

# THE Normal College Echo

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VOL. I

ALBANY, N. Y., MAY, 1893

No. 10

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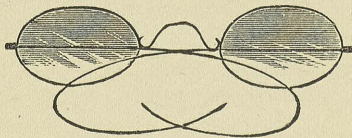
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THE  
NORMAL COLLEGE ECHO

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PUBLISHED MONTHLY BY THE STUDENTS.

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**Board of Editors.**

HENRY EMERSON ADAMS, '93, *Editor-in-chief*.  
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MERRITT E. NEWBURY, '93, *Financial Editor*.

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Contributions and items of interest are earnestly solicited from students, graduates, and others.

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ALBANY, N. Y., MAY, 1893.

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**VALEDICTORY.**

A LITTLE more than one year ago the thought of having a college paper was simply a vague dream, but soon, however, it materialized, took form and voice, and echoed throughout the halls of our institution. To-day it is an established organ of the college.

This has been made possible by the interest manifested by, and the hearty co-operation of the student body. It is the college sustaining

those in charge, that enables them to maintain a readable college paper. The editors feel assured that the whole college have had the interest of the ECHO at heart; recognizing this they wish to express their appreciation of the assistance and encouragement they have received from the faculty and students. They feel confident that the same assistance will be given to the incoming, as has been shown to the outgoing board.

The ECHO certainly should start out upon its second year with bright prospects, not only from a literary, but from a financial standpoint. Upon the latter depends the success of a paper.

The past year has clearly shown what push and determination can do in this direction. Our financial editor has *made* "success crown effort." With the purchase of property and the heavy expenses always attendant upon a new enterprise, the treasury is not depleted, but a snug little balance remains with which the ECHO may feel secure.

The present editors withdraw with full assurance that the incoming board will work upon the same principles—in the interest of the college—and wish them unbounded success, and a God speed to the ECHO and the State Normal college.

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PROF. BELDING deserves commendation for the interest and zeal displayed in training the chorus for commencement. The music is pretty and will be a feature of the exercises.

**FELLOWSHIP AND SYMPATHY.**

EDWARD EVERETT HALE once said : "The good of a college is not in the things which it teaches. The good of the college is to be had from 'the fellows' who are there, and your association with them." This is a statement in plain English of a truth which has long been apparent. While legitimate class-room work is not to be disparaged, the incontrovertible fact remains, that the student, whose working hours are confined within the circle bounded by himself, his professor and his text-books, is dwarfing his powers, and making dry and stagnant the fountain of his mental life. Such a student is always a nonentity in his class, and at his graduation, having little knowledge of men and affairs, finds himself of no use in this busy, jostling world.

It is only by close fellowship with others that one is kept in sympathy with his race, and where there is no sympathy there is no power. It is by association with one another that men rub off the harsh points in temperament and inheritance; that they keep their minds healthful and wholesome; that they learn to have a kindly interest in one another which is the last and best work of crystallized character. Such a character will have those qualities which Matthew Arnold calls "Sweetness and Light." Teachers will find these attributes quite as requisite in their profession as methods and book lore. The cry of this age to the academy, college, and Normal school is: "Give us men!" One of Browning's great texts is the regenerating power of personality. Methods must supplement personality. The man is the main thing, and he can only find his place by the dictates of his sympathies. Once more, isolation is death. It leads backward to the deserts and the pyramids. The sand of the Sahara is poor food, and it can only make men like Mr. Casaubon, to whom "the idea of calling forth a show of compassion by frankly admitting an alarm or a sorrow, was necessarily intolerable. Every proud mind knows something of

this experience, and perhaps it is to be overcome only by a sense of fellowship deep enough to make all efforts at isolation seem mean and petty instead of exalting."

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As THIS is the season when college degrees are bestowed, the ECHO has a recommendation to make. Why let the clergy monopolize the degree of D.D.? Why not bestow it on undergraduate normals? Let the first D stand for *Don't*, and the second for *Do*. *Don't* find fault with the institution and teachers, *do* get in sympathy with your work and you will have few grievances; *don't* imagine you have the correct method, *do* consider that another may be as good; *don't* sulk under criticism, *do* take your "dose" gracefully with the resolve to improve; *don't ever forget* that you are destined to revolutionize methods when you graduate and inaugurate a new educational era, but *do go slow* remembering that that is the way permanent reforms have of moving.

Could the New York State Normal college justly bestow such degrees upon its two hundred students, they who practice these don't's and do's would gain such a "degree" of perfection that boards of education and the dear public would rise up with one voice and pronounce the *Normal college* blessed.

