

THE Normal College Echo

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A LEGEND OF THE SEA.

THE fishermen skirt along the coast,
 Ah! fearless men are they.
 Yet who can say but the dead one's ghost
 Will rise at the close of day.

Will rise when all around grows dark,
 Save where a crimson streak
 Falls through the rising evening mist,
 'Till it touch the boat's iron peak.

Ah! who can say? and the fishermen swift,
 Unreef their fast bound sail
 And throw the time worn canvas
 Out in the evening gale.

Ah! who can say? and they shudder through
 With a fear that is but half known
 And toss their dripping fish net
 O'er the red from the setting sun.

She came one bright spring morning
 Unknown, unnameing she.
 She came from a distant country
 That lies far beyond the sea.

Her hair of the tints of the sunset
 Was shining like crimson and gold.
 Her eyes were as blue as the ocean
 Where its secrets lie untold.

And all who saw her, loved her,
 She was so rare and sweet.
 And all both lord and peasant
 Bowed down before her feet.

But she scorned them all and questioned
 Why love so hopelessly?
 Where is there one among you
 Half worthy now, of me?

One day as she sat where the window
 Of the castle o'erlooked lea,
 Where the green on the slope of the hillside
 Seemed to rival the green of the sea.

There came a simple rider
 Unheralded, unknown,
 Who played a wondrous melody
 As the sun was sinking down.

The golden rays from the sunset
 Stole softly up to his feet.
 The birds all hushed their singing
 The music was so sweet.

The trees bent down to listen
 Yet trembled, half afraid.
 The ocean hushed its moaning
 When the great musician played.

She softly stole from the casement,
 O'er oaken stair, through the hall
 Where portraits, lords and ladies,
 Gazed at her from the wall.

And over the moat, through the gateway,
 She left her castle home
 And followed the wonderous player
 Where his music bade her come.

Out in the deepening twilight,
 Through the valley and over the stream
 She followed him, all unknowing
 As one would walk in a dream.

She followed him on, as he led her
 Down the path that leads to the sea,
 Her whole soul, wrapped forever,
 In the passionate melody.

And over the cliff to the ocean
 He led her on alone,
 Till the waves leaped up around her,
 Then—the wonderous player was gone.

They found her there in the morning
 On the shore of the ocean—dead.
 Gray seaweed mixed with the tresses
 That clustered about her head.

One little hand stretched outward
 With the fingers upward curled,
 Swayed gently up and downward
 As the ripples broke and purled.

And still, so the fishermen tell us,
 When the sun is sinking to rest,
 She rises slowly upward
 Out of the ocean's breast.

With her form of the ocean's vapor
 And her shining auburn hair,
 She beckons and waves her misty arms
 And her dewy fingers of air.

And the fishermen homeward coming,
 From his day of toil on the sea,
 Is filled with a nameless terror
 Of the awful mystery.

He sees the crimson shining
 Through the ocean's misty veil.
 He sees it rise and tremble,
 He hears the night winds wail.

And he mutter an *Ave Maria*,
 And swings his sail out far,
 To speed him on the faster.
 Till he's safe past the harbor bar.

EDITH STOW.

GEOMETRY AS A FACTOR IN EDUCATION.

“WITHOUT the geometrical faculty we should be idiots;” that is, those persons who have not the geometrical faculty are idiots; for “Geometry is the science of form,” and persons unable to differentiate forms are devoid of intelligence.

The child, at three years of age, can distinguish a multitude of objects by their forms, but he knows number only to three; at five his knowledge of form has been greatly enlarged, but his knowledge of number — though number is all about him — has advanced but two short steps, for he (the average child) knows only to five. He now enters the primary school, where his number powers are sedulously cultivated, yet his progress is slow and laborious. He has become familiar with the shapes and names of most of the objects presented to his vision, and the powers, once so active in studying the “science of form,” and now so eager to continue that study, are almost entirely neglected, and, perforce, fall into disuse — atrophied, as it were. For nearly half a score of years his mathematical education advances, almost exclusively, on the number line — arithmetic and algebra. At the expiration of this period, a geometry is placed in his hands, and he begins, usually, by committing to memory a considerable number of definitions; this followed by memorizing theorems, etc., and their demonstrations. How valueless all this is can be best appreciated by those who have tested it.

Much of this sort of work is, doubtless, an injury rather than a benefit to the pupil — a stultifying or stinting process. Furthermore, it must be admitted that, aside from a few elementary facts, the subject-matter is of no consequence whatever to most learners, except as a help to “counts” and a diploma.

The causes tending to perpetuate these evils are too well known for enumeration here. Happily some of them are slowly passing away —

"Geometry for the Grammar School," and "Inventive Geometry" are being introduced.

The young girl who said of her Inventive Geometry, "It's so different from ordinary study; there's something about it that leads me on," revealed the essential differences between the study of geometry from the text-book, as an act of memory, and its study as an interesting, pleasant exercise of the imaginative, conceptive and reasoning faculties.

Truly, it is different from ordinary study; there is always a pointed question involving something to be done—graphically done, usually—calling into action, at once, imagination and name, interesting the student, encouraging him to think, and leading him on to master new truths, a little beyond, yet in such easy reach that his interest is always alert, and he is stimulated by the "pleasure of discovery," to renewed intellectual activity—mental action adapted to generate the power to think, and the habit of thinking, so necessary in solving both problems mathematical and problems practical.

What teacher has not noticed that in mathematical examinations the failures usually occur on problems which are new to the class, yet not of more than average difficulty? We need not look far for the reason. To solve the problems requires a grasp of the conditions and a degree of independent thought beyond the powers of the class; their inability discloses the weak spot in their mathematical training.

A professor in one of our leading colleges remarks: "In the colleges it is well known that the great majority of students do comparatively little in the science (geometry). When they have a choice they prefer as a rule to *take something easier*. If this be true of college students who have completed the high school course, are four years older, and of much greater mental maturity than high school pupils, then we may surely conclude that geometrical work for the latter should be largely concrete and all propositions quite elementary in character.

