

THE Normal College Echo

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CONTENTS.

LITERARY AND PROFESSIONAL.	PAGE.		PAGE.
To a Spring Violet	1	A ZONE OF MIDNIGHT CALMS	8
Correlation	1	DE ALUMNIS	9
Eastern and Western Pedagogy	3	'96 SOCIAL	9
Professional Teachers	4	IN MEMORIAM	9
The Fountain of Life	4	ECHOES	10
My impression	5	PERSONALS	10
EDITORIALS.		COLLEGE NOTES	11
Miscellaneous	6	AMONG OUR EXCHANGES	12
Life-long Education	7	EDUCATIONAL NOTES	12
HYMEN TRIUMPHANT	8	ALL SORTS	13
COLONEL WATTERSON'S LECTURE	8	REVIEW NOTES	14

TO A SPRING VIOLET.

COME, violet, peep from 'neath the sod,
We wait again thine opening eye;
Bright temple wherein dwells our God,
Reflect again His azure sky.

The winds of April bend the boughs,
And Mother Earth seems lone and drear,
Gives other climes her snowy fleece,
And gladden hearts, by her held dear.

Tell once again thy loving tale,
To all the suffering sons of men,
Keep courage, heart, thou shalt not fail,
The spring of Life has come again.

M. A. K.

CORRELATION.

SO much has been said and written on the subject of correlation of late, that one runs the risk of boring the readers of an educational paper by adding his quota to the ocean of thought which is beating and surging against the crags of time-honored customs. Yet much of what is before the public is very general, covering a

possible application in any and all grades; and many teachers who are much interested in the possibilities of the new idea, fear to test it, thinking that it will "interfere with grade work," cause them to "lose time," etc.

That this is merely an effect of a too vivid imagination which pictures non-existent evils, it shall be a pleasure to prove; for it is true that children can be so taught that isolated facts, pertaining to one subject which is apparently distinct from all others, may be so united with other facts that the mind recognizes but one whole and concentrates its effort upon that, despite the truth that it is always made up of its parts.

As a proof of this our attention is called to the intimate relation which exists between geography and history. Where can a better time and place be found to teach the great events of our nation's life than when traveling through cities and states famous for incidents connected with discovery, exploration, warfare, or conquest? Almost every step of the way from Maine to the Pacific coast has its stirring account of the

heroes of "ye olden tyme," whether reckless adventurer or devout Puritan, the bold, sturdy courage of the Revolution, the impetuous ardor of the brave leaders in the Mexican War, or the later methods of warfare, and cooler, more deadly purpose in the War of 1812 and the Civil War.

Reading lessons determine themselves in selecting from so broad a field, and spelling lessons multiply until the "speller" of the old régime finds its rightful place among the many back numbers on the shelf of old ideas.

Science cries out for vengeance in the midst of this enthusiasm over other subjects, and begs for the place which awaits her. What can be more interesting than to give lessons upon the plants and animals which give the touch of life so necessary in these ideal journeys of ours? The simple wild flowers of the fields in our own section of country are the result of the climate in which they find their being. Hence the force of contrast which arises from our visits to the sunny South, where the facts the children have learned in botany admit of a wider application, and bring to their notice more complex forms of flower and plant than is yet within reach of their young comprehension. The horizon broadens and they await eagerly the day when more shall be learned in regard to the wonders already known.

Concerning the study of zoology, room is found for that in studying the characteristic animals of a region, or a whole subject like that of fishes when traveling over the many lakes and rivers which are well stocked with the finny tribe, causing fishing to be an important occupation of the people.

Insects have a place in connection with all parts of the country where summer reigns during a part of the year and hence may be studied at any convenient period. Here again the reading lesson is dependent upon the chief subject of thought, so that poems, or charming bits written by authors whose lives have been spent in close contact with, and earnest study of Nature's Wonderland, afford the children a glimpse of the reality of that pleasure which comes only to "him, who in the love of Nature, holds communion with her visible forms."

Language and drawing, spring spontaneously from the intimate relation existing between the other subjects. In reproduction of facts gained, the imagination of the child is encouraged to exert itself until a "story" is as necessary as a fact. In the careful correction of these papers by the teacher, such mechanical details as the construction of sentences, correct grammatical forms, the proper use of capitals and punctuation marks, are brought to the attention and recognized as the tools without which no good work can be accomplished.

As regards drawing we believe that its greatest educational value is derived from its use as a means of expression of thought; and hence it consists almost entirely of the representation of objects studied, the drawing of maps to illustrate work in geography, and the painting in water colors of any plant, flower or animal, which has been the basis of a lesson, or in which the children are interested for any particular reason.

In closing it may be well to mention just one more subject which finds its place most admirably in the correlation of studies, viz., familiar science. With our marked differences of climate, great mineral wealth, and natural resources of all descriptions, a list of lessons suggests itself infinite in variety and of interesting possibilities. A few of these are coal, oil, iron, cotton, sugar, rice and other grains, tobacco, oranges, hot springs, geysers, waterfalls, etc.

Illustrations innumerable might be given to show how one lesson grows out of another, but matters of this kind are for the individual teacher to decide as her work progresses. The rapidity with which ground is covered depends upon the interest and enthusiasm of the class which must be both obtained and maintained. The preparation in preceding grades also affects the thoroughness of the work, and obstacles of other descriptions will frequently arise; but where, in a teacher's career, do they not invite the exertion of all her energy? She may be assured here, that as compensation, she will see a broadening of the minds under her care that will repay her for twice the labor, and create a delight which she cannot help but share.

EASTERN AND WESTERN PEDAGOGY.

SO widely different are the pedagogical institutions of the East from those of the West that it is difficult, upon a limited experience, to form a comparison between them.