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YOUNG people can not fail to be greatly interested in Vol. II of "Leaves from Nature's Story Book" by Mrs. M. A. B. Kelly. Insect life, the habits of birds and fishes are finely portrayed by story and illustration. We have found it a great help in the teaching of Zoölogy, and firmly believe each teacher of the young will find it a work of inestimable value to him.

This series of books is winning golden opinions everywhere, being cordially endorsed by the highest authorities on science.

THERE is need of educational statesmen to secure legislation for preventing teachers without adequate scholastic acquirements and professional training from teaching, as physicians are forbidden to practice without such attainments. It is the office of the graduating class to educate the public and use their influence on the side of learned ability when a position is to be filled. This is true professional courtesy.

THE superannuation of teachers is a mooted question in England. We believe the American teacher does not want to be pensioned. To teach the American public that more pay and honor for the teachers of their children is sound policy, is the true economy. See that you raise the standard of the profession at every opportunity.

#### THE KING FLY.

IN the shade of the brown old rock I lie,  
And watch the stream as it babbles by;  
The dragon-flies dance on their shining wings  
To the merry music the water sings;  
The petals that fall from the dog-wood tree  
Are white fleets launched on a fairy sea.

The marigolds shine on the waves that pass  
Like baby suns from the fresh green grass,  
And I gaze at the water with curious eyes,  
At the soft rich mud where an odd thing lies,  
So shiny and dark that I turn away  
From that small black spot on the perfect day.

But a wonderful change is hap'ning here;  
Down by my side in the water clear  
The outside shell of the ugly thing  
Is washed away in clear pure spring,  
And the inside part is climbing slow  
Out of the mud in the depths below.

Out of the cold and into the light,  
Up to the warmth and the sunshine bright;  
And now in the sun the dampness dries  
Like a thousand diamonds gleam its eyes;  
A beautiful creature with four great wings  
Of bright brown gauze, with bars and rings

Of blue and yellow and black and gold  
Around its slender body rolled;  
The king of the dragon-flies poisoning high  
Over the stream where it used to lie  
Dancing the gayest of all the throng  
Ever in time with the water's song.

A king — his kingdom the bright warm air,  
His royal palace a lily fair;  
The bugs and bees are his subjects true,  
And choicest wines are the drops of dew;  
And honey of clover and rose scent sweet,  
The richest viands he cares to eat.

H. S. D.

#### THE MAKING OF A MAN.

THE true purpose of education is secured when it results in "the making of a man" — or woman. In so far as it comes short of this high ideal, it is a failure. Never before in the history of the world, were so many earnest, intelligent men and women wrestling with the problems it involves, as at the present day. But "dissatisfaction is the only provocation of growth," and the teachers of to-day are much more dissatisfied than were those of the past centuries.

"Emerson somewhere says that not more than six men in any one age ever read Plato or understand him. The six men who understand him translate him into the vernacular of the one hundred men who live on the plane of thought next below them. The one hundred translate Plato into the ordinary thought of the millions below them. So it happens at length that Plato gets so universally known that not a laborer in the field but wears his hat in one style rather than another, because Plato wrote."

This age will be more fortunate than its predecessors, if the historian who dates his letters 4400 A. D., instead of 2400 B. C., as Plato did, shall say of it. At least six men of the nineteenth century fully understood the human mind, and there was organized a system of education so well adapted to its powers, and to promoting the best interests of society, that the pupils in our schools and colleges to-day are taught in one way rather than another because they solved the mighty problem. That such will be the situation twenty-four hundred years hence is not at all probable. The education of to-day, like the philosophers and scientists, uses the brains, the labors and

the experiments of all their predecessors, and since all human products are imperfect, and man is always seeking but never fully attains, this process must continue indefinitely. It does, however, seem probable that our assumed historian may be able to say, Great progress in education was made in the Nineteenth century; it appears that then men first realized the need of schools and colleges for the professional training of teachers, as well as for clergymen, physicians and engineers, and the "Normal" idea soon prevailed to such an extent that in the year two thousand, a very large proportion of the teachers in the United States of America had taken a longer or shorter course in some professional school.

The Normal institutions of to-day, so far as the best methods and principles of education are concerned, evidently *should* sustain much the same relation to the other institutions of learning, that the six men who "understand Plato" do to the rest of the world. There, if anywhere, the faculties and powers of the child-mind should be well understood. There, if anywhere, the most rational and effective methods of presenting truth, and of relating mind to truths, should be applied. But nothing can be more plain to every reader of our educational literature, than the fact that these questions are still very far from a full and generally accepted settlement. Witness the dissertations on "Object Teaching" and the "Laboratory Method;" on the relation of the Kindergarten to manual training, and the effect of both on the intellectual and moral growth of the pupils; the differences of opinion among our wisest and most experienced teachers, as to how the grammar school course may be "shortened and enriched."

