it were properly adapted to them, and to make it so should be our aim.

F. M. Greenwood.

"A Laboratory Manual in Practical Botany." By Charles H. Clark, A. M., D. Sc., Principal of Windsor Hall School, Waban, Mass. Cloth. 12mo. 271 pages. Illustrated. Price, 96 cents. American Book Company, New York, Cincinnati and Chicago.

Since botany has been introduced into the grades, the High School work should be put on a more scientific basis. The Committee of Ten has laid out such a course, and Dr. Clark's book conforms to this standard. There is a vast literature on botany, but the modern teacher wishes pupils to gain *real* knowledge by actual examination of specimens rather than formal knowledge from books. With this in view the laboratory directions are of great importance. One must direct the pupil's attention to the right point and tell him neither too much nor too little, else the whole purpose of the work is frustrated. Dr. Clark's questions are so well chosen that they form one of the strongest recommendations of the book.

The aim of the book is to study life histories

of plants. For plant forms and classifications he refers the student to Gray's Manual, thus adhering strictly to his purpose throughout the book. All the orders of plants have fair representations, it being particularly gratifying to see the fungi and algae treated of so fully. The work, if thoroughly carried out, would be a fair equivalent for first courses botany in the colleges.

For those with no previous training, which the book presupposes, there are "Preliminary Studies," which would also be a good guide for Grammar school teachers, and the parts of the book are arranged with so much unity, that certain parts may be chosen for special courses for any grade of pupils without impairing the value of the instruction.

There are numerous illustrations, many of which are fine reproductions of microscopic appearances. The manual is a neat-covered, handy book, which in itself would be an inspiration to a teacher to adopt laboratory methods.

"Applied Physiology." Advanced. Including the effects of alcohol and narcotics. By Frank Overton, A. M., M. D., late house surgeon to the City Hospital, New York. Cloth. 12mo. 432 pages. With illustrations and diagrams. Price, 80 cents. American Book Co., New York, Cincinnati and Chicago.

This book is a happy exception to the opinion generally understood, if not expressed, among scientific men, that text-books containing the requisite sections on alcohol and narcotics are not to be trusted for scientific accuracy. It is a thoroughly scientific text-book. It is in the true sense a work on physiology and hygiene. Anatomy is subordinated to the practical physiological aspect. It is a radical departure from the old-time physiology, in that it is based upon historical structure, rather than anatomical. The cell is taken as the unit, and from this element are developed the functional activities of the various organs. It is made simple by omitting all complex theories of all structure, cell divisions, etc., except such statements as are necessary to an understanding of the activity of the cells.

The pictures and diagrams, many of which are original, show actual rather than idealized conditions, and are of great help to the teacher in making clear the construction of the tissues. They are evidently intended as a supplement rather than a substitute for microscope work. A text-book like this, from its very nature, requires microscope work to give it any practical interest. A number of demonstrations are suggested at the end of each chapter, some for the microscope, others for the naked eye. The summary and review topics at the end of each chapter are admirable features.

The arrangement of subject-matter is new, logical and pedagogical. Subjects are treated in the order of physiological importance, and the fullness of treatment follows the same principle. The first four chapters are given to a preliminary discussion of cells and the simple life processes which they produce. The next thirteen chapters, ninety-seven pages, are given up to digestion, food, poisons, etc. Then follow in regular order circulation, respiration, with related hygienic suggestions, the nervous system, the senses, and, lastly, the anatomy of the bones and muscles, with a chapter on bacteria and disease and one on the repair of injuries. Hygiene is treated in intimate connection with physiology, not placed in separate chapters. Its suggestions are all practical and conservative, as true science demands.

The chapters on alcohol and narcotics, scattered judiciously through the book, in logical sequence, are an admirable feature. They are straightforward and truthful, without being dogmatic, and leave one without the feeling of distrust which such subjects are wont to produce.

The book is written from a practical point of view. The author has put into it only such points as enter into the daily experience of ordinary people, about which a physician is most commonly consulted. The style is clear and concise, avoiding technical terms as much as possible. The spirit of the book is accurate, truthful and reverent.

All teachers interested in the successful teaching of physiology under New York laws cannot do better than to examine this work carefully and honestly and to adopt it and its principles into the school curriculum.

"Story of Aeneas," by M. Clarke, author of "Story of Troy," etc. Cloth, 12mo. 203 pages, with numerous illustrations. Price, 45 cents. American Book Company, New York, Cincinnati and Chicago.

Those teachers who have used with profit the "Story of Caesar," and "Story of Troy," will welcome the appearance of another book of the series, a continuation of the "Story of Troy." This "Story of Aeneas," tells in a simple, straightforward way the history made immortal by Virgil. It cannot fail to inspire pupils with a fascination for mythology. Not only that; the book is thickly scattered with quotations from the best poetical translations of the Aeneid, those of Dryden and Conington, so that a love for the poem not merely as a story, but as a work of literary art, can be inculcated by the skillful teacher.

An especially attractive feature of the book is the admirable pictures, illustrative of various striking points of the story; the frontispiece is the well-known picture of Virgil reading to Varius, Horace and Marcenas. It contains a map showing the wanderings of Aeneas, and an introduction consisting of a brief account of the life of Virgil, and the main points concerning the gods and goddesses introduced in the story.

The book is to be highly recommended as a supplementary reader, or as a book for general use in the ordinary school library.

"The Teaching of Number as Ratio." Dr. Emerson E. White, Columbus O., in the Educational News, February 19, 1898.

That the idea of ratio has not received its proper attention in school instruction, may be true; but the assertion that all arithmetical instruction not based upon ratio is erroneous, justifies a careful inquiry as to the correctness of the ratio theory.

While every abstract number may be considered a ratio, that is not the idea of number first in the child's mind. The first idea of number is of a collection of ones and answers the question, "How many?" Every person had an idea of many special numbers before he had an idea of a quotient or ratio.

The idea of number arises from like objects presented to the mind by nature. She presents groups of objects and the mind numbers them and gains the idea of how many. The numbers thus learned are collections of ones, not ratios.

The idea that the number one originates in the ratio of two equal quantities involves the absurdity that the idea of two is in the mind before the idea of one. A philosopher may see the ratio between his two eyes, but an infant has no such idea; yet a child knows that he has two eyes as certainly as does a philosopher.

The ratio theory excludes concrete numbers. Every ratio is a quotient and every quotient is an abstract number, hence every ratio must be an abstract number. Concrete numbers have a large place in the child's experience and must have the first place in number instruction.

The above facts clearly prove that all numbers are not ratios, and therefore, teaching upon this basis is an error in pedagogy. The ratio idea should be taught after the child has clear ideas of primary numbers.

But to pass judgment on the method. We must say that in actual practice it may be better than the theory upon which it is based. While theoretically the science of space relations belongs to Geometry, we would not think of teaching arithmetic without making space relations one source of number ideas.

With no special reference to the ratio method, the early forcing of abstract relations upon the child has been a serious error in primary instruction. The forcing of analytical processes upon the child results in arrested development. More natural growth and less forced development would be a blessing to thousands of children.

Children in our schools pass through three distinct phases, the primary, the intermediate, and the scientific, and any attempt to reverse this order is to pretend that the infant is a little man, capable of logical and philosophical reasoning.

A child's training for the first few years of school life should be as natural as possible, and should he at the end of three years be able to do the fundamental operations with simple numbers, his future progress may be guaranteed.

E. S. Pitkin.