In the first place the conditions of school life in the common schools of the West are very different from those in the East. High schools are comparatively few in number. It is only the cities of the first and second classes which can boast of as well organized and conducted public schools as those so common in New York State. Cities of lower rank are for the most part content with schools which, though dignified by the name of "High School," are yet not farther advanced than the tenth grade. Then there are regions, scores of miles in extent, which are provided with nothing better than "country schools," kept for about two months at a time, ungraded and practically unfurnished. But we must remember that this is a very new country. When the Albany Normal School was established, Missouri was for the most part a forest, peopled only by Indians and rough white settlers.

The constant improvement and establishment of schools throughout the West has created and is maintaining a growing demand for trained teachers.

Formerly this demand was supplied almost wholly from Eastern schools, but the West was always independent, and is rapidly establishing normal schools of her own.

Under the prevailing conditions a very small proportion of the young people are able, even with difficulty, to procure the rudiments of an advanced education. Private schools are numerous, but these are expensive; therefore some provision must be made for students of the wage-earning class from which the ranks of the school teacher are most largely recruited. This is, of course, found in the normal school.

But our Western normals are not like your New York schools. Nor at present is that possible. Coming, as the students do, from the country schools and incomplete "high schools," the majority of pupils are found lacking in subject-matter. Until this deficiency is supplied in

the common schools it must be met by the normal schools, or there can be no normal system. Therefore, though these schools were established as exclusive training schools and are gradually working toward that end, it is found advisable to hold the professional work in abeyance while the necessary instruction in subject-matter is being given.

The work extends over a period of four years. Often there is a fifth year, preparatory, for students who are very deficient. It is divided into two courses, of two years and four years respectively. The two-year course gives comparatively little professional work, but the four-year course includes a great deal.

The pedagogical work, though thorough, is not complete. More attention is given to the study of general principles than to special methods. These special methods the student must develop for himself in the practice department, where the work is very independent, save as it fails to coincide with the views of that august body, the faculty.

A school so arranged forms a necessary step in the educational system of the West. It is self-evident that all that is necessary to its completion is a Normal College. No better articulated system could be planned than the West would have with the addition of a few normal colleges.

New York is justly proud of her normal schools, rounded and completed by this institution of which we all think so highly. Educational reform has been but a few years on the way, yet here we find two hundred devoted students of that very art which not long since was a despised occupation. Our normal schools are an outgrowth of this reform, and enable the profession to attain still higher ideals.

The course of improved instruction westward holds its way, and there should be the teacher's paradise. What could give an ardent normal college graduate filled with *fin de siècle* ideas of text-books and methods—what could give her more pleasure and satisfaction than to take charge of a beautiful log school house, miles from any railroad or town, and batter the dense, primeval ignorance of those "Charitonites," with her "*Natural Methods of Development*," untrammelled by ancient prejudice and practice?

E. L. G., '97.

PROFESSIONAL TEACHERS.

THE attitude of the public toward education has undergone a decided change in the last few years. People are beginning to realize that teaching is a profession, and that teachers must be properly qualified before they shall enter upon their profession.

To be an eminently successful teacher requires certain natural gifts, as strong individuality, keen intellect, high moral character, and commanding presence.

In addition to these qualities a broad, liberal education is absolutely necessary. A person without a thorough education can never command the respect and attention of his pupils. Such an education is now available for all. There is no reason why the energetic, wide-awake young man or woman should not secure a college education. Fellowships, scholarships and pecuniary aids are so abundant that a worthy person cannot plead lack of means as an excuse for poor preparation.

Is it advisable that a person of the above qualifications should avail himself of the normal training? No matter how talented the person, or how promising his future as a teacher, he should secure the normal college training. The rarest diamond, as found in nature, is not the brilliant, lustrous gem which is so much prized. It needs the skill of the diamond cutter to remove the foreign substance from the gem, and give it the form which best adapts it to its purpose. So the would-be teacher needs to have those things which will hinder his success removed, and have his intellect and individuality so developed and molded that he will be best prepared to meet the demands of the high standard of education and civilization of to-day.

Skilled labor is demanded in every branch of life. No man would think of entrusting the building of his house to a man who was not a skilled workman. Will this same man in affairs so important as the education of his children, put aside this cautious spirit and sound judgment? The normal college, the normal school, the department of pedagogy in the colleges, have arisen as a result of the demand of the people, a

demand which says: "We will not entrust the training of our children, their preparation for future success and happiness, and even the future of our country, to the hands of unskillful and incompetent teachers."

The country has made ample provision for the education of its children, and it is only just and natural that it should insist upon the best possible instruction. For the possibility of the present is the promise of the future, and only under the most skillful treatment will this possibility be fully realized in the future.

Those who criticize the Normal College unfavorably forget that the most skillful and successful work will not make a gem of a piece of ordinary stone. The cutting only exposes to the best advantage the natural qualities of the stone. So the normal training only reveals and develops the natural qualities of the individual for a certain definite work. If the individual lacks the qualities necessary to make a successful teacher, no amount of training can compensate for this deficiency. The failures are due not to normal training, but to lack of the natural qualifications which are indispensable to success as a teacher.

D. S. C.

THE FOUNTAIN OF LIFE.

AMELIA E. DALY ALDEN, '68.

Ponce de Leon, weary, rich and old,
 Heard joyfully the tale the Indians told
 Of that strange fountain in the forest dim,
 Whose limpid wave could give new life to him;
 And with his followers, for many a day
 He sailed from isle to isle, from bay to bay,
 In hope to find those waters, and restore
 His painful age to painless youth once more.
 But whether in the depth of virgin wood,
 Where the grim pine and solemn cypress stood,
 Or whether in the fair and sunny reach
 Of green savanna, or on sandy beach,
 He knelt to drink from many a sunless pool,
 Or quaff the bickering streamlet sweet and cool.
 His quest was vain; the mystic fountain lies
 All undiscovered yet by mortal eyes.

Ponce de Leon sleeps, and centuries
 Have drifted by upon the sunny seas
 Since, full of hope, he sailed from shore to shore,
 Then with a drooping heart the search gave o'er.

We read the tale half pitying, and yet
 Is there not some faint, lingering regret
 That in the sunlight of this wiser age,
We may not go on such a pilgrimage?
 Fain would we seek—yea, let us own the truth—
 Fain would we seek and *find* the fountain of youth!