It is said of Henry Clay, "He understood profoundly the character, genius and wants of the American people." Henry Clay was not an "educator" but if the above statement be true, he would have been quite as eminent in the educational world, had he turned his attention in that direction, as he was in the

field of politics; for a profound understanding of the truest needs of our nation is a fundamental condition towards which the foremost teachers of our land have long been striving, but unto which they have not even now attained. All are agreed, however, that the greatest need of our country to-day is honest, thoughtful, intelligent, patriotic men and women, capable of self-support and self-government, who sometimes, at least, look not only "on their own things, but every man also on the things of others."

In the earlier days of our republic, the "Three R's" of the school were, to so large an extent, supplemented by the sound moral and practical training of the home, that the results were, in general, satisfactory; but such are the conditions now, in our larger towns and cities especially, that there is great danger the "Three R's" may be only a stepping-stone to a fourth which will be, not Righteousness, but Rascality.

In these circumstances, if the grade of citizenship so vital to the health and perpetuity of the nation, be maintained, it becomes necessary that the schools take up more and more the old-time work of the home—that of inculcating the cardinal citizen virtues, honesty, industry, sobriety and love of country, and, that the teachers themselves be "living epistles" of the forces they would see illustrated in their pupils.

ALBERT N. HUSTED.

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**"O Would I Were a Man!"**

— She: "There are moments when I wish I were a man." He: "When, for example?" She: "When I see a soda or ice cream sign I can not refrain from thinking how happy I could make some Normal girl. Ah, alas!"

---

— When can a man read a woman like a book? When she is bound up in him.

**"THE SMOKER'S SOLILOQUY."**

HOW gracefully the smoke curls up  
 To mingle there above,  
 With blushing clouds awaiting it,  
 All tremulous with love.

How lovingly they mingle there,  
 Then float away together,  
 And skim o'er yon cerulean sea  
 As lightly as a feather.

Their bridal tent is in the west,  
 Now draped with mournful glory,  
 For in it died the king of day—  
 Their bridal couch is gory.

Their floating robes of snowy white  
 Are changed at once to gray,  
 But they will cast their mourning off  
 To hail the next new day.

Who hath not felt the magic power  
 Of this upcurling smoke?  
 Though born where nicotine holds sway,  
 Within the meerschaum's scope.

For summoned by its wizard spell  
 The sea of recollection  
 Hath borne him from its purest depths,  
 The gems of mind's perfection.

When phantom forms of doubt and fear  
 Come slowly round him straying,  
 It helps him break the mystic spell,  
 'Mid the grim shadows staying.

Though stranger forms may hover round  
 The light of my evening taper,  
 My childhood home come back to me  
 In that wizard's rising vapor.

**THE PENETRATIVE IMAGINATION OF  
 SHELLEY'S "ODE TO THE WEST WIND."**

THIS poem is an excellent illustration of Shelley's wonderful imaginative power, with its deep penetration, its simple yet exquisitely beautiful expression, and its high spiritual tone. He sees a storm gathering with all the violence and fury of southern tempests; and the mover of the storm, the fierce west wind, becomes to him a mighty spirit, awful in its destructive power, yet the prophecy of a resurrection. Throughout the poem he harmonizes the forces of external nature and the passion of his own heart.

The strength of the poet's imagination is

shown in his power of forming images. In a few words he makes us see clearly, as he sees, the windy autumn day, with the leaves fast flying past in all their gorgeous beauty,— "Yellow, and black, and pale, and hectic red." As we pronounce the words we can hear the leaves as they are driven by, one by one.

Just here we must speak of Shelley's use of sound in presenting his images. In the movement of the stanza, we too can hear the wind rise and fall. It begins slowly and gently; then comes a little gust,— the words become abrupt and disconnected; then the wind grows more and more forceful, carrying us along with it in the intensity of the storm;— then suddenly drops. This cadence of the rushing and dying away of the wind is felt in each stanza.

With exquisite art, continuing this image of the falling leaves into the next stanza, he says:

"Thou on whose stream 'mid the steep sky's commotion,  
 Loose clouds, like earth's decaying leaves, are shed,  
 Shook from the tangled boughs of Heaven and Ocean."

The vividness of his fancy sees the clouds flying before the wind, "the *locks*" of the approaching storm, to be "like the bright hair uplifted from the head of some fierce Maenad."

In almost every line we see his minute observation and close acquaintance with nature.

"And saw in sleep old palaces and towers  
*Quivering* within the wave's intenser day."

With great truth and delicacy his imagination describes the phenomena of the susceptibility, to every change in weather, of the vegetation at the bottom of the sea.

