

THE
NORMAL COLLEGE ECHO.

A COLLEGE JOURNAL DEVOTED TO EDUCATION.

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A TALE OF TWO OBSERVERS.

THESE verses, 'tis true, of astronomy
ring,
Involving other spheres ;
But the plot herein is an earthly thing,
And has happened for thousands of years.

A party of two, ostensibly bent
On viewing the stars, to Dudley went.
From under its great revolving dome,
To sweep the heavens the pair had come.

In turn, they observed Venus' fair face,
Venus the mother of Cupid,
Whose subtle darts prove the human race,
In love, exceedingly stupid.

While through the glass the maiden watched
Her star in untold rapture,
The goddess of love her son despatched
The heart of this youth to capture.

Now, all admit that the starry night
Is very propitious for the work of this sprite,
So much so, indeed, that the starry skies,
Often lose their charm for lover's eyes.

But Cupid transferred to the maiden, forsooth,
The attraction they lost for the eyes of our
youth,
Till he truly believed he had met his fate,
And firmly resolved no longer to wait.

Soon, out on the balcony high above,
She studied the stars ; he whispered of love ;
His hopes rose high in *right ascension*,
Alas ! Alas ! her *declination*. L. M. D.

THE PREPARATION OF THE EARTH
FOR MAN.

A QUESTION in the mind of every
thoughtful person is, "What was
the beginning of this beautiful world of
ours?" Many answers have been given.

The most probable and the one most
generally accepted is that of the nebular
hypothesis.

Countless ages ago space was filled
with a highly heated vapor which cooled,
condensed and collected into a mass
about a common centre. Resulting
from unequal attraction came a whirling
motion which gave this mass the form
of a sphere. The sphere threw off rings
which broke forming other spheres of
which the earth is one. This new born
earth was at once subject to the laws of
the Divinity which had already "shaped
its end." The law of gravitation did its
work of gathering the denser particles
to the centre. The force of inertia be-
gan its work. In its process of whirling
the earth was slowly cooling and harden-
ing. Above the still hot earth were
hanging the watery veils ready to fall
when the earth cooled enough to allow
condensation. But as soon as they fell
the Earth, impatient at having its glow-
ing face covered, lifted them again on
high. Again and again did the waters
fall and again and again were they re-
turned as vapor to the "heavens," until
a permanent crust covered the earth and
formed a lasting foundation for the shore-
less sea.

Though this crust was broken through many times by the upheaval of the molten mass within yet it was permanent in that it was the foundation of all that to us represents age and endurance — the mountains — with the cooling and contracting of the earth this mighty crust was forced upward into long mountain ranges and curved into valleys. And then, as if at the touch of a magician's wand, these high mountains were carried into the midst of the sea and the bed of the ocean arose above the level of the waters.

Think now of the work God gave the waters to do for man. Under the primeval ocean — before the mountains were brought forth — rocks were formed from substance which the water had held in solution. The waters were charged with acids which ate into the mountains as they flowed down their sides. These streams, holding in solution much "earthy" matter, tearing away rocks which the force of the water breaks up into fragments, flow down into the valley with this rock-building material.

On the valley floor were spread carpets of odd design. Sandstone, clay, iron and salt were placed in layers and stripes.

So were the minerals, metals and precious ores stored carefully away until man, by dint of labor and skill, should call them his own.

We could as easily number the stars as to number the years in which this process of wearing down and depositing rock continued.

In these long geological ages provision was made for the development of every side of man's nature. For what other reason than to develop his perseverance and bravery were the ores hidden in the bowels of the earth? The precious

stones—the opal and beryl—were given that man might cultivate his love of the beautiful, and from thoughts of the beautiful he would turn toward God—the creator of the beautiful.

Other agents of God's in preparing man's dwelling-place were the glaciers, which at one time covered the area from the arctic zone to the middle of North America. This glacial period was caused by astronomical changes which resulted in a change of temperature favoring the accumulation of a great fall of snow. The huge masses of ice were slowly moving downward as the result of the irresistible force of gravity. In their downward movement these glaciers acted like immense mills, grinding the cliffs and mountains into clay, and spreading over the land a covering of soil, which is a great gift to man. These glaciers also brought down into southern regions enormous rocks and boulders which through the ages were magazines from which the soil was replenished by the agency of the rain and winds.

Going back to the time when the first crust was formed on the earth and the waters were over its face, we find that matter then appeared for the first time on the earth in its three forms — solid, liquid and gas.