For silently and swiftly as the spheres
 In the great vault above us, glide our years;
 And when, as now, we altogether stand,
 Once more to take each other by the hand,
 We see with pain the sure and subtle trace
 Which time has left on many a well-loved face.
 We read the record of the fleeting years,
 The hieroglyphs of care and toil and tears,
 Of secret struggles and heart-wasting pain:
 "Oh, could we have our careless youth again!"
 We sigh, remembering the golden past,
 When life was beautiful, and grand, and vast.

Not all a fable was the story told
 Beside the Redman's fire in days of old;
 From the innate, insatiate hungering
 Of human souls do all such legends spring.
 They are the voice of nature crying through
 The wilderness of time; in spirit they are true.

The life-renewing fountain surely flows,
 Though from no earthly source its waters rise,
 And he may drink, and keep his youth, who knows
 To read the sorrow in another's eyes,
 To cheer the lonely, and to change the sighs
 Of troubled hearts to breathings of repose;
 The starving soul with love and hope to feed,
 And give a hand in every brother's need.
 For him there springs, of life itself a part,
 The fount of youth—a sympathizing heart.

THE TRAILING ARBUTUS.

"I WANDERED lonely where the pine-trees made
 Against the bitter East their barricade,
 And, guided by its sweet
 Perfumes, I found within a narrow dell,
 The trailing spring flower tinted like a shell
 Amid dry leaves and mosses at my feet.

As, pausing, o'er the lowly flower I bent,
 I thought of lives thus lowly, clogged and pent,
 Which yet find room,
 Through care and cumber, coldness and decay,
 To lend a sweetness to the ungenial day
 And make the sad earth happier for their bloom."

MY IMPRESSION.

YES, I went down to visit him, while he was there at
 school,
 I thought I'd see how teaching looked, when done by
 special rule.
 But now I'm almost sorry that I spent a single day
 To see how much that boy'd forgot since first he went
 away.

Well, I will tell you how it was; Tom took me to his
 class,
 We thought 'twould be a proper way the extra hour to
 pass.
 We hadn't more'n got in there when our Tom was called
 by name,
 For he must act as pupil, and three other lads the same.

A pretty girl was teacher, and the rest sat 'round to
 look,
 And copy down whate'er was said, each in his own note
 book.
 Well, I was glad to be there, for I thought: "Now Tom
 can show
 These city folks that farmer's sons aren't all so very
 slow."

And so the lesson soon began, and all went well, until
 The teacher asked: "What is a spring?" and every boy
 sat still.

And then she called on Tom, and man! he said he didn't
 know!
 To think that I should live to see my boy to manhood
 grow

And all his life drink from the spring that runs by our
 back door,
 But down before those city folks, get out upon the
 floor,
 And say he didn't know a spring from a New Hamp-
 shire shingle.

I tell you, sir, it fairly made these ears of mine to
 tingle,

And after class I told the lady sitting in the chair,
 That he had always known a lot before he went down
 there.
 But dear me! if the rest he knows, like that slips from
 his reach,
 I don't know what he'll ever do when he begins to
 teach.

MARY A. BUTTLES, '97.

"THE sentiments of the school-room are among the
 most potent and enduring forces of life. The child
 nature imbibes unconsciously the prevailing principles
 of the hour; and the character is forming while the first
 hesitant words are conned from the primer."

THE
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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.

In accordance with the U. S. postal law THE ECHO will be sent until all arrears are paid and notice of discontinuance is received.

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EDITORIAL.

TO paraphrase the language of Garfield, the Raines bill has become a law and the government at Washington still lives.

WE have decided not to declare for any presidential candidate until after the convention, for fear of embarrassing the situation.

THE Echo desires to add a modest second to the efforts of the committee who are endeavoring to secure a new union depot for Albany.

THE teacher who is able to maintain the regular attendance of his pupils, through the warm sunny days that are supposed to be near at hand, may be assured that his work is not entirely a failure.

ON Wednesday, May 15, at 1:15 o'clock, will occur the regular term election of members of the ECHO staff for the first term of '96-'97. It was the intention of the College in providing for an election at this time to give the newly elected board an opportunity of becoming familiar with the work before assuming control next September.

The election will be purely democratic, and, while no such system has been adopted as that soon to be inaugurated at Syracuse University, of awarding positions on the staff according to the quality and quantity of matter submitted for publication, we have no doubt that the College will be glad to elect for their representatives on the ECHO those who have shown ability in that direction by contributing to the support of our college paper. Let those who desire to become candidates contribute something for the May number.

GOVERNOR MORTON has signed the bill appropriating \$6,000 for the support of three summer institutes, one each at Chautauqua, Glens Falls and the Thousand Islands.

MR. MURAT HALSTEAD estimates that for forty years he has written a million words a year, and it is said that Horace Greeley used to write so much that he was compelled to bandage his wrist to keep it from swelling. No wonder editors, as a rule, die young. Moral: Support your college paper by subscription and contribution.

ONE of the alumni of the old Normal School, in speaking the other day of his class, said that while no one had attained any special distinction, a majority were very successful in the quiet pursuit of their profession. In this, it seems, lies a thought worthy of our consideration. It is the mediocre man or woman upon whom rests the responsibility. The scientific genius may give to the world some great discovery, like the X ray, but its application must be made by the undistinguished practitioner.

IN searching for the cause of poor spelling on the part of one of his pupils, a teacher recently found it to have been caused by astigmatism in

early childhood when learning to spell. Had that teacher been equal to the occasion he might have discovered the trouble, secured, if possible, the remedy, and thus saved a human soul from the embarrassment of poor spelling and from the awful consequences of an imperfect education.

This is but another illustration of the necessity of making a careful study of each pupil if the best results are to be secured in teaching.