"Far below

The sea blooms and the oozy woods which wear  
 The sapless foliage of the ocean, knew  
 Thy voice, and suddenly grow gray with fear,  
 And tremble and despoil themselves."

The poem illustrates the peculiar qualities of Shelley's imagination, its spirituality and its simplicity. There is no superfluous adorn-

ment of fancy. We marvel at the truth and directness, the almost classic simplicity of his imagination. Abject despair, the concentrated bitterness and disappointment of a life, is expressed in these few lines:

“Oh lift me as a wave, a leaf, a cloud!  
I fall upon the thorns of life! I bleed!  
A heavy weight of hours has chained and bowed  
One too like thee; tameless and swift and proud.”

And we see his faculty for idealizing reality, for lifting the material to the realm of the spiritual. The dead leaves become “ghosts from an enchanter fleeing,” the “wild west wind” is a spirit like his own, “tameless and swift and proud.”

His imagination is pre-eminently lofty and spiritual. In comparing his poetry to that of Keats, it has been said that “Keats has a rich, composite, voluptuous harmony; but Shelley’s poetry is a single, clear ring of penetrating melody.” The music of the poem has the cadence, the wild passion, the sweet sadness which the violin may give.

There is a dramatic progression in the imaginative treatment of the ode. The first stanza shows the power over earth of the spiritualized west wind,—destroyer and preserver; the next, the power in the air; the third, over the sea. And these three threads are gathered up in a subtly artistic way at the beginning of the fourth stanza, which becomes subjective. The poet feels his own sympathy with this “wild spirit.” The natural and the spiritual approach each other and become almost identical. And in the last stanza the wind becomes the symbol of his ideal, of the higher and perfect power to which he surrenders himself, and which is to speak through him. This spiritual unrest and struggle is the promise of a new life; and in the midst of tumult and inevitable decay, he gives this clarion cry of hope, which must appeal to every human heart—

“O wind  
If winter comes, can spring be far behind.”

SARAH PAMELA WILLIAMS.

#### SCIENTIFIC NOTES.

IT will be remembered that much controversy and vast displays of ingenuity have been evoked in the effort to account for certain lines seen with powerful telescopes, on the face of the planet Mars. The great Italian astronomer, affirmed that they were doubled throughout, and called them “canals.” Wild speculation as to the commercial status of the inhabitants of this far-off world were at once and freely indulged in. Many even saw in them efforts of the Martials to attract our attention and open communication with us. The duplication of these “canal” lines, however, has never been established, and a late and very sensible article in *Science* ascribes them to the effects of tidal action in the planet, wrinkling its crust while in the process of cooling. While the writer does not fully establish his point, yet there seem to be elements of probability in it which certainly do not attach to any previous theory.

The scientific world looks with interest to see an extension of Tessler’s now classical experiments on electricity of high tension in rapidly alternating currents. It seemed at one time that all of our ideas were to be reconstructed and that we were on the eve of the discovery of a mode of force which would give us light without heat, or, if properly regulated, enable us to both hear and see at great distance without the intervention of a communicating wire—even that the wild dream of Bulwer, in his “Coming Race” was about to materialize. But there seems to have come a lull. Possibly, as with so many great discoveries, it is the period of incubation, which, experience tells us, may last a year, a decade, a century before the real meaning and value of the new idea are perceived.

The observations taken of the last total eclipse of the sun seem to have been quite successful. Doubtless our knowledge of the exact physical constitution of the sun will be largely increased when they have been carefully studied and compared.





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PHI DELTA FRATERNITY



## ECHOES.

## BASE-BALL.

Racquets, come forth!

Pedestrian excursions.

April 27 and 28, holidays.

The calendar shows us two holidays for May.

Positively our last appearance — Board of Editors.

A new sign in the park should be, "Give the unskilled bicyclist plenty of room."

Many of our students witnessed the Naval review in New York city.

The Arbor day exercises of Friday, May 5, were very appropriate and enjoyable.

A kindergarten lecture was given by Miss Emily Poulsson, of Boston, at the college, May 9. This is the last of the course.

The Albany Camera club chartered a boat and went together to New York. They obtained some very fine pictures of the review.

The new board of editors will take charge of the June number, the last issue of the year. May they realize success — and a banquet.

The High school department, formerly in two sections, one in Professor Jones's, the other in Mrs. Mooney's room, made a "spring move," May 1, to room 301.

The ECHO is this month exactly a year old. With each month its voice has gained assurance, and has reached farther. Although in its infancy, it is already re-echoed by other papers. May its voice never be silenced.

The young men of the High school department have organized a base-ball nine. Mr. Chas. Kilpatrick has been elected manager, and Mr. Calahan captain of the nine.