Let us question as to the composition of this gas which surrounded the earth and what was its value to man. Composed of oxygen and nitrogen, it furnishes breath, energy, stimulus to man. Without this life-quickenning atmosphere no plant or animal could live. In many other respects the atmosphere is of importance. It distributes the light and heat which comes to us from the sun. It moderates the heat during the day and holds it in for the night. It is the store-house of moisture. It has been said that "without this air-covering the

extremes would be so great that the lakes would boil at noon and freeze at every summer night."

More wonderful than the seas and the uplifted lands, more mysterious than light and air, was the beginning of life. On this world, bare and cheerless, was placed a little cell having the power to divide, subdivide and reproduce until an endless variety of animal and vegetable forms were upon the earth. Go to the rocks and let them tell the story of life. In the very earliest will be found traces of the lower vegetable and animal forms.

What could show us more plainly than this God's purpose of having the animate and inanimate rise together. The animate often being the result of the condition of inanimate, yet the inanimate was designed to prepare for the animate.

Among the contributions made for man's benefit during this "life-period" there is none more valued than the coal deposits. In preparation of the depositing was a period when the earth was covered with a most luxuriant growth of huge trees and ferns. These trees were growing in a marsh; as they fell they were protected from decay by the water. Generation after generation of trees fell in the same way. How was this "solidified sunshine" to be preserved for man, you ask. Old ocean comes to his service by bringing "a freight of mud and sand and spreads it over the vast peat-bed." Of equal value to man is the natural gas and the petroleum stored away in earth's reservoirs at this same time.

When we consider the huge animals of this time we are suprised and disappointed to discover that they have contributed so little—only some lime deposits—for man's home.

As we review the progress of the

earth's development and reflect upon its usefulness and beauty we feel the power which alone could guide those forces and we seem to see Nature's God face to face.

When we remember that all this was done for man, do not we have greater respect for man and confidence in his future? God *is* "mindful of man." Millions of years were but as a day in His sight when He was preparing a dwelling-place for man, who was to be in His image. Knowing that everything in that home would influence His child for good or bad, would not the loving Father take time and care in arranging his environment?

Yes, the Past belonged to the inanimate—the earthy—but the Present and Future belong to man. The valleys and the hills are his ministers; the winds and waves his servants; God is in him and with him—he will conquer the Future and that right early.

SARAH COLLIER.

T'was a Normal maid I was calling on,
 And I thought I'd try a bluff,
 So I spoke of Latin poetry,
 For I knew she liked such stuff.
 But she wasn't so slow as you might suppose,
 In spite of her learning immense,
 When I asked what Latin poem
 Best expressed her sentiments.
 For that Normal maid, who in classic shade,
 Was supposed to defy Love's charms,
 Just hung her head, and demurely said,
 "I sing of men and of arms."

A CHEMICAL ROMANCE.

Said Atom to Molly Cule,
 "Will you unite with me?"
 And Molly Cule did quick retort,
 "There's no affinity."
 Beneath electric light-plant's shade,
 Poor Atom hoped he'd meet her,
 But she eloped with a rascal Base,
 Her name is now Saltpetre.—*Cornell Era.*

“LOOP BACK THE CURTAINS.”

“LOOP back the curtains.” The words suggest a pleasing scene. There comes to my mind the picture of a pleasant room, containing everything essential for comfort and happiness. At one of the windows is a child, a little curly-haired girl, in the act of looping back the curtains, that more light may enter. The sun is just rising over the hills, sending his bright beams across valley and plain, and pouring into the room a flood of light. The child stands enraptured at the sight, and drinks in gladly all the beauty of the scene.

Now, the picture changes. The child has gone to her books, and is industriously studying her lessons for the day. Instead of the beautiful landscape of nature, there is opening before her another equally beautiful world, the world of knowledge.

The curtains of her mind are slowly parting, disclosing new beauties to her wondering gaze. To this child study is a delight, and books are her companions; without the aid of teachers she may gain a great amount of knowledge.

But how few there are comparatively who need little or no assistance, or who even have the desire for study. Hence arises the need for schools, for the children must be educated in order that they may take their proper places in the world as they grow older.

“But,” you say, “the world of knowledge is so vast, and school life so short !” True, we cannot hope to teach much in so short a time ; we can only give the pupils a peep into this vast world, hoping that when they see the wonders there, they may have the desire to investigate for themselves ; we can only aid in looping back the curtains and letting in a little of the golden light. Then, having pointed out the beauties,

and having assisted the child mind to comprehend and appreciate the new and strange scenes, and having given the proper instructions, we may send him forth to discover for himself new beauties and wonders.