THROUGH the courtesy of President Carnell, the writer, a few days since, visited the different departments of the Albany Business College. Mr. Carnell, like most successful men, is something of an enthusiast over his line of work, and as he showed us room after room, filled with busy students, we fully agreed that his institution must be all that he claimed for it; but when the door opened upon a class practicing stenography and the gentleman made the claim that, in point of beauty he would match his young lady students against those of the Normal College, we would not hear to it even for a minute.

THEY have just moved in. Who? Why, the young couple across the street. He is a young veterinary surgeon who has just hung out his sign. His prospects are not the most brilliant, but his ambition and honest purpose are not at all deficient. She is young, pretty, and lovable, and, although among entire strangers in a strange city, is as happy as can be. Tonight you sit by this window and watch. I did so, and out she came to meet him, just as proud of him as though he were worth a million and had position and influence. After dinner he came out and swept the walk while she looked on and they talked of present and future happiness. And as they walked around the corner to get an evening paper, I heard the screams of a woman in the next block, whose husband had come home intoxicated and was beating her. Just then I remembered that I learned in drawing, that the contrast between light and shade heightens the effect, but I could not help adding, that high light throughout, in this case, would be more pleasing to the eye.

LIFE-LONG EDUCATION.

AS there are two sources of education, the school and the world, and two kinds of education, one received under the influence of the teacher and the other in contact with the world, it is our duty to put our pupils in the way of acquiring this education which, like many other free things, is not half appreciated.

The ability to assimilate the information which is around us is a matter of no small consequence. In answering the question, "Where did Abraham Lincoln get his style?" Mr. Watterson says that he was inspired, and we have no reason to dispute him. Where did he get his education? Inspiration may account for that, but it began as it did with Benjamin Franklin, with the inspiration to draw intellectual nourishment from the mother earth of nature and human society. The years of school life are few compared with the whole span even if one is privileged to enjoy a liberal education. How much more stress, then, should be placed upon teaching a pupil how to learn rather than upon filling him with facts.

There are in every community now men of education who are a potent force in the education of the community in which they are located. In their professional or business capacity they are constantly disseminating knowledge, which, if rightly appreciated, should increase the general information. Then, too, much may be gained from such men through the medium of conversation. It is true they are generally busy men, yet but few men are so busy that they have no time to talk with those who have good ideas and can express them intelligently. Right here comes in the difficulty commonly met with. Persons are unable to obtain knowledge by this means because they find difficulty in expressing their own ideas. This leads to timidity and embarrassment, and retards mental development. Pupils must be early taught to express themselves in good English, if they do nothing else. In this the precept "learn to do by doing," applies most strongly. Let us have more pupils whom we shall send out capable of questioning nature, carrying on intelligent conversation, and asking intelligent, pointed questions upon points concerning which they desire information.

HYMEN TRIUMPHANT.

IN a public address President Hunter, of the City Normal College, bemoans the fact that while the normal schools of New York have sent out 6,000 women teachers during the last twenty years, many of these graduates have ultimately surrendered to the subtle importunities of Cupid. The very qualities which render these women good teachers, President Hunter declares, are the qualities which go to make good wives and mothers.

All of which demonstrates that none of the female sex is so wedded to her art or profession but that, with the right provocation, she is willing to be wedded to something more tangible and substantial. Just how this difficulty is to be surmounted it is hard to discover. To reduce the number of women teachers sent out by the normal institutions would be to reduce the number of good wives and mothers, while to increase the number of these graduates is to increase the number of happy firesides. Between two such alternatives the great majority of right-thinking people will be apt to say, "Let the facilities of the normal schools be enlarged *ad infinitum*."

If these establishments are really institutions for the cultivation of devoted wives and mothers, the founder of them builded better than he knew. The education of children can never suffer seriously under such circumstances. Besides it is useless to resist. Love which laughs at locksmiths is not likely to have any apprehensions or qualms about crossing the threshold of a study room.—[*N. Y. Advertiser*.

COLONEL WATTERSON'S LECTURE.

MONDAY evening, March 30, was an evening long to be remembered by those who had the good fortune, as well as pleasure, to hear Colonel Henry Watterson (to quote Lieutenant-Governor Saxton, who introduced him), of the United States, and more particularly, of Louisville, Ky.

Besides the speaker on the platform were Governor Morton, Lieutenant-Governor Saxton, Superintendent Skinner and Deputy Superintendent Ainsworth of the Department of Public

Instruction, President Milne and several other distinguished gentlemen.

Representing as Mr. Watterson does, that quartette of famous journalists, himself, Murat Halstead, Horace Greeley and Charles A. Dana, he is particularly fitted to speak upon a subject involving an accurate knowledge of men of Mr. Lincoln's time. In speaking of newspapers he expressed the hope that the time would soon come when we shall have a journalism that will criticise the deeds of public men, with an unbiased judgment.

In speaking of the relations between the north and the south, and of Mr. Lincoln's character, the speaker said that no other man then before the public could have filled the place that Abraham Lincoln did.

A gentleman who attended the lecture in speaking of it afterward said, "I cannot tell what there was about that lecture that made me like it so much," and others have expressed the same sentiments.

Greater praise than this could hardly be given Mr. Watterson. It shows that, through the heart and soul of the speaker, his listeners caught a vision of what was grand, pure and noble in Abraham Lincoln that many lecturers of outwardly more attractive style are unable to give their hearers.

A ZONE OF MIDNIGHT CALMS.

A COLLEGE girl was sitting at a table upon which were piled note-books and text-books; varied in size, color, and contents. "Night's candles were burnt out," but she, in anticipation of examination the following afternoon, toiled on. She had arranged her books in logical order that very evening: there were five books pertaining to the subject of chemistry, three on rhetoric, two note-books and two text books on physiography, etc., and yet she could not remember where that explanation of ocean currents was, and she wanted to write it in her personal book.