Cornell will offer a course in the Russian language next year.

Nearly sixty per cent of the highest offices in the country are held by college graduates.

## SOCIETY NOTES.

MR. M. E. NEWBURY is the newly elected president of the Phi Delta fraternity.

New members have recently been enrolled in the Phi Delta fraternity.

About twenty of the Deltas visited Forbes' manor, near Bath, Friday, April 28.

The Philomathian society, with Miss Katharine Smith as president, are continuing their reading of Scott's works.

The Quicksilver reading circle have completed their study of Milton and are now reading some of the German authors in English.

The Quintillion society of the High school have elected the following officers: Pres., Miss Mary Boughton; vice-pres., Miss Margaret Cox; sec'y, Miss Mabel Arrow-smith; treas., Miss Lottie Hungerford.

The regular literary program of the Delta Omega society on April 21, consisted of selections from the periodicals of the month.

The question of closing exercises in June is now the topic under consideration by all the societies.

## Our High School Athlete.

The athletic contest held at the Armory, was postponed until Saturday, April 30. Mr. Chas. Kilpatrick of the High school won the one-mile running race with a handicap of seventy yards, defeating twenty-two other contestants, many of whom were from Williams, Union, and other colleges. Mr. Kilpatrick succeeded in making the best record ever made in Albany, adding still another medal to his collection, and he intends competing for the State championship at Syracuse, June 6.

— The school marm may sing "My Sweet-heart's the Man in the Moon" with impunity. He can't come and deny it.

**PERSONALS.**

**M**ISS BEGGS, who has been absent on account of illness, has returned to the college.

Miss Abbie Roberts has left the college to accept a position in New Jersey,

Miss Susie MacDonald spent April 27 with Miss Julia Hall, formerly of the college.

Miss Stella E. Whittaker, who has been very ill with congestion of the brain, is much better.

Miss Owen spent the holidays in New York.

Miss Elizabeth Young entertained her brother on Sunday, April 17.

Mr. Raymond Brown spent April 28 and 29 at Alfred university.

Mr. Wickham spent Sunday, April 30, at Castleton.

Miss Edith Stoneman, of the Albany High school, was at the college, April 26.

Miss McCullough spent the holidays at her home in Newburgh.

Mr. Freeman went to New York, April 26, and spent several days there.

Miss Mary Thorp of Oxford, who is a student of Smith college, spent part of her Easter vacation with Miss Helena S. Curtiss.

Miss Jennie Graham spent the holidays in Newburgh.

Messrs. Failing, Stanbro and Green went to New York to witness the Naval review.

Miss Eloise Whitney entertained her mother and brother, April 27.

Miss Elizabeth Surdam spent the holidays in New York.

Miss Etta Gracey was at her home in Yonkers, April 29, to attend the wedding of her sister.

Messrs. George Brown and Coleman visited the Waterford school, April 28.

Mr. Hazlett Risk has returned after an illness of several weeks.

Drs. Cheeney and Clark, of the Cortland Normal school, were at the college, April 13.

Miss Spence, who is teaching German and

French in the Saratoga High school, was the guest of Mrs. Bliss, April 26.

Professor Nicholas Lee, principal of the Churchville academy, visited the college, April 24.

Mr. Herbert Harrison, of New York city, was at the college, April 25. Mr. Harrison is the brother of Miss Lizzie Harrison, '86.

Miss Gomph, a graduate of the Oswego Normal school, who is teaching in Utica, visited several of the practice teachers, Wednesday, April 26.

Mrs. Mooney addressed the teachers of the public schools in Cohoes, Monday, May 1.

Dr. Milne and Professor Wetmore went to New York with the Albany Camera club.

Miss Irene Yanney, formerly of the college, was in the city, April 28.

Mrs. I. C. Hill, of Pelhamville, spent several days last month with her daughter, Miss Ida Hill.

Mrs. Curry, of Albany, visited the college Monday, May 1.

Miss Grace Winans attended the wedding of her aunt at Warwick, April 21.

Miss Carrie Underhill spent the holidays at Amsterdam, with Miss Bertha Wooster, June, '92.

The Misses Sullivan entertained their sister, Miss Annie Sullivan, of Nyack, for a few days this month.

Mrs. Walter J. Cook, of Albany, visited the college, April 20.

Mr. Manning, of the Auburn High school, was at the college, April 20.

Mr. Chamberlain, of Albany, was at the college, May 1.

Miss Sewell went to Chicago Saturday, April 29, where she will remain two weeks for the opening of the World's Fair.

Miss May Hilton, of the High school department, spent the holidays in New York.

Mrs. Tessier, formerly of the High school department, visited the college, May 2.