But now a question arises. How shall we, as teachers, perform these duties? Children are so different ; what is interesting to one has not the slightest interest for another.

The teacher must first thoroughly appreciate and comprehend the subjects which she is to teach. Who ever heard of a person who knew nothing about the Mammoth Cave, attempting to conduct another through and to explain all the wonderful formations contained therein? It would be the blind leading the blind. So how can a teacher point out beauties which she does not see, and interest children in subjects in which she herself is not interested?

Then she must know her pupils individually, and find out the special lines along which they are interested, for it is along those lines that she can hope to reach them most easily.

Do we not enjoy the company of those people best who seem intuitively to understand us, and who converse upon themes which are interesting to us? Then is it not true that a pupil will be more ready to follow a teacher who shows that she is in sympathy with him? But that does not necessarily mean that she must omit the studies he dislikes, and teach only those he likes best. No, indeed. There are certain subjects which are necessary for him to know, and suppose he abhors one of these, and can scarcely be induced to study it at all ; some means must be found of interesting him in this subject. Now the teacher's tact and knowledge of her pupil come into play.

The subject detested is composition and language work; the pupil in question dearly loves to draw, and will work by the hour making pictures, which show a great amount of talent in that direction. Shall she forbid him drawing until his language lesson is learned?

This might accomplish the result, but at the risk of antagonizing the child, and causing him to hate language more than ever. One ingenious teacher hit upon the following plan: The pupil was asked to write a story, and then to illustrate it. He willingly did the composition work for the sake of the drawing which accompanied it. Thus, many times subjects disliked may be so related to subjects enjoyed as to become really liked after a time.

Other ways of making a subject interesting are to make it easy, and to give much drill, so that the pupils become thoroughly familiar with it, and can recite readily, for people like to do what they can do well. Having once aroused interest in a subject, it is an easy matter to cause the pupils to learn their lessons in that subject, and if the daily lessons are performed well, there is no danger of failure at the end.

If teachers made it their chief business to loop back the curtains, and let in the light of faith and hope and love, as well as the light of knowledge, upon the hearts of the children entrusted to them, what might not the future hold of happiness and blessedness for "suffering, sad humanity!"

MISS TANNER.

She frowned on him, and called him Mr.,

Because in fun he only Kr.,

And so in spite,

The very next night,

This naughty Mr. Kr. Sr. — *Ex.*

AURORA.

AURORA, Goddess of the dawn,
All hail! All hail! to thee.
Thou art the morning newly born,
And all do worship thee.

Thou bringest peace, and joy, and light,
With all thy brightest flowers,
And by thy great and holy might,
They grow in garden bowers.

Then Lucifer brings forth his torch
And treads thy rosy way,
Unless with clouds the sky's o'ercast,
And thou dost lose thy mighty sway.

There follows soon the bright sun-god,
Apollo, with all his train
Of dancing horses, maidens eight,
Who float o'er land and main.

Farewell, dear goddess of the dawn,
Mayest thou ever scatter flowers,
And bring to us at break of day
Some of thy lovely flowers.

ELIZABETH F. SHAVER,

Age 12, Grade VIII.

HOW THE PROGRESSIVE TEACHER IS VIEWED IN THE RURAL DISTRICTS.

MISS McQUILLISTER had been a promising pupil in a certain teachers' training class.

Enthusiastic over her work and filled with the importance of studying and training the child mind, she left school, hoping to secure a position in her home district.

But her father hadn't voted for the present members of the board, therefore there was no position open to her in that school.

Being an only daughter and not yet 20, her parents were unwilling that she should go far from home, and consequently she engaged to teach in an adjoining country district.

Here she accordingly began her duties at the appointed time.

The children were naturally charmed with the winning ways of the new teacher, but the order of work, as they

reported at home, was so entirely foreign to all ideas of the propriety of things, that when the sewing society next met, the condition of affairs at school was the sole topic of conversation. One woman said that when she went to school children learned their a-b-c's. How in the world were they going to learn to spell if they didn't know their letters? But for that matter they didn't learn to spell any more either. Why, her Willie actually began to spell Johnston with a *G* yesterday.

Another said that the teacher had been telling her Mary that the sun neither rose nor set, which seemed heresy to her. Each had her separate grievance, and the result of the meeting was that Mrs. Lyon, as the one most competent to judge such matters, was appointed to visit the school next day and report if, in her opinion, the pupils were being properly instructed.