While it would be presumption to say with any degree of positiveness just what changes should

be made in the presentation of this very valuable—I had almost said most valuable—branch of mathematical learning, an opinion may be expressed:

In the first place the work should be begun in the grammar school. At about twelve years of age, or earlier, the pupil should be introduced to Spencer's Inventive Geometry, or to an easier and more "practical" course, such as is now in vogue in some of our eastern cities. The pupil is thus relieved from the monotony of his much-conned arithmetic, which, however, will be helped rather than hindered thereby—is encouraged to use his faculties in a new and interesting manner, and at the same time acquires that training of hand and eye which will be of great value to him whatever his future occupation.

Secondly, the subject-matter of demonstrative geometry, for secondary schools, should be made much simpler and easier.

It requires no large experience with pupils under sixteen years of age to convince one that their "logical faculty" is but feeble, and their mathematical muscles weak; both need to be stimulated, encouraged and strengthened by appropriate and pleasurable exercise. This can be accomplished by making the ascent more gradual, presenting a much larger number of simpler propositions, and relegating the more difficult topics to the college course. In other words make the work in geometry to harmonize with that of arithmetic and algebra, when the pupil is required and able to work out his own salvation, rather than to familiarize himself with those wrought out by others.

It should be assumed also that the average teacher of geometry is not in the full sense a specialist; and, indeed is restrained by the limits of time and strength, and by the requirements of the "course of study" from doing for the pupil what a properly prepared text-book can offer in a more convenient and usable form. Exceptional teachers can do exceptional work, but our educational affairs should, in the main, be adjusted to the abilities of the average teacher and the average class.

A. N. H.

THE STATE NORMAL COLLEGE.

1844 to 1896—THEN AND NOW.

IN answer to a polite request for an article from the Lone Star State, let me say that although it may be difficult for an octogenarian to interest the present students of the Normal College, the request, nevertheless, brings to mind many vivid recollections of fifty years ago. I will assume that the editors deem it of advantage to link the past with the present for the purpose of contrast and comparison, and it may be profitable to do so. Survivors of the classes of 1845 and 1846, participating, as they did, in the first organization of the school, when only thirty students were enrolled—led and taught by the lamented Page and Perkins—and occupied seats in the old depot of the Mohawk and Hudson Railroad Company, on State street, near the old capitol, ready to seek and acquire instruction in the art of teaching, naturally think more intently about that period than this. Hence, I may be pardoned for writing a few lines of retrospect, as suggested by the heading of this article.

David P. Page was a model teacher. His memory is sweetly embalmed in the hearts of those who were fortunate enough to sit under his instruction or come within the reach of his influence. Horace Mann, one of the foremost leaders of education in New England, made no mistake when he recommended him as the most suitable man he could find to head this movement to establish a normal school in New York. As has been said of others, so of him, "none knew him but to love him, none named him but to praise." His labor was unceasing and his anxiety intense for the success of the movement with which he was identified. An earnest, devout Christian himself, he sought to combine Christian teaching with intellectual development, and to impress his pupils with the same sense of moral responsibility in the pursuit of their chosen profession. His career was, no doubt, prematurely ended by anxiety and overwork.

George R. Perkins, his associate and successor as principal, was an especial expert in mathema-

tics and an efficient co-laborer. Mr. Page died in 1848 and Mr. Perkins resigned in 1852. With their successors I have had no personal acquaintance. The marvelous prosperity of the college attests their eminent abilities and fitness for the positions they have filled. Though absent much of the time in other states since 1856, and for some years past about excused from active duties, I have not ceased to be interested in the changes that have taken place in location, principals and other matters, and the proud standing in the educational field, of my *alma mater*. Page, Perkins, Woolworth, Cochran, Arey, Alden, Waterbury and Milne, will go down in history as an honored galaxy of distinguished educators of their time, and equaled in many instances on the roll of honor as presidents, professors and teachers in other colleges and institutions by those who have graduated from their classes. For under their administration and instruction, some 15,000 students have matriculated, and an army of 10,000 cultured ladies and gentlemen has been sent out, trained in the art of teaching, and reflecting high honors on the institution that gave them its diplomas. Probably no educational agency in our country, or any institution, having for its object the improvement and development of common school education, primarily in New York, and incidentally over numerous other states, has done more to accomplish that object, than the New York State Normal College, during the fifty-two years of its existence. The benefits have been so numerous and far reaching, apparent probably to all its original opposers, that some eight or ten normal schools, I am informed, have been established in New York alone, while other states are rapidly adopting similar agencies for training teachers for their common schools. Many of these trained teachers have located in Texas, from other states, and our own State Normal School, giving us schools in all our larger cities equal to the best in the older states. The work the principals and professors of the parent school at Albany have done in elevating the standard of qualifications for teachers, improving text books and methods of teaching, and stimulating investigation and thought on these lines, is of inestimable value,

and cannot be too highly appreciated. If allowable I might tell the ECHO something of our schools and teachers in Houston, but you are too far away to be interested and I will only say our high school building is almost equal in size, style of architecture and completeness of arrangement to your college, having cost over \$100,000 and is filled with as earnest pupils and capable teachers as any city can produce, the graded system contributing pupils from a dozen other schools in the city. Texas is proud of her educational system and her magnificent school fund.

Please allow me to indulge a little in looking backward. Your magnificent college building so beautifully fronting on Washington Park, stands very near the spot visited by me in 1832, when a farmer boy of thirteen, to witness the arrangement and running of the first regular passenger railroad train, over the track built from Albany to Schenectady. The starting point was on Washington street about one mile west of the capitol. The rails were flat bars, like the iron now used for wagon tires, spiked to small long timbers. The cars were two coaches of the old stage road pattern, seating about nine persons each, and the locomotive a small simple affair imported from England costing delivered a little over \$5,000. The engineer stood on a platform alone with some barrels of wood on a light tender near him. The speed I have forgotten. Soon after this train ran down to a station on State street, that stood unused in 1844 when it was fitted up for the opening and use of the State Normal School, till 1849 when the new building on Lodge street was ready for occupancy. There for thirty-five years till 1884 the school prospered and grew in popularity, till moved to the splendid site and building it now occupies. While a student I used to spend some time occasionally among the legislators studying parliamentary rules in practice; and in the state library, removed like the old capitol to make room for the new, and once listened to an eloquent speech by Daniel Webster in the senate chamber.