## ALUMNI NOTES.

MISS CLIFFORD KINGSLEY EDEN, June '91, was recently married to Mr. Ira Porter of this city.

Miss May Vincent and Mr. B. B. Parsons, both Jan. '93, are teaching in Cambridge, Washington county.

Mr. John C. Bogardus, June '70, visited the college, April 6. Mr. Bogardus spent several days with his son who is attending the High school.

Miss Grace Gilliland, Jan. '93, was at the college, April 22.

Miss Lara Smith, June '92, greeted many acquaintances at the college, April 24.

Mr. Bedell, Jan. '88, who was graduated at the Albany Medical college, April 26, was at the college, April 18.

Miss Bennett, June '55, spent Wednesday, April 5, at the college.

Miss Ella Bolinbaker, Jan. '93, was in Albany, April 18, and visited college friends.

Miss Annie Mooney, June '92, assistant in the High school at Whitehall, was at the college, April 19.

Miss Cora Utman, Jan. '93, is teaching at Locust Valley, L. I.

Miss Mary Dugan, Jan. '93, has recently accepted a position as assistant in the High school of Lenox, Mass.

Miss Grace Minty, who is teaching at her home in Newburgh, spent her vacation with friends in the city, and visited the college, May 2.

Miss Cornelia Crafts, June '91, High school assistant at Schenevus, was in Albany, April 15.

Miss Mary Bradner, June '91, of Warwick, was at the college, April 12.

Mrs. Jane J. Bomestiel, who was the class poet of '66, visited the college, April 24.

Mr. Carhart, Feb. '92, was at the college, April 5.

Miss Alice Drake, Jan. '93, is studying languages in the Rochester High school.

Mr. W. M. Whitney, June '76, spent Tuesday, April 6, at the college.

Miss Mary McFarland, Jan. '93, is teaching in the primary department of the academy at Salem.

Mr. William Long, Feb. '92, visited the college Wednesday, April 5.

Miss Clara Sweatman, who has resigned her position at Van Pelt Manor, on account of illness, spent April 5 at the college.

Mr. Alfred V. Howell, of the class of '93, has accepted a position at Locust Valley, L. I.

Mr. Marvin has completed his studies and gone home, he will return for the commencement exercises in June.

Miss Clementine Helfer, who was a member of the class of June '92, was the guest of friends at the college, April 5.

Miss Overton, Feb. '90, visited several of the classes, April 5.

Miss Jennie Mott, June '91, died at Bouckville, Madison county, on March 11, 1893.

H. B. Wescott of Carthage, father of Miss Mabel Wescott, June '92, died, April 20.

Prof E. T. Pierce has been elected principal of State Normal school at Los Angeles, Cal. Prof. Pierce, who is considered one of the most thorough educators in the state, graduated from the Albany Normal school twenty-one years ago.

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The New Board.

E. E. Race has been elected editor-in-chief for the Commencement number. Miss Charlotte Lansing, Mr. George A. Brown, and Miss Helena S. Curtiss, editors for the ensuing year. Mr. Hanks and Mr. Kilpatrick were elected reporters.

**KINDERGARTEN.**

THE Albany Normal college has one of the most complete Kindergarten rooms we have ever seen. Plenty of windows, hardwood floor, fine finish woodwork, and the best of furnishings, make it a worthy place for this choice department. — *Kindergarten Magazine*.

In a recent article in the *Kindergarten Magazine* the proverbial restlessness of children is commented on:

“Nowhere is nature or the world of humanity at rest, and yet we expect the children, who are bursting with growth and living impetus, to remain motionless and stationary at our pleasure and convenience. The child, like nature, abhors passivity.”

Recognize the right of children of any age to be active, and satisfy that activity — which means growth — by giving them plenty to do, and letting *them* do it.

They will spoil things, of course, but they will “learn to do by doing” in a short time what will take years to teach by mere words.

With that knowledge comes a feeling of independence and self respect, and a reserve power which will always be of service to them.

“Never *superintend* children’s play or work. Work *with* them, or let them work *with* you.”

**COMMENCEMENT ANNOUNCEMENTS.**

Sunday evening, June 11 — Baccalaureate sermon.

Monday evening, June 12 — Elite society closing.

Tuesday afternoon — Graduating exercises of the intermediate and primary departments.

Tuesday evening — Delta Omega closing.

Wednesday afternoon — Graduating exercises of High school.

Wednesday evening — Phi Delta closing.

Thursday evening — Class-Day exercises, college chapel, class banquet, Delavan.

Friday afternoon — Graduating exercises of the college at Harmanus.

Friday evening — Class reception.