The following is her report:

"I thought I would go down before school took up and have a talk with the teacher herself. She met me at the door very friendly like, but I was so riled up over what she had been teaching our children that I began to talk immediately. Says I: 'What are all the new-fangled notions I hear you have been teaching the children about the sun neither rising nor setting and such infidel nonsense?' Says she: 'Just step to the board and I'll draw you a diaphragm of the solar cistern and you will readily comprehend it.' So she made a large white mark and then a smaller one." 'Now,' says she, 'Let this represent the sun and this the earth. Now the sun is 93,000,000 of miles from the earth.' 'Hold on,' says I, 'How do you know that?' What surveyor ever drug his chain over that route, I should like to know?' 'It's

according to astronomical demonstration,' says she, 'though what she meant by that I don't know. It was now time for school to take up, so I took a chair and waited.

"The first class was in reading, and I must say they read uncommon well and seemed real interested.

"The next was a class in grammar.

"Now, I have often heard that grammar was an uncommon fine study, but what I heard then went beyond anything I ever heard before."

"Susie Hicks got up, and, says she: 'I love, you love, he loves.' I looked hard at her for saying so improper, but she kept right on, 'I did love, you did love he did love.' Says I: 'Susie, who did you love? I want to know.' But she kept right on, 'I might have loved, you might have loved, he might have loved.' Says I: 'Susie, *who* did you love; I insist upon knowing.' Here the teacher interfered and said she would explain after school, and Susie kept right on with her awful love story.

"I thought I had heard sufficient, so I came home."

The society took their grievance to the trustee, and the consequence is that the district is looking for a rather oldish teacher with no new-fangled notions.

The difficulties of Miss McQuillister are but a fair type of what the trained teacher may expect to encounter in rural districts.

Human nature scoffs at what it does not understand, and the mass of the people do not understand the value of methods of teaching based upon psychological principle because they have had none of it.

When we think of the ages it took people to come to the conclusion that the earth was spherical after the fact

was presented to them, we must not expect them to make a complete revision of their ideas of education from merely a few words of ours. To accomplish in any appreciable degree what it is our aim to accomplish, we must first gain the respect of those among whom we work.

They will then listen more kindly to what we have to say and will soon come to think about the work and be interested in it.

What people see depends largely upon what they look for.

If they are agreeably interested, they will look for good results and cannot fail to find them. The motto of the trained teacher must be : Patience and well-directed effort conquer even country prejudices.

MISS ELIZABETH HENRY.

MISS WILLARD gives the following excellent advice to young women: "As you sit around the evening lamp, can you not resolve that you will commit to memory at least a verse a day from the best poets? I shall never cease to be thankful to Professor William P. Jones, my earliest preceptor in the women's college at Evanston, who asked all of us girls to form this habit. Indeed, he made it a rule for his rhetoric class, and would give us scraps that he had cut from the newspapers of the day, and say : 'Learn that ; it will be a gem laid up in the casket of your mind.' This became so much a habit that I have now pinned to my bureau a little collection, containing seven of the best sonnets ever written, some of which I am committing to memory, and upon others I am refreshing the knowledge I already had. Goethe said that a civilized person ought every day to hear a little good music, see a fine picture and learn a few words from some reasonable mind."

THE CHARACTER AND CUSTOMS OF THE ANCIENT GAULS.

CÆSAR tells us that all Gaul was divided into three parts, which were respectively occupied by the Aquitans, Belgians and Gauls.

The Gauls were a barbarous, yet energetic and warlike people, living in the same simple manner, but bound together by no common tie and having but little intercourse with other nations. Their most important occupations were agriculture on a small scale and a rude kind of manufacturing. Each tribe produced its own commodities, the common cereals, generally included under the name of corn, being the chief products. These ancient people were divided into tribes, each of which had a capital town and several villages. The capital was usually both naturally and artificially fortified, being generally placed upon a hill or in a morass and then enclosed by earthwork, while the villages were open to attack.

Their houses were circular in form, and made by what they call wattlework, made by interweaving the branches of trees. The walls were chinked in and daubed with clay. Each hut sufficed for one family.

They had a form of civil procedure, in common with the southern races, called election. At this were elected the chief of the clan, the Druid priests and a squad of horsemen. These constituted the officers of the realm, recognized by the people as nobility and supported, in part, by the peasant class. The chieftains regarded themselves as superior personages, and the people cheerfully accepted them as such.