In 1845 while at the Normal, the methods of travel were so primitive that I took passage with Mr. Page and a delegation of students over part

of the route on a canal packet boat, propelled by horse power at a speed of four miles an hour, to attend an educational convention in Rochester. Now Normals take a palace car at fifty miles an hour — soon electricity will make it seventy-five. Mr. Page thrilled the audience by an eloquent speech on the subject under discussion. The several roads however, were soon completed and consolidated, and passengers, after being hauled up an inclined plane from the steamboat landing at Albany by a rope and a windlass, could enjoy a continuous ride by rail to Buffalo.

! JACOB CHACE '46.

HOUSTON TEXAS, *May*, 1896.

ARBUTUS.

I WALKED through woodland wild and sweet,
Through bush and tangled grasses,
Where nestle those shy, mountain flowers,
Delighting one who passes.

And all around the old dead stumps
In all the sunny places,
I found the sweet arbutus there,
Pure, happy little faces!

The green leaves sheltered tenderly
The flowers, some pink, some white;
And there contentedly they lay,
In that glad morning's light.

Their beauty brightened all the wood,
Their fragrance filled the air.
What fairer spot in all the earth
Than God allotted there?

They teach us many a lesson, too,
Of purity and trust;
And say: "Be humble and be sweet,
To be like us, you must.

"Through all the frozen, winter winds
We lay beneath the snow;
We trusted coming, sunny hours
As promised us, you know.

"And so, if you in darker hours,
Would say: "'T will soon be lighter,'
You'd find sad days less often come,
And bright ones be yet brighter."

They speak to us like some old seer,
And though their days are fleeter,
By their short life in these spring hours
All life is made the sweeter.

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Contributions, especially items of interest concerning our alumni and students are earnestly solicited from all friends of the college. All matter intended for publication the same month should reach us not later than the 10th of that month.

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EDITORIAL.

THIS is the time to read spring poetry.

GET your congratulations ready for those who secure positions before commencement.

As long as some of the students, even, of the State Normal College, continue to speak of it as a school, we must expect outsiders to do the same. Not school, but college, please.

AS an illustration of up-to-date method in teaching Astronomy and Geology, Prof. Wetmore has been showing his method classes some very instructive, as well as intensely interesting, stereopticon views on such subjects as the formation of the coal beds, the appearance of the sun, spectrum analysis, etc. Those who think that Geology and Astronomy have no place in the high school curriculum should visit this department.

THE ONE ISSUE.

WHEN President Cleveland in 1887 wrote to Congress his now famous words, "A condition not a theory confronts us," he raised an issue which it was claimed would furnish the key to all human misery in the United States. This year, for a change, the question bids fair to be something else, if one can be found upon which party lines can be drawn.

If we consider that in theory it was intended that those questions of most vital importance to the masses should form the dividing line between political parties, and then walk down town in any large or small city and take a few observation lessons, we shall conclude that if the theory had been practiced we should not be confronted by the conditions that now exist.

Beside the question of the education of that element of our population which gives us most trouble, the tariff and the currency shrink into insignificance. How can the tariff improve the social condition of those who know not how to live? how can a better currency lift to a higher plane those who do not know how to use money? what else than crime can be expected of those children who are turned loose upon the streets to illustrate the law of the survival of the fittest? how can they become interested in higher things without being able to read intelligently? how can they govern themselves without the rudiments of an education?

We cannot presume to outline a plan of reform for all these evils, but it is safe to assume that hard times will exist until people are taught better how to live and that education must form the basis of all lasting reform. Dr. Parkhurst may continue his crusade against corruption in city governments; Frances E. Willard may pursue her noble work for temperance, and statesmen may wrestle with the currency and the tariff, but they are trying to repair a superstructure on an unsound foundation. There has been but one paramount question since the Civil War, and that is education, and until reformers and statesmen recognize it they are straining the gnat and swallowing the camel.

FROEBEL CELEBRATION.

THE Kindergarten training classes of the city, with their friends, celebrated the birthday of Frederick Froebel, Tuesday evening, April 21, in the Kindergarten rooms and play room of the College.

This is the inauguration of such a celebration, which from the enthusiasm and interest manifested, bids fair to be continued in Albany. And it is indeed fitting that it should be so, as those, who with sympathy and common sense study Froebel's ideas, will acknowledge.

The training classes from High street, the city class and the Normal college, with their instructors, entered heartily into a program, which gave the audience somewhat of an idea of Kindergarten work.

The "morning circle" giving the story of Froebel's life, the marching with various figures, and the "game circle" constituting season, bird, trade, finger and family games made up this program.

Refreshments and a general social hour followed, during which time the guests were each bidden to remember the evening by a souvenir — a drawing of the German flag.

The rooms were decorated with German and American flags and bunting — as American Kindergarteners will always have a grateful feeling to Germany for their son, the founder of the Kindergarten, Frederick Froebel.

In his recent annual report, Supt. Skinner cites the need of more and better supervision in our schools, and, on the strength of this, advocates the township system. In this connection it is gratifying to note the success of those who go out from this institution to fill positions requiring supervision and criticism.

To educate a child requires a no less accurate analysis of its mental conditions than does the treatment of disease. Indeed, if we take the ideal mind as a standard of comparison, education must deal quite largely with mental disease, so few are the minds that are entirely normal.

LECTURE ON THE "X RAYS."

AN unusually interesting and instructive lecture on the subject of "X ray" photography, was attended by a large and appreciative audience in the College chapel on the evening of the 25th of April. It was given under the auspices of the Albany Collegiate Alumnae Association, by Prof. W. Le Conte Stevens, of the Rensselaer Polytechnic Institute of Troy. The lecture was illustrated with the use of two electric lanterns, one being that belonging to the college, with which photographs were thrown on the screen. The other was kindly loaned for the purpose of throwing on the screen a powerful beam of light, by whose means the phenomena of *luminescence* and *fluorescence* were most brilliantly shown.