**FANCIES.**

## A SERIAL.

A maiden may be tall and gaunt  
With face all frescoed o’er with freckles,  
Yet she will fill a long-felt want  
If she is worth a pile of shekels.

A maid may not be worth a mill,  
As well as slender, sweet and fair;  
And yet a long-felt want she’ll fill,  
If she can broil a beefsteak rare.

A maiden may be tall and proud,  
With beauty, more the better;  
Yet if she talketh long and loud  
She’ll never make a typewriter.

A maiden may be fair and bright,  
And young and gladsome, gay and giddy,  
If she would play her cards aright  
She’ll teach a year and ne’er be left a widdy.

— Ladies want more than a moment’s reflection before the mirror.

— Many’s the poor man who has invested in lace curtains for a blind.

— It is hard to get some teachers interested in pedagogy.

— It does not follow that a remark carelessly dropped falls flat.

— In political economy — Prof. (on price fluctuations): “Now, take eggs for example. What would raise the price of eggs?” Bright pupil (promptly): “A scarcity of hens.”

— A dress with accordion skirt, fluted waist trimmed with bugles, sleeves piped with triple chords, is the correct costume for the musicale.

— “Comrades in Arms,” remarked the facetious student, as he exhibited the pictures of his young lady acquaintances.

— St. Peter: “Halt.” New spirit: “Can’t I enter?” St. Peter: “I rather you wouldn’t.

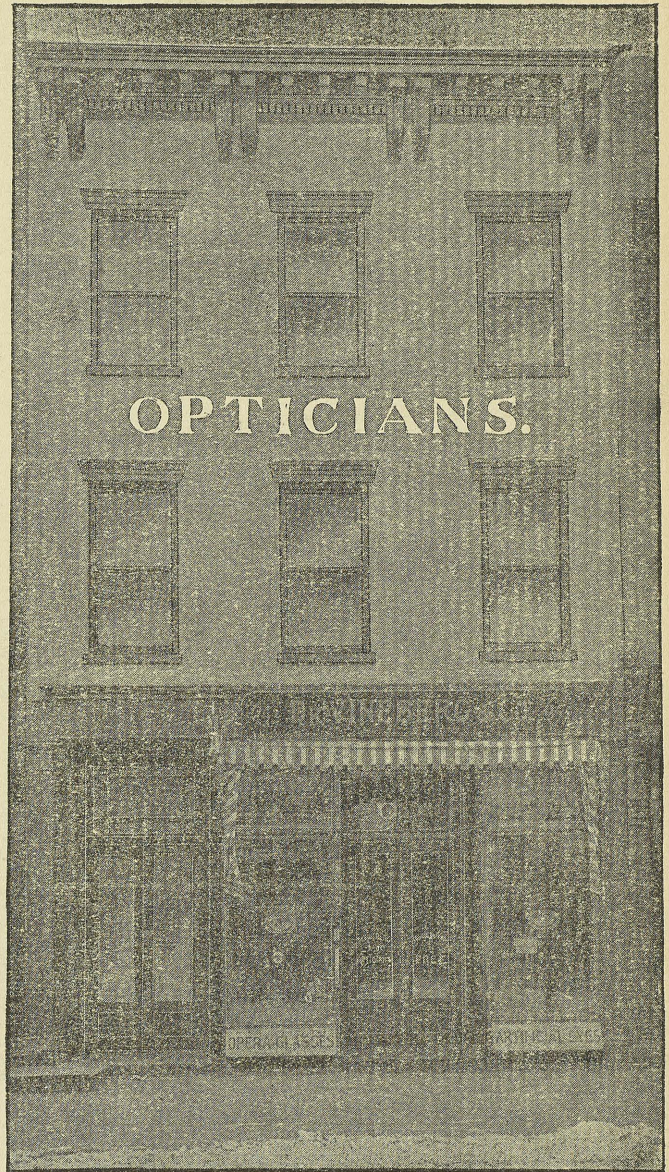
You are a member of the graduating class and we don't want any advice about running the universe."

— Professor in Greek: "You know, we are indebted to the early Greeks for our conception of the centaur, yet, hem-m, I have sometimes thought that I recognized pretty well-defined specimens of half-man, half-horse now-a-days, hem-m."