Suddenly she glanced from her book and listened. What was that noise overhead? Stamping of feet, hurried commands, running to and fro—well, down in a minute went book and pen; compass and scales sought shelter under some manuscripts and defied discovery an hour later. Pens, papers and erasers looked as if struck by a Kansas cyclone. Rushing to the door with visions of a spoiled Easter gown, she screamed, "What is the matter?" "O, nothing," was the reply, "only the chimney has just burned out." As this ripple on the midnight calm passed by our sister was heard to remark, "How I wish I could keep my equanimity when I am called upon to teach as well as I can in case of fire."

DE ALUMNIS.

- '91. Wm. M. Fort, principal of the Chittenango Union School, called at College Apr. 2.
- '92. Miss Alice Gilliland called during the week of Mar. 30.
Mr. C. A. Van Auken called Mar. 31.
Miss Anna McCann, of Middletown, visited College, Mar. 31.
- '93. Mr. Wilson Failing is teaching at Chelamsford, Mass.
Mr. Paul E. Reiman called Mar. 26. He will enter Harvard next September.
Mr. E. G. Barnes, who is teaching at Peekskill, was in the city Mar. 21.
Miss Helen Arnold, '93, was married to Mr. Herman Luther at Palmyra April 6.
- '95. Miss Pulis, of West Troy, called Mar. 25.
Miss Anna Wood, of the Kingston Academy, spent the Easter vacation with friends in Albany.
Miss Romaine visited College Apr. 3.
Miss Laura Sutherland, of Cohoes, called Mar. 27.
Miss Minnie Waite, who is teaching at Norwich, spent a week at Easter time in the city.
- '93. W. S. Coleman gave a lecture on Wendell Phillips before the young ladies of the Fort Edward Institute, March 28.
- '55. Professor Albert N. Husted recently gave some interesting reminiscences of his services as lieutenant in the famous Ellsworth 44th N. Y. regiment, before Wm. A. Jackson Post of this city.
- '94. Mr. Wm. E. Freeman, principal of the Middle Granville Union School, called at College Apr. 2.
- '95. Miss Sara E. Hawley was at S. N. C. Mar. 31.
Miss Keeney, who is teaching at Stillwater, was in the city Easter week.
- '96. Miss Rose West, of Catskill, was in Albany Easter week.
Miss Florence Lockwood has accepted a position to teach at Castleton Corners, Staten Island.
Miss Helen E. Gere attended the meeting of '96 March 27.
Mr. D. S. Carpenter spent Apr. 10 at the College.
- '95. Miss Ella Brigham, teacher of the training class in Troy, called at College April 11. Miss Brigham spent her Easter vacation visiting the Brooklyn schools.
- '96. Mr. D. S. Carpenter who has been supplying the principalship at Chatham, N. Y., has returned to Albany.
- '96. Miss Golden, of Matteawan, paid Albany a flying visit April 11.
- '95. W. H. Good, of Bath-on-the-Hudson, called Apr. 11.

'96 SOCIAL.

THE class of '96 held their second monthly meeting, Friday evening, March 27, in the Kindergarten room.

By eight o'clock, a pleasant company had gathered, and roll call was promptly begun, each member responding with a current topic of general interest.

After the business meeting, Miss Willard, vice-president, in the absence of President Perry, announced the program, which was opened with a solo by Miss Grace Stuart. Then a session of criticism was given, which was based on various jokes and peculiarities of the members of '96, and was duly appreciated by each.

A vocal solo by Mr. Rockefeller was followed by a reading by Miss Mary Deane, this completing the program.

The social hour was spent in trying to draw on the blackboards, *something* to represent a book, the name being provided on slips of paper. A pleasant time was spent guessing and admiring the various productions, which were ingenious and striking.

After other music and a general singing of college songs, the pleasant meeting adjourned till April 24.

IN MEMORIAM.

THE following resolutions upon the death of Miss Alice L. Ryan, which occurred March 25, have been adopted, as a token of the high esteem in which she was held, and as an expression of sympathy for her afflicted family:

In the death of Alice L. Ryan, the class of ninety-seven has lost a member whose cheerful disposition and unselfish life gained for her the friendship of all who knew her.

As a student, by her earnest, faithful and persevering efforts, she won the esteem and admiration of her teachers.

In behalf of the college, we extend to the bereaved family our heartfelt sympathy in this, our mutual affliction.

SARAH COLLIER,
EMMA GEORGE,
MINA COOK.

Student, never suffer your energies to stagnate. The old adage of "to many irons in the fire" conveys an untruth. You cannot have too many—poker, tongs and all—keep them all going.—*Ex.*

In the course of an ordinary woman's life she absolutely wastes more time than would take her through college and make her one of the best educated women of her day.—*Ex.*

ECHOES!

SIGNS of spring!

Leaves are budding.

The covering is off of "Moses."

How do you like your new class?

Post-mortems on exams. are in order.

Science teachers are getting specimens.

Did you get your school economy essay in on time?

Ten weeks of steady, hard work, then ten weeks of rest!

Special lessons in the Model Department with stereopticon views.

Time for rides on the Belt line and to waste your shekels on soda.

Have you anything more than the outline done on your graduating thesis.

The pedagogy class have absorbed the life of Pestalozzi during the last ten and are now airing their knowledge.

Those of our students who attended service at St. Peter's on Easter Sunday, were surprised and delighted to find Prof. Richardson assisting Dr. Battershall in reading service.

The first of a series of readings from Shakespeare, by John F. Howard, of Boston, was given Thursday evening, April 9. Many students and Albany residents were present. The series consists of Hamlet, Macbeth and Midsummer Night's Dream.

On the evening of April 9th, Governor Morton and family, Superintendent Skinner, Dr. Milne, and a few friends, assembled in the College chapel to see some excellent views of Governor Morton's estate at Rhinecliffe; also some fine colored plates of our native birds.

For several weeks the ECHO had a rival paper in college. The students of the Model department, represented by Masters Albert and Charles Skinner, issued a daily paper, entitled *The Tribune*. Those who saw the paper daily have words of praise for the young editors.

Several friends of Miss Ella Lyons were delightfully entertained at her home on the evening of March 31, at a progressive euchre party. Our College students were well represented, and acted well their parts in carrying off prizes. Miss Estelle Hunter won ladies' first prize, and Miss Jennie Hanna ladies' "booby," while Mr. Will Jones carried off gentlemen's "booby."