The lecturer of the evening, after a happy introduction by our president, Dr. Milne, began with a historical resume of the course of scientific discovery which led up to this latest wonder in science, showing portraits of Herz, Crookes and Roentgen, with a view of the laboratory in which the latter performed his work. It was very impressively shown that this, like most other epoch-making discoveries, was a logical result of most thorough preparation on the part of the experimenter involving previous laborious study, highest manipulative skill and the keen perception which recognized the new phenomenon and from a mere band of shadow on a sheet of paper was inspired to work back, from effect to cause, till he had evolved that which has set the scientific as well as the popular mind on fire.

The lecturer then, by means of a few well chosen illustrations, made clear in succession the points of the wave nature of light, the relation of wave lengths to heat, vision and chemical action, the extent of the infra red and ultra violet spectrum, how the latter waves falling on certain substances can have their wave period so lengthened that they can be perceived by the eye as light. The experiments with the fluorescent screens on which were drawings of flowers, a butterfly, and finally a portrait of Prof. Roentgen done in Thallene and made, by action of the almost invisible violet light, to glow a brilliant green, were especially beautiful.

The construction of the Ruhmkroff induction coil was next explained, with the varying effects of its spark in air, in a partial vacuum, in the Geissler tubes and finally in a Crookes tube. The latter had unfortunately been punctured, so its action could not be shown.

Then followed a series of about fifty photographs, taken through an otherwise opaque cover of black, hard rubber, showing how organic substances, gems and even the metal aluminum are translucent to these marvelous radiations from the negative pole of the Crookes tube, just as even gold, in thinnest sheets, is translucent to ordinary light. Most impressive were the pictures taken through the hand and arm of a living person, showing clearly the shadowgraphs of the bones, some natural, some fractured, eaten away with disease, or with foreign substances, as bullets, imbedded. Even more surprising were pictures taken through the body and head, showing respectively the ribs and some detail of the skull.

We wish that more such highly valuable lectures could be enjoyed by the students of our college.

"A GREAT MAN OF LETTERS."

It is a great treat to hear a purely literary lecture; and such Mr. Hamilton Mabie gave at the College, Thursday evening, April 30th — the second in the course of the Association of the Collegiate Alumnae. Under his scholarly touch the Elizabethan and Georgian eras took form and color, to the delight of the audience no less than to their instruction.

Samuel Johnson is hardly more than the shadow of a name to most persons; and yet he is one of the great personalities in literary history. In a vague way he is remembered as the author of a dictionary which, as we were kindly reminded not long ago, is full of mistakes, as a critic of English poets whose prejudices are more interesting than his judgments and as the irascible hero of a biography, by one Boswell whom Macaulay did not altogether fancy.

Mr. Mabie, however, would have convinced the most indifferent listener that Boswell's Life

of Johnson is one of the most fascinating of books and that the bluff old doctor is well worth a more intimate acquaintance. He first contrasted the Georgian with the Elizabethan era, showing the limitations of the former. Then he pointed out with great clearness the distinction between the literary artist and the men of letters, among whom, of course, he classes Johnson. An interesting outline of the life and character, the friends and acquaintances of Johnson followed. His strength and his weaknesses, his industry and his services to literature were all well indicated in the sympathetic analysis to which we had the pleasure of listening. An admirable revelation of his independence of character and a fine example of his style are given in the celebrated letter to Lord Chesterfield, which Mr. Mabie read. It deserves all the praise that it has received. Less familiar to the majority of readers, but equally worthy of fame, is his tribute to one of his early friends, which we venture to quote in part, to show the tenderness and the sentiment which were such marked qualities in his nature. There are, indeed, very few passages which are more touching in the expression of affection and regret:

"Of Gilbert Walmsley, thus presented to my mind, let me indulge myself in the remembrance. I knew him very early; he was one of the first friends that literature procured me, and I hope that at least my gratitude made me worthy of his notice.

"His studies had been so various that I am not able to name a man of equal knowledge. His acquaintance with books was great, and what he did not immediately know he could, at least, tell where to find. Such was his amplitude of learning, and such his copiousness of communication, that it may be doubted whether a day now passes in which I have not some advantage from his friendship.

"At this man's table I enjoyed many cheerful and instructive hours, with companions such as are not often found — with one who has lengthened and one who has gladdened life; with Dr. James, whose skill in physic will be long remembered; and with David Garrick,

whom I hoped to have gratified with this character of our common friend. But what are the hopes of man? I am disappointed by that stroke of death which has eclipsed the gaiety of nations and impoverished the public stock of harmless pleasure."

Mr. Mabie's lecture leaves a lasting impression upon the mind, a sure test of such efforts. We hope that it will not be long before we may welcome him again. Such lectures are among the things which make for culture, that sweetener of life and friend of noble deeds.

DELTA OMEGA IN SESSION.

THIS afternoon a regular meeting of the Delta Omega society is being held in the kindergarten rooms, at the State Normal college. The program consists of a recitation from Von Weber by Miss Bradshaw, accompanied by Miss Chace; poem by Miss Stowe, which she wrote for Harper's a short time ago; solo by Miss Husted; Tennyson's "Dream of Fair Women," read by Miss Arthur, piano accompaniment by Miss Chace. The fair women are Iphigenia, Miss Collier; Thomas Moore's daughter, Miss Jean Hamilton; Jephtha's daughter, Miss Wood; Fair Rosamond, Miss Lyons; Helen of Troy, Miss Owen; Cleopatra, Miss Hunter; Eleanore, Miss Harris, and Joan of Arc, Miss Crissey. A paper on "American Poets," by Miss Howes and the concluding number is the Delta Song by quartet and chorus. The faculty and friends of the society will be present, and light refreshments will be served.—*Times-Union*, April 24, 1896.

'96 MEETING.

THE regular monthly meeting of the class of '96, for April, was held Friday evening, April 24, in the Kindergarten rooms. A large number were present and important business occupied the first part of their evening.

By a request of the program committee, the Delta Omega program given that afternoon was repeated, and the class quartette, Miss Stuart,

Miss Hunter, Mr. Rockefeller and Mr. Parker, added two selections, to the delight of all.

The comparisons of different members of the class with common flowers, as planned in a unique way, by the social committee, completed the evening's pleasure.

Through these meetings the members of '96 are becoming much better acquainted and the class spirit growing stronger, and the class will always look back with pleasure upon these few meetings.

"IN THE TOWER."