#### AMONG THE MAGAZINES.

A New York daily paper, taking up the idea conveyed in Flammarion's exciting novel, "Omega: The Last Days of the World," has interviewed a number of the leading men in all professions as to what they would do if science were to predict to-morrow that the end of the world would arrive within the next thirty days. The answers are various and curious, and heighten the interest which is felt in the second part of Flammarion's great novel, which appears in the May *Cosmopolitan*. It is a question which everyone will find interesting to ask of himself: What would you do if within six weeks the end of the world were certain? A clever story of another kind is that of the new English novelist, Gilbert Parker, in the same number. "American Society in Paris" is an article of another kind, but one which will interest all who have had occasion to make even a short residence in the French capital. *The Cosmopolitan* scores a success in producing in its May number, almost simultaneously with the daily papers, an elaborate description of Professor Gray's marvelous invention, the Telautograph, which reproduces the handwriting, or the work of the artist, simultaneously, thousands of miles distant from the place where the writer or artist is sitting. Mr. Howells' purpose in "The Traveller from Altruria" is, month by month, becoming more evident, and is now receiving wide attention at the hands of the critics all over the world.

The exhibition number of *Scribner's Magazine* is the contribution which the conductors of that periodical make to the great exposition at Chicago. They have planned to make it as fine an example of an American magazine as can be produced. It is put forth as a representative number to show the literary, artistic and mechanical resources that are employed in such a publication. This issue contains nearly one-third more matter than the regular numbers of *Scribner's*, and the illustrations are of extraordinary abundance and richness, including twenty-five full pages, two of them in colors, the frontispiece being a reproduction of a pastel by Robert Blum. The opening article is an unpublished autograph narrative by Washington, describing in a most graphic manner "The Braddock Campaign"—a manuscript which is unique among Washington relics. It was written by him for the use of Colonel Humphreys in a proposed biography. W. D. Howells contributes a charming autobiographical sketch entitled "The Country Printer," which embodies recollections of his youth. Prominent English writers are Walter Besant and Thomas Hardy. The American short story is exhibited at its best by such masters of the art as Bret Harte, Henry James, George W. Cable, H. C. Bunner, and Sarah Orne Jewett. Mrs. Burnett contributes more of the recollections of her childhood. Robert Blum writes picturesquely of an "Artist's impression of Japan." Francisque Sarcey, the eminent French critic, contributes a brief paper on "The Comédie Française at Chicago," and there are poems by Robert Louis Stevenson and Thomas Bailey Aldrich.



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**BOOK REVIEWS.**

Elements of Arithmetic. By William J. Milne, Ph. D., LL. D. American Book Company. 30 cents.

"The Elements of Arithmetic" is designed to meet a demand for an elementary course in arithmetic in a brief compass and to introduce the student to the author's more exhaustive treatment of the science contained in his *Standard Arithmetic*. The book is thoroughly modern. The exercises assure an easy and natural development of the idea of numbers. Definitions, principles and rules are expressions of what the pupil already knows. The book aims to instill the habit of independent investigation, which is one of the best fruits of education. The treatment of the subject is adapted to the understanding of young students without sacrificing either accuracy or correctness of process, a merit often wanting in elementary arithmetics. This is a feature which strongly commends the work. The present book is the most advanced arithmetic many students will ever reach and it therefore fills a want in that if a student goes no further in his arithmetical studies than "The Elements of Arithmetic" he will have a knowledge of the science sufficient to meet most of the requirements of business life. "The Elements of Arithmetic" will commend itself to general favor on account of its logical and normal development of the subject, and its adaptation to the grade of pupils for which it was designed.

The Art of Reading Latin. By W. S. Hale. Ginn & Co.: Boston, Mass. Paper

The above book is an exposition of Professor Hale's method of teaching Latin which has excited so much criticism, commendatory and otherwise. In substance the same method of course applies to Greek as well. The essence of the method is contained in the following quotation: "First read the first Latin word without translating it, then the second, then the third and so on to the end, taking in all the possible constructions of every word, while barring out at once the impossible, and, above all, erring if anywhere in the direction of keeping the mind in suspense unnecessarily long, waiting, at least, until a sure solution has been given by the sentence itself." The book elaborates the above method in its details, giving several specimen lessons. It also has a chapter on the application of the principles to preparatory teaching. No Latin teacher can afford to be unacquainted with the book, for it is a method which has shaped itself in practical experience and will be found replete with hints to those whom it does not convert.

Marmion. By Scott. English Classics for Schools. American Book Company. Board covers. 20 cents.

To read "Marmion" to the best purpose and with full understanding one needs a knowledge of the times, places and historical facts mentioned. To supply this information with sufficient fulness and clearness, and also to explain such words and literary constructions as may be strange or obscure, is the purpose of this edition. Such things as the intelligent teacher can readily explain, or the diligent pupil find in books of reference easily accessible, have been left without remark. The notes do not err on the side of being too profuse or critical. "Marmion" is always a favorite with the youth and therefore makes a good text-book for literary and grammatical study. "The English Classics for Schools" are attractive, substantial, and cheap editions of the masterpieces of the best authors and are certain to find favor.

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