PERSONALS.

PROF. BOTHWELL, principal of School 14, of Albany, visited College March 30.

Mr. O'Shaughnessy has left College.

All the Newburgh girls were home for Easter.

W. H. Perry '96 is ill at his home in Buskirk's Bridge.

Miss Alice Bates visited Miss Mary Deane '96 April 3-6.

Miss Clara Ewalt spent Easter with friends in New York.

Miss Olive Lyon '97 was home in Amsterdam for Easter.

Miss Lillian Moser spent April 2-6 at her home in Syracuse.

Miss Derfla Howes '96 spent the vacation at her home in Utica.

Miss Lovell of Buffalo, visited the Kindergarten March 26.

Mr. Kimberly from West Troy called at College March 25.

Miss Christine Dunn '97 spent April 3-4 with relatives in Cohoes.

Miss Neva Suits '98 was at her home near Oneida, for Easter.

Miss Ruth Sherrill was at her home in Palmyra April 4-7.

Miss Setta Eckert of West Troy called at College March 31.

Miss Genevieve Crissey '96 spent April 9 with friends in Saratoga.

Miss Katherine Orr '96 spent April 10-12 in Schenectady.

Mr. Lewis Rockefeller '96 was at home in Valatie over Easter.

Miss Ella Daley spent Easter at her home in Bennington, Vermont.

Mrs. Long and son Warren of Buffalo called at College March 24.

Miss Genevieve Crissey '96 was at her home in Warwick for Easter.

Miss Margaret Sullivan '96 spent April 3-6 at her home in Nyack.

W. B. Sprague '97 is detained by illness at his home in Crown Point.

Mr. Eugene Woodard '96 spent March 20-23 at his home in Hartford.

Miss Marion Goodhue '97 has returned to College to resume her studies.

Miss Helen Hamilton '96 spent March 27-30 at her home in Greenwich.

Mr. J. Fay Putnam spent the week of March 30 at his home in Johnstown.

Miss Clara McClintock visited Miss Helen Hamilton at Greenwich, Easter.

Miss Mary Nichols has returned from a several weeks' visit in Newark, N. J.

Miss Blanche Willard '96 spent the Easter vacation at her home in Clinton.

Miss Hattie Wilcox, a student here last year, attended the class social March 27.

Miss Laura Stafford '97 was at her home in Bennington, Vermont, for Easter.

Miss Anna Hathaway '98 spent her Easter vacation at home in Bennington, Vt.

Miss Bertha Elwood called at College with Miss Sylvia Youngs '96 March 20.

Miss Harriet Platt of Rome spent the week of April 6 with Miss Lunetta Platt '97.

Misses Kathleen Hurty and Lois Palmer of St. Agnes School, visited College April 8.

Mr. Lewis Dougan '97 went to his home in Middle Granville April 1, for a few days.

Miss Whittaker, of Clinton, called at College with Miss Sarah Stewart '96, March 23.

Mr. Palmer Wood of Herkimer visited his daughter—Miss Zinnia Wood '96, March 23.

Miss Toohey '96 and Miss Meta Toohey '96 were at their home at Fishkill over Easter.

Mr. George W. Humphreys from Yale, visited College and Albany friends April 2-3.

Miss May Bishop of New Haven, Conn., is visiting her cousin, Miss M. Harriet Bishop.

Mr. Byron H. Stebbins, Cornell '97, was at College with Miss Netta Breakenridge March 31.

Miss Hines, a kindergarten teacher from Utica, visited our Kindergarten Department April 8.

Mr. Frank J. Reveley of New Haven, Conn., visited his sister, Miss Ida L. Reveley, '96 March 30.

Mrs. Sarah A. Snyder from Newburgh, visited her daughter, Miss Arietta Snyder, '96, March 28-31.

Mrs. Valentine and Mrs. James of Albany visited the Kindergarten and Model departments March 27.

Miss Mary McClintock of Mount Vernon, N. Y., spent Apr. 2-8 with her sister, Miss Clara McClintock, '96.

Mr. Addison S. Pratt '96 of Yale, stayed over a few hours with his sister, Miss Helen Pratt, '96 on April 8.

Mr. Evans S. Parker was at his home in Geneva March 19-23, and again over Easter—significant frequency.

Mr. Will Clawson of Warren, Ohio, called at College March 31, with Miss Ruth Sherrill and Miss Jennie Delin '97.

Miss Katherine Gomph '96 has accepted a position as teacher of German, History and Latin in the High School at Pittsford, her home, for next year.

COLLEGE NOTES.

IT is said that Columbia college takes the lead in being a strictly provincial institution. Of the 1,943 students, 1,084 live in the cities of New York and Brooklyn.

The students of Dartmouth college have been in the habit of "horning" their professors, when those worthy gentlemen did something which did not meet with their approval. A "horning" by the Dartmouth students did not mean anything very pleasant to the person who was "horned," although it never included any personal violence. Recently one of the classes tried this old practice, and it seems that this was the one time too many. Several of the students who took part were expelled from the college. President Tucker, however, called a mass meeting of the students and they agreed to do away with this old custom, and those who were expelled were allowed to come back, on agreeing to have nothing more to do with the "horning."

All examinations in the Northwestern university are oral.—*Ex.*

The cost of sending the University of California football team on its tour east, last summer, was \$3,210.11.—*Ex.*

The University of Pennsylvania has sent a geological expedition to India.—*Delaware College Review.*

"Lorna Doone" was voted the most popular modern novel, by a majority of men taking the course in modern novels, at Yale.—*The Vidette.*

One of the requirements for a man seeking college honors at Amherst is that his college expenses during the last year, shall not have exceeded \$500.—*Ex.*

The oldest college in the United States after the Harvard is the William and Mary, at Williamsburg, Va., chartered by William and Mary, in 1693. Thomas Jefferson, the author of the Declaration of Independence, was one of its graduates.—*The Student.*

The University of Paris has the largest attendance of any college in the world.—*Ex.*

AMONG OUR EXCHANGES.