LONDON tower still stands and looks as old and grim as it did centuries ago, when a maiden, Elizabeth, was led through its gates. No crown adorned her head save her beautiful golden hair, for she was only princess as yet.

Into a dark and solitary cell she was led and as she passed through the door a prayer arose from those who stood around,— "Save her Lord, for thou canst save."

No one was allowed to go near her, but four little children, babies, who abode in the tower, discovered her and no one could prevent them going to see her. They brought her flowers and tried to make her happy for they seemed to know by human instinct, that she was sad.

One day they found a key and bringing it to the cell handed it to Elizabeth, saying: "Mistress, you are free. You can go about at will, but we pray that you will come back to us."

It was discovered that Elizabeth had the key, and the babies were brought before the council-lords and were forbidden to go near Elizabeth again.

The children said nothing but they longed for their playmate. The soldiers were guarding her cell so they could not disobey if they would.

Only once a tiny boy sought and found a hole in the wall and putting his rosy lips to the hole, cried: "Mistress, are you there? They will not let us come to see you any more." Then he heard the sentry's step and hurried away.

Did the princess hear the voice and wonder why her little friends had deserted her? Did she think of them when she became England's queen? History does not say.

This little childish tale still lingers about London's great old tower and travellers from distant lands who visit the tower, smile when they remember the little ones who played there with Princess Elizabeth.

HELEN B. AMES,

Grade VIII, Model School.

ECHOES!

HOT weather
Has come at last!
Only five weeks more.
The last one will be gay.
Have you been on a bicycle yet?
Glee class is working hard and long.
" Blessings brighten as they take their flight."
High School Glee class practice Wednesdays.
Have you noticed the Quicksilver's new book-case?
Wanted — a few trains of associations and some syllogisms.

There are Primary and Model excursions legion, these Saturdays.

Many college students attended the Union Glee club concert April 22.

And the High school geology class made one to Indian Ladder, May 9.

They were also well represented at the various concerts of the Musical association.

Members of '96 are beginning to get positions, and they can tell what these strange men are here for.

The little people in the Kindergarten, and their teachers had an interesting time sitting for pictures May 1. The results are unusually satisfactory.

Kodaks are doing hard work as well as students these May days. On the college steps, in 216, and in the park seem to be favorite scenes for posing.

Certain echoes we hear yearly
And we think you hear them too—
There is one that comes now, clearly,
" Is it warm enough for you ?"

Scene — Delaware avenue, time, 8 P. M. College student looking at the moon: " Say, if the diameter of my eye was six times as long, would that moon look six times as big?"

A number of the High school students, members of the Virgil and German classes, were charmingly entertained by their teacher, Miss Moser '96, at her home on Madison avenue, Friday evening, April 17.

O! these are the days when the students are busy,
The graduate's gown is the subject in hand.
We're counting the days to the wished-for vacation,
And the voice of the glee class is heard in the land.

On Friday, May 8, at 11 : 45, the High school, Model and Primary pupils gathered in the college chapel to celebrate Arbor Day.

The following program was most successfully rendered :

SONG — " Arbor Day " — College Chorus.

DEC. — " A New Holiday " —

Mr. Rosecrans, High School.

REC. — " Beautiful Trees " —

Anna Williamson, Model School.

REC. — " Spring House Cleaning " —

Agnes Stevens, Primary.

READING — " Plant a Tree " —

Miss Mary Kelly, High School.

CHORUS — " Greeting to Spring " — Model School.

DEC. — " Cutting off the Forest " —

Raymond Jones, High School.

ESSAY — " The Planting of the Apple Tree " —

Miss Podmore, High School.

COMPOSITION — " The Oak " —

Miss Hallenbeck, High School.

QUOTATIONS — Primary Grades.

SOLO — Miss Grace Stuart.

REC. — " Palm Tree " — William Grant, Model School.

REC. — " The Spirit of Poetry " —

Miss May Kennard, High School.

REC. — " The Beautiful Brown Seed in the Furrow " —

Emma St. John, Model School.

REC. — " The Joytime of the Year " —

Mary Mattimore, Primary.

CHORUS — " Gay Little Dandelion " — College Chorus.

DEC. — " The Oak Tree " — Dean Patten, Model School.

QUOTATIONS — " Hiawatha's Canoe Building " —

Primary pupils.

CHORUS — " Oh ! The Sports of Childhood " —

College Chorus.

ATTENTION '96.

Are your note books up to date?
Have you plants and bugs in store?
Better get to work,
For there's only five weeks more.

Do you do your drawings daily?
Have you learned your part for glee?
The work is piling on,
And just five weeks more you see!

Have you been down to Cornell's
To make a date for sitting?
Don't wait a single day,
For these five weeks are flitting.

Have you sent home for some money
And bought that gown so dear?
Hurry! for in five weeks,
Commencement will be here.

Do all these little duties
To-day, or very soon,
For 'tis only five short weeks
'Till the nineteenth day of June.

DE ALUMNIS.

- '78. Died at her home in Albany, Ida V. Birch, '78.
- '84. T. Johnson, '84, called at college May 4 and May 6.
- '87. Jonathan Hoag, Jr., '87, and Miss Adelaide K. Strong married at Ft. Myers, Fla., April 28-96.
- '91. Maud Miller, '91, wife of Frederick K. Wood, died at Philadelphia, Penn., April 24.
- '92. Mr. F. B. Morse, '92, of Pittstown, N. Y., who has been in the mercantile business for the past two years, was greeted by old friends at college April 17.
- April 13, a son was born to Mr. and Mrs. John Elwood, *nee* Caroline Bussing.
- At New York, Wednesday evening, April 8th, Mary Esther Carpenter, '92, was married to Isaac Astley Colon.
- '93. Dr. Chas. Foster Kent and wife, *nee* Elizabeth Sherrill, '93, spent May 2-4 with Miss Ruth Sherrill, '93.
- Miss Sarah Williams, '93, spent May 1-2 with Miss Ruth Sherrill, '93.
- Prof. R. H. Bellows, of Fort Plain, is again able to be about the house after a two months' illness of pulmonary trouble.
95. Miss Sheehan, '95, spent April 24 with friends at college.
- Miss Mary G. Manahan, '95, special drawing teacher for D. C. Heath & Co., called at college April 15.
- Miss Ella DeWitt, '95, who is teaching at Johnstown, spent April 30 to May 2 with friends in the city
- Mr. McLaury, '95, was at college April 30 and May 1.
- Miss Laura Sutherland, '95, of Cohoes, spent April 21 in the Kindergarten department.
- Mrs. Charles, '95, and Miss Pease, '95, spent the week of April 20 in this city.
- Prof. Wetmore lectured at the Madison Avenue Reformed church April 27.
- Mrs. Mooney visited the Oswego Normal school May 4.
- Prof. Husted visited the Oswego Normal school May 7, and Cortland Normal school May 8.
- Mrs. Babcock, of Rome, has been spending two weeks with her daughter, Miss Alice Babcock, '96.
- G. C. Strassenburgh, B. L. B. S. Pd. B, '95, of Haverstraw, was with us May 7.

PERSONALS.

- MISS VAN ESSEN called at college April 16.
- Miss Frances Crawford of Cohoes called April 13.
- Miss Lillian Moser, '96, was at her home May, 1-5.
- Miss Bump, '96, spent April 28-31 in New Haven, Conn.
- Mr. Lewis Rockefeller, '96, spent May 1-4 at his home in Valatie.
- Miss Charlotte Bancroft, '96, visited friends in Troy, April 26-28.
- Mr. W. A. Sproule spent April 16-18 with Mrs. Sproule, '96.
- Mr. C. H. Bradshaw spent April 14-15 with Miss Estelle Bradshaw, '97.
- Miss Zinnia Wood, '97, was home April 15 to attend her sister's wedding.
- Miss Mabel Parker, '97, has returned to college to complete her course.
- Miss Shiland, from Cambridge, visited Miss Bertha Reed, '96, May 8-10.
- Mrs. C. H. Bradshaw spent April 21-22 with Miss Estelle Bradshaw, '97.
- Miss Ruth Forrest, '96, has accepted a position in Deposit for next year.
- Miss Estelle Bradshaw, '97, spent May 1-4 with Mrs. Gatchell, at West Troy.
- Mr. Albert A. Osborne, '97, spent May 1-4 at his home in Poughkeepsie.
- Mr. Stevens H. Parker of Geneva visited his son, Mr. Evans Parker, '96, May 2.
- Miss Mary Fenwick, of Schenectady, visited Miss Bertha Reed, '96, April 14.
- Hon. Hadley Snyder, of Middleburgh, visited his daughter, Mrs. Nelson, May 1.
- Mr. Wm. H. Perry, president of Class of '96, has returned after his recent illness.
- Miss May Chace, '96, spent April 24-27 with Miss Laura Sutherland, '95, in Cohoes.
- Miss Margaret Calderwood, of Gloversville, visited Miss Myra Adams, '96, April 25.
- Mr. John A. Foote of Catskill visited his daughter, Miss Florence Foote, '97, April 25.
- Miss Sutcliffe, '96, of the February class, now teaching at Yonkers, called at college May 2.
- Miss Marion Goodhue, '97, returned home after examinations, to re-enter next September.
- Miss Florence Braniff, of Staten Island, was at college with Miss Elizabeth Seaton, '97, April 13.

Miss Schultze, '97, spent May 8-11 at her home in Canajoharie.

Mr. George H. Payntar of Long Island City visited his daughter, Miss Payntar, April 22-25.

Miss Mary Burlingham from Cooperstown is visiting her sister, Miss Josephine Burlingham, '96.

Dr. Milne attended the semi-annual meeting of Normal School Principals, at Buffalo, May 13-15.

Rev. James Deane, of Crown Point, visited his daughter, Miss Mary Deane, '96, on April 27.

Miss Jennie Hanna, '96, spent May 2 with Mrs. Josephine Wiswall Morse, at her home in West Troy.

Miss Myra Adams, '96, will assist Mr. Brockway this summer in establishing a Kindergarten in the Reformatory at Elmira.

Dr. Montfort, superintendent of Newburgh schools, was in chapel with his daughter, Miss Helen Montfort, '97, May 6.

Mr. Sewell H. Stewart, of Allentown, Penn., spent May 8-11 with his sisters, Miss Annie Stewart, '97, and Miss Sarah Stewart, '96.

Miss Lilian Moser, '96, has accepted a position as teacher of modern languages in Granger Place school, Canandaigua, for next year.

Miss Florence V. Williams, who has been absent a long time, on account of illness, called April 13. She will return to college in the fall.

May 4 was the hundredth anniversary of the birth of Horace Mann. At chapel Prof. Richardson gave us a most interesting address on the life and work of this pioneer in the cause of popular education. Our thanks are due to Prof. Richardson for his instructive and profitable talk. It is to be regretted that opportunities of this sort do not come more frequently. Why may we not notice the birthdays of other prominent American educators?

A delightful excursion to the Helderbergs on Saturday, May 9, was arranged for the geology classes of the High School by their teachers, Misses Birch and Hanna. Prof. Morrill, of the State Geological Department, accompanied the party, and by his familiarity with the subject and the region added much to the profit and pleasure of the occasion. The number of specimens brought back testify to the interest and energy of the young geologists. The party lunched at Thompson's Lake, and on their return came down the Indian Ladder. The specimen secured from this historic spot was petrified "aqua pura," a rarity which was speedily subjected to a test by each member of the party.

The excursionists were unanimous in voting this "a day among the hills long to be remembered."

AMONG OUR EXCHANGES.

THE April *Hermonite* contains an interesting article on the "Birds of New England."

We are glad to receive *The Argus* again, and we quite appreciate the descriptions of Swiss scenery.

We fully appreciate what has been so kindly said by some of the exchanges concerning our paper.

We are always glad to receive the *Normal Exponent*. There is something attractive even about the cover.

A very interesting story has been begun in *The Normal College Echo* of New York, and we await with interest the arrival of the next issue.

The Student has in it an article entitled "A Pioneer Dakota School." One interested in the progress of education would take especial pleasure in reading this.

A popular subject among the contributors to the literary department of many of our exchanges seems to be to consider woman in her various relations to historical events.