SAYS J. G. Holland: "The first great lesson that a young man has to learn in life is, that he doesn't know anything and that the world cares nothing for him." This is the introduction to an article in the March *Crucible*, entitled: "A Vision of Life." There is many a good moral lesson in this article, but the quotation from Mr. Holland as it stands alone contains thoughts to furnish material for much meditation. Think of it for a while, but do not let it make you take too dark a view of life, but

"Let us, then, be up and doing,
With a heart for any fate;
Still achieving, still pursuing,
Learn to labor and to wait."

Considerable information concerning historical trees may be gained from an article in *The Student*. It is very interesting to know of the trees connected with important events in our American History.

We wonder why some of those bright little papers, which we receive, lack an exchange column. If a good exchange column can be worked up in a paper it adds much to the value of that paper, and it must necessarily broaden one's views and bring us into closer communion with our fellows, and their work in the different institutions.

Students of history, are you interested in Burgoyne's invasion? There is a prize essay on this subject in the *March Calendar*.

The sentiments concerning school life expressed in some of our high school exchanges are very noble and inspiring, and we are glad that our young men and women look upon their school-life, as such an important epoch in their life work. If we would but keep the thoughts, that are given in many of the articles, in mind, and put into practice these precepts, our lives would be purer, nobler and more useful to the world.

At the present every one is interested in the X rays, and the ablest men of the age are giving their attention to the subject. Among "The Talks by the Faculty" in the March number of the *Wesleyan Argus* there is a very interesting discussion of this topic. This article gives some of the fundamental ideas and thus enables one to gain a better understanding of the subject. This same paper also contains a well-written article on "Mars," which would be interesting as well as instructive to one studying Astromomy.

Strange wrappings come around some of our exchanges. For instance, one of those received last month was carefully enclosed in leaves torn from a Sunday school quarterly.

We are glad to receive *The Undergraduate* from Middlebury college, Vermont. We find much to please us and hope we shall see it again.

The Purple has a good article on "The Olympic Games."

Many of our college exchanges devote much of their space to news and notes concerning their different fraternities. This makes those papers doubly interesting to members of other fraternities, as the progress made in the different fraternities may be seen and thus a pleasant rivalry is aroused in the different societies, and each will strive to do as well, if not better, than his neighbor.

Athletic exercises imply society and a social disposition, and if a solitary man like Robinson Crusoe were to be found daily practicing on the bars and rings, we should think him engaged in anything but pleasure. The pleasure of being strong, lies in the fact that those around us are strong, thereby furnishing us competition and companionship.—*The Normal Exponent*.

We are much pleased to find among our papers this month *The Souvenir*, from Neosho, Mo. It is a well written paper, containing several interesting articles.

EDUCATIONAL NOTES.

IT is quite possible that the largest educational meeting that was ever held in North America will be held in Buffalo next July. There were enrolled at Denver 15,500 persons, and Buffalo is so much nearer to the mass of population, and so easily reached, that this number is likely to be increased considerably.—*Ex*.

It is only recently that England has realized the importance of the college journal. Her first college journal has just been issued from Edinburg University.—*Ex*.

CULTIVATING ONE'S SPECIALITY.

We live in an age of specialists — an age in which, if a young man or young woman would secure a permanent foothold, each must give evidence of preparation along definite lines, and for a definite purpose. The clever amateur who dips into many things may be a delightful person to meet in society, but where the gospel of work is preached and practiced the specialists hold a monopoly and carry off the prizes. Nor is this fact without a legitimate foundation in ethical and psychological principles. "There's a work for me and a work for you," although simply expressed, is a law of the universe that has been placed upon humanity, whose comfort and happiness depend largely upon the extent to which this fact is recognized and acted upon. Indeed, much of the tragedy of life is due to a violation of this law by too many men and women who fail to succeed because they are out of place. Gifts vary both in kind and degree, but everybody has some specialty, be it ever so humble or obscure, which it is his duty to cultivate to the best of his ability.—*New England Conservatory Quarterly*.

There is one fact with regard to that complicated array of wheels within wheels, yclept the schoolboy, which seems to have escaped the attention of modern school authorities. It is that the sensitive faculties come to maturity long before the intellectual, and that the former are evidently intended by nature as instruments for the development of the latter. It follows that arguments to convince the young must appeal strongly to their sensitive perceptions. It is therefore a mere waste of time to talk to thoughtless children (as the New York teachers are obliged to do) about the evil effects of stimulants on the circulation of the blood and the lining of the stomach. The average boy knows little about the existence or conditions of such things and cares less. No physiological arguments ever prevented him from climbing a tree, or eating unripe fruit, or bathing in ice water, or damaging his fingers with firecrackers. There is then very little reason to suppose that similar arguments will prevent his indulgence in forbidden stimulants if pleasurable excitement is the result.—*The Purple*.

Education proper promotes the natural growth of all the powers of the mind symmetrically and gives the greatest possible adaptability to thought and action along all legitimate lines. The system of education that fails to do this is a failure in the highest sense.—*[The Tattler]*.

Thomas Hughes, the author of *Tom Brown's School Days* and *Tom Brown at Oxford*, recently died.

The University of Pennsylvania is making quite elaborate preparations for Arbor Day, April 10. Gov. Hastings of that State will take part and a tree is to be planted upon the University campus, which is to be a sprout of the elm under which William Penn made his treaty with the Indians. This sprout is to be obtained from Gen. Paul A. Oliver, of Wilkesbarre, who has a tree fifty-six years old which was grown from a branch of the original tree.

ALL SORTS.

THE three greatest mediums of exchange — the kiss, money and the college paper.—*The Spectator*.

Definition of one who never works — "one who has no business in this world."—*Ex*.

Old lady — Does your little sister go to school, my dear?

Little girl — My little sister is a little boy.

Who has a rising position? The elevator boy.