Among several new exchanges received this month we welcome *The Hobart Herald*, *The Chronicle*, *The School Record*, *Educational Gazette*, *High School Life*, and *The Morris Academy Mirror*.

Very many of our exchanges contain articles on the Roentgen rays, some of which are very interesting. We are the better able to appreciate these articles since hearing the excellent lecture a short time ago.

A valuable paper for one engaged in the profession of teaching is the *Teachers' Institute*. Many of the suggestions would be very helpful, although, no doubt, there are some which are more beautiful in theory than in practice.

The Normal News contains a practical article on the "Value of Personal Identity." The conclusion is, "Men who have been themselves have met the scoffs of the world, but the world has been made better for their having lived in it."

We have received several new exchanges lately and, perhaps, one of the most interesting of these is a little paper published by the students of the Spelman Seminary, Atlanta, Ga. From this we may gain some knowledge of what is being done for the colored race in the south.

The Educational Gazette has a very good article on the subject of Geography and how it should be taught. We are glad to find that this article agrees in its essential points with the ideas gained in the "Methods in Geography," which we have had here and which we have appreciated so thoroughly.

One of our very best exchanges is *The Observer*. On the outer cover we find the statement that *The Observer* is intended "for people who see and think." This is

certainly proved true by the contents of the paper, and much valuable information may be gleaned from its pages.

The Oneontan has a good article on *Popular Education in France*. It is very instructive and is written in a manner such that the thought of the author can easily be followed by the reader because the laws in force in France are contrasted with those of our own country. One interesting point is that in France there are one hundred and seventy-two normal schools in a territory less than four and a half times the size of New York.

The New Woman Question is quite thoroughly discussed in *The Monthly Visitor*. This little paper contains two articles on the above question, one for and the other against the new woman. From one of these articles we note the following: "The woman's rights movement is led and supported by representative women, and women considerably above the average in both intelligence and morals."

The *Union School Quarterly* has in it a short but interesting article on "School Journalism." From it we quote: "Perhaps the character of a school paper is not a fair measure of the work done in the school; it probably is not, as it is generally the work of a comparatively small part of the pupils, but it is a pretty fair evidence of the school spirit." If this is true, and we think it is, we should be careful that our paper shall give to those outside our college a fair idea of the work done here and of the spirit in which it is done.

ALL SORTS.

TRAGEDY IN FIVE ACTS.

Lesson hard,
Teacher too,
Yellow sheet,
Zero blue,
Boo-hoo!—*Ex.*

A good bookkeeper—a book case.—*The Calendar*.

A sign on one of our principal streets—*Fotographer*.

"Dear sir," said a farmer writing to the secretary of an agricultural society, "put me down for a calf."—*Ex.*

Mr. Brown.—What kind of a tree do you call this?
Artist.—O! Just plain tree.

Why are books your best friends? When they bore you, you can shut them up without giving offence.

—*The Spectator*.

Opportunities fly in a straight line, touch us but once and never return; the wrongs we do others fly in a circle and come back to the place from which they started.—*New Ideas*.

Teacher in Philosophy.—"What makes the food pass down the *æso-phagus*?"

Pupil.—"The law of gravitation."

"What time did the hotel catch fire?" "At midnight." "Everybody get out safely?" "All except the night watchman—they couldn't wake him up in time."—*Ex.*

Teacher.—"Johnny, you may give a sentence containing the word *unaware*."

Johnny.—"My mother went to an *unaware* sale the other day."

Professor (to young lady student).—"Your mark is very low, and you have just passed!"

Young Lady.—"Oh! I'm so glad."

Professor (surprised).—"Why?"

Young Lady.—"I do so love a tight squeeze."—*Ex.*

School Teacher (who has spent a long time in making a scholar understand a very simple matter).—"If it wasn't for me you would be the biggest dunce in town."—*Ex.*

A minister on receiving a basket of potatoes from one of his parishioners said: "What's this?" "Please, sir," replied the man, "it's some of our very best tators—a very rare kind. My wife said you must have some of them, as she heard you say in your sermon yesterday, the *common-tators* didn't agree with you."—*Ex.*

Habit is hard to overcome. If you take off the first letter it will not change "a bit." If you take off another you will still have a "bit" left. If you take off another, the whole of "it" remains. If you take off another it is not "t"otally used up. All of which shows that if you wish to get rid of a "habit" you must throw it away altogether.—*The Argus*.

The following are some answers received from a prize competition for the best definition of the new woman:

Madam become Adam.

Man's last and best reason for remaining single.

The unsexed section of the sex.

One who has ceased to be a lady and has not yet become a gentlemen.

A creature of opinions decided and skirts divided.

A new darn on the original blue stocking.—*Ex.*

The common things around about everywhere afford the keys to the interest, attention, and consequent development of all the different subjects; and the teacher who is an adept in serving this mental food has nearly solved the knotty problem of a correct system of education.—*New Ideas*.

Never dawdle. It is worse than not studying at all, for, with every minute wasted, the power to put our whole selves into our work is definitely weakened.—*Ex.*

COLLEGE NOTES.

ALL the commissioners on the Venezuela Boundary Committee are Yale graduates.—*Ex.*

The ladies' literary societies of Oberlin, have been holding a mock session of the House of Representatives.—*Ex.*

Mrs. Hodgson Burnett's son, Vivian, the original "Little Lord Fauntleroy," is a Harvard student.—*Ex.*

Any student at Cornell who receives eighty-four per cent for a term mark is exempt from examination.—*The Stevens' Life.*

America has three hundred universities and England ninety-four, yet there are two thousand seven hundred and seventy-eight more professors in the latter than in the former.—*Ex.*

The petition made by the president and faculty of Middlebury College, Vt., asking for the adoption of the metric system of weights and measures, has been presented to Congress.

We have seen many indications of rapid growth in the Western States, but perhaps one of the most striking instances may be found in the fact that Ohio has more colleges than any other State in the Union. Illinois follows after having the next largest number.

"Delegates from Harvard, Yale, Princeton, Pennsylvania, Cornell and Columbia met representatives from various preparatory schools last month, in order to obtain uniform entrance requirements, so says *The University Herald*. This seems to be a step in the right direction.