Six things are necessary for a good time. One of these is a large party, and the other five are money.—*High School Recorder*.

What do the new women do when they don the bloomers? Hypnotize (Hip-no-ties).

Don't try to tell something in class that you do not know. Let some one else tell it.—*Ex*.

Why does a man's hair get gray before his moustache? It is so much older.—*Academy News*.

Freshman Year — Comedy of Errors.

Sophomore Year.— Much Ado about Nothing.

Junior Year.— As You Like It.

Senior Year.— All's Well that Ends Well.—*Ex*.

A grave digger buried a man named Button and brought in the following bill to his widow: "For making one Button hole, \$5."—*The Student*.

A girl is a monster of so frightful mien,
As to be hated needs but to be seen;
Yet seen too oft, familiar with her face,
We first endure, then pity, then embrace.

—*Alex. Pope*(?)

There are two things, which every man believes it is better to give than receive, Advice and Medicine.

According to "The Skirmisher:" "Brevity is the soul of wit." Mr. B——, a man of few words, once wrote to his nephew the following laconic letter:

Dear Nephew:—

;

To which the nephew replied by return mail:

Dear Uncle:—

;

The long of this short was that the uncle wrote to his nephew: *See my coal on*, which is a se-mi-col-on expressed; and the youngster informed his uncle that the coal was shipped by simply saying *col-on*.

Four good remedies:—For drunkenness, drink cold water; for health, rise early; to be happy, be honest; to please all, *mind your own business*.—*The Stranger*.

Comenius introduced the journey method in Geography but he omitted the use of putty maps.—*D-g-n*.

The days are growing longer;

The sun's last beams glow, pale, and fade away,
Beneath the stealthy stealing gloom of night

In tardier movement each succeeding day,
As ruddy blood makes glad the cheek once pale,

So hope of spring makes glad the somber sky.
Roses will bloom again. The day grown long.

Sunshine is coming by and by.—*Ex*.

"If history repeats itself,"

He murmurs in elation,

"Hereafter I'll try ditto marks

Instead of recitation."—*Ex*.

We say: Welcome! gentle spring, whose great power and quiet ways often cause the drooping, discouraged spirit of man to revive and put forth buds for better fruit than it was wont to bear.—*Ex*.

REVIEW NOTES.

The next volume in the Century Science Series will deal with the work of James Clerk Maxwell.

Macmillan & Co. announce for publication in March the eagerly awaited work on *The Principles of Sociology*, by Franklin Henry Giddings, M. A., Professor of Sociology in Columbia College. This work will be primarily a contribution to the theoretical organization of sociology, but it is an outgrowth of actual university instruction and has been written with especial reference to the needs of university students. It will differ from previous treatises on sociology in two important respects: First, in its account of the differentiation of social phenomena from phenomena of all other kinds; second, in its exclusion of topics that are properly economic or political rather than sociological. The entirely just criticism has been passed upon sociological theory as heretofore stated, that it has lacked unity. While political economy has worked out a consistent theory of studying the consequences that follow from a single trait of human nature, namely, the desire for wealth, abstraction being made for the time of all other motives, sociology, without a guiding principle of its own, has attempted to piece together the results of many sciences of man and his relations. Professor Giddings attempts to supply the guiding principle. He discovers in one particular state of consciousness, which is co-extensive with potential society and with nothing else, the true cause of all distinctively social action, and deduces from it the sociological laws. The work will consist of four books, as follows: Book I., *The Elements of Social Theory*; Book II., *The Elements and Structure of Society*, with four subdivisions, namely: Part I., *The Social Population*; Part II., *The Social Mind*; Part III., *The Social Composition*; Part IV., *The Social Constitution*;—Book III., *The Historical Evolution of Society*, also in four parts, treating, respectively, of four stages of progress, namely: Part I, *Zoögenic Association*; Part II., *Anthropogenic Association*; Part III., *Ethnogenic Association*; Part IV., *Demogenic Association*;—Book IV., *Social Process, Law and Cause*. The doctrine of the historical chapters will be that association was the cause of the evolution of human qualities in the transition from animal to man and not *vice versa*, and, in like manner, that the dense populations of modern times have been made possible by the civil form of association. The fourth book will deal with the relation of volition in society, and the attempt to realize social ideas, to physical causation working through natural selection.

Special importance, at the present moment, attaches itself to a consideration of "The Raines Liquor-Tax Law," by the Hon. J. Raines, the author of the famous bill, who succinctly points out various objects and provisions in the *North American Review* for April.

The *Review of Reviews* for April contains an interesting account of the industrial relief work now being done among the Armenians of Van under the supervision of Dr. Grace Kimball, an American medical missionary, who has profitably expended more than \$12,000 for this purpose, much of which has been contributed in the United States.

Under the head of "English Response to the Appeal for International Arbitration," the *Review of Reviews* publishes about thirty letters from such representative Englishmen as Lord Rosebery, A. J. Balfour, Mr. Gladstone, James Bryce, Herbert Spencer, William Watson, George Meredith, Prof. Norman Lockyer, the Archbishop of Canterbury, the Bishop of Durham, Cardinal Vaughan, John E. Millais, G. F. Watts, Alma Tadema, Wilson Barrett, H. M. Stanley, and Henry Norman. These letters were read at the great Anglo-American demonstration held in London on March 3, and gave expression to a remarkable unanimity of opinion on the desirability of arbitration as a means of settling international disputes.

The anniversary of the death of President Lincoln is signalized by an article in the April number of the *North American Review* entitled "Recollections of Lincoln's Assassination," by Seaton Munroe. The stirring events of the memorable night of April 14th, of which Mr. Munroe was a witness, are most vividly and graphically described.

The April number of the *North American Review* contains a symposium of decided political timeliness entitled, "Governor Morton as a Presidential Candidate," which is participated in by ex-Senator T. C. Platt, the Hon. Chauncey M. Depew, ex-Senator Warner Miller, Edward Lauterbach, and C. W. Hackett, Chairman of the New York State Republican Committee.

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