We find that the young ladies in some of our western institutions of learning are becoming very much interested in athletic sports. The young ladies of two of these schools have been preparing for a contest which was to consist of a basket ball game, a thirty-yard dash and a 120-yard hurdle race.

Cornell was the successful contestant in the debate with the University of Pennsylvania, which was recently held in Ithaca. The question was: *Resolved*, That the Federal Government should provide, by public taxation, for the establishment and maintenance of a National University at Washington." Pennsylvania had the affirmative.—*Ex.*

According to the will of the late Hart A. Massey, several of the colleges of Canada have received liberal endowments. Mr. Massey also bequeathed to the American University, Washington, D. C., \$50,000 for the purpose of erecting a building to represent Canadian Methodism in that University. Besides this he has bequeathed \$10,000 to the Rev. D. L. Moody's schools at Northfield, Mass.

Eliza M. Mosher, M. D., has recently been unanimously appointed professor of hygiene and woman dean of the University of Michigan. This is another step in advance and shows that people here in the United States do not intend to be far behind the people of England in recognizing the abilities of women.

REVIEWS.

The *Review of Reviews* for May is an exceedingly alert and well-planned number, true from beginning to end to the well-known methods and ideals of this unique periodical. The indispensable department of Leading Articles of the Month, which the original features of the *Review of Reviews* have sometimes seemed to be crowding just a little, is allowed in the May number to have its full space. In the compass of about forty pages one finds a remarkably thorough and varied digest of the most significant articles in the newest issues of the principal American, English, and continental periodicals. The illustration of the *Review of Reviews* has been improving decidedly during the past few months on account of better printing. The *Review* goes to press after the other monthly periodicals are all printed, and in view of its timeliness requiring very rapid mechanical execution, its typography and pictures are remarkably handsome. The most important original feature in this number is entitled "The Great Occasions of 1896." In a rapid narrative fashion, with due regard to dates and precise facts, the reader is apprised of all the great gatherings and conventions of a political, religious, or educational character, foreign expositions, and noteworthy events in general that the coming six months will afford to American and European travelers. Mr. W. T. Stead, furnishes a character sketch of that ever interesting personality, M. de Blowitz, of Paris, the cosmopolitan journalist who represents the London *Times*. Mr. Charles D. Lanier writes with sympathy and discernment concerning the life and literary work of the late Judge Thomas Hughes, author of that most famous of all boys' books "Tom Brown at Rugby." Mr. Albert Shaw, editor of the *Review*, gives an account of Mr. William R. George's interesting experiment with a boys' republic in the summer vacation camp, where several hundred young people from the streets of New York are taught industrial pursuits, given two or three months of country life, and at the same time are taught patriotism and self-government by the practical method of organizing themselves into a self-governing republic, with all the institutions necessary for the maintenance of law and order in an industrial commonwealth. The experiment is one that might well be attempted in the vicinity of every large town in the country. The editor's department, entitled "The Progress of the World," covers as usual the field of American and European politics, and of general social progress, while the department of "Current History in Caricature," with about thirty reproductions from the work of American and foreign cartoonists, throws many a keen and pertinent sidelight upon the course of events. This number of the *Review* is entertaining from beginning to end.

The *North American Review* for May contains an article on "The Engineer in Naval Warfare," by several prominent naval engineers.

Senator Allen, of Nebraska, writes on "Western Feeling Toward the East."

The Rt. Hon. W. E. Gladstone contributes the fifth of a series of articles on "The Future Life and the Condition of Man Therein."

G. Irvin Hopkins, teacher of mathematics at Manchester, N. H., has written a book called "Plane Geometry on the Heuristic Plan."

This book was published primarily for the benefit of the author's pupils, and secondarily for teachers who are using progressive methods and fail to find a suitable text-book.

The work consists principally of questions and propositions. The original problems are not mere side issues.

Demonstrations are given only when the average child would be at a loss to proceed.

The old division into books has been abolished.

There are comparatively few diagrams, the pupil making his own as he needs them.

The pupil is required to state the reverse of propositions, and also to make practical application of the knowledge gained. This book deserves success.

D. C. Heath & Co. publish a text-book entitled "Geometry for Grammar Schools," by E. Hunt, L.L. D. This text-book contains some algebra. Some equations are included, and letters are used to quite an extent. The plan of teaching is development by dictation. The pupil is required to *think and do*.

The selection of a text-book in geometry for use in schools requires great care, as—

"Things ill-begun make strong themselves by ill."

A SUGGESTION.

THE editor reads the pile of exchanges on his desk and in, some obscure paragraph perhaps, catches a thought that starts a train of ideas and results in a leading editorial. The lawyer with an intricate case on his mind in reading he trial of a case entirely unlike his own may find something that suggests an opportunity for securing more evidence bearing upon his own case.

These illustrations show that, whether in law, journalism, or in pedagogy, to catch an idea work it out, and apply it while it has value constitute a large measure of success.

It matters not whence the suggestion comes, whether from faces that light up with intelligence at some dawn of knowledge or those that show confusion or lack interest, the single instance should serve to show us that success or failure as the case may be has attended certain practices and that accordingly they should be repeated or avoided. "Straws tell which way the wind blows," and "A word to the wise is sufficient."

The true interest is not in the book but in the living, aspiring mind. To the teacher thus actuated there can be no monotony in the schoolroom, for no two minds are alike, no two pupils are demanding just the same thing. The lessons are like an ever-changing kaleidoscope. Each day is a new life, each lesson a new and pleasant experience. The pupil has never been just there before, and so the teacher is wandering in new and ever-varying fields, guiding, assisting, enthusing the minds that confide in his leadership.—*The Oneontan*.

The talent of success is nothing more than doing what you can do well, and doing well whatever you do, without a thought of fame.—*Longfellow*.

THE ONE ESSENTIAL.

Everywhere and always it is the teacher that makes the school. You may adopt the best text-books and make them free; fit them to the most approved course of study; pile up your thousands in costly buildings and modern equipments; place in charge the wisest and best trustees and most devoted superintendent, and all must fall a dead, flat failure if you neglect to provide the one great essential—competent, faithful teachers who will do their duty.—*The Rockies' Magazine*.

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