The Druid priests were the highest order, and all young men aspiring to this office had to study twenty years be-

fore entering the priesthood. These Druids lived in the forests in oaks and were the custodians of the law, with power to inflict penalties for crime. They believed in metempsychosis or the transmigration of souls.

The Gauls were more superstitious than the other Aryans. Human sacrifices were offered, and any one not believing in Druidism was punished as a heretic. Among their gods Mercury seems to have occupied the chief place, although they recognized Apollo, Mars, Jupiter and Minerva.

M. A. N.

WHERE IGNORANCE IS BLISS.

WHEN Bob came back to College from Christmas vacation, one year, he brought a new photo, and stood it up on a desk, with a shy glance at me. I didn't say anything at the time, but when Bob left the room I took occasion to examine it. It was a very artistic picture, of a mighty pretty girl, with big dreamy eyes, and lots of hair, fluffy around her face, you know, and sort of shading off into nothingness, and a kind of an indistinct mouth. It was one of those indistinct photos, any way, that make you think that the artist didn't know his business, unless the girl is pretty, and then you think he did. Well, when he came back, I attacked him.

"Say, old fellow," said I, "Who is she, any way?"

"Who's who?" asked Bob, innocently.

"The one on your desk," said I, "the new one."

"Oh!" said Bob, "friend of mine. Pretty, hey?"

"Well, rather," said I. "Come, tell a fellow what her name is?"

"Shan't," said Bob. "Don't be curious."

"Oh, don't be a clam!" said I. "Confess now, who is she? Is she a relative?"

"Relative? Well, no, not exactly," returned Bob, with a grin.

"Going to be?" I asked sarcastically.

"Don't embarrass me," said he. "Can't you see you are getting on delicate ground?" And he turned around and began to write.

"None of your chaff," said I, "come now, who is she?"

"Don't bother me," said Bob, "I'm busy."

And for my life, I couldn't get anything more out of him, then or afterward.

Meanwhile there stood the photo on his desk, and Bob used to look up at it from his work, and then go on writing with a smile, as though it inspired him. But I didn't believe it was anything serious, for Bob was already engaged to a girl he met on the steamer, going across the summer before, and he isn't the kind to go back on a fellow. He's old slow-and-steady, if any one is. I used to wonder how the girl he met on the steamer would like it, if she knew about this photo, and I used to threaten to write and tell her, if Bob didn't tell me the name of the girl in the picture. Bob only laughed, and said she knew all about it, which statement I found subsequently was true, though, of course, at the time I thought it was a lie. Well, the long and the short of it is, that I got desperately interested in that picture. I used to put it on my desk sometimes when Bob was out, and sit and smoke and meditate and look at it. The eyes had the faculty of seeming to look straight at you, don't you know, and if there was enough cigar smoke in the room, you could almost

imagine that the indistinct mouth smiled. The boys used to guy me about my infatuation.

They used to call her Miss Smith, and Bob only chuckled and said that was as good a name as any for her. Still the beggar wouldn't tell us anything more about her except that he met her at his uncle's in New York.

By Easter time it wasn't any joking matter to me. I don't know what it was, but there was something about that photo that just fascinated me. The other fellows all admired it, too, but I began to make an earnest fool of myself over it. Bob warned me it was no use, but the provoking chap wouldn't say why, and I finally became quite desperately smitten.

Bob enjoyed it immensely for awhile, and then he began to see that really I was rather hard hit, and, one day when he came in and found me in my office chair, with my feet up and my head back, and the photo in my hand, he sat down on the corner of my desk and smiled pityingly.

"Poor Fred!" said he. "Poor old fellow! What'll you give me if I'll tell you her name and address, Fred?"

"Anything," said I, "from my new mackintosh to my meerschaum. I'll write your psychology theme; I'll make up your cut-overs in French — anything. Go ahead, old man, who is she?"

"Too bad to localize your divinity," said Bob, with a grin, "but if you must know, Fred, that's a composite photograph of the class of '87, Smith College.

My uncle is interested in that kind of thing, and knowing your susceptibility, my boy, I thought I'd have a little fun at your expense. Don't get excited, Fred. I'll present the photo to you. There were about forty girls in the

class, I believe," and Bob walked off whistling.

And I? Oh, somewhere among my traps I have the photo yet. Those dreamy eyes, that fluffy hair, and the indistinct mouth that seemed to smile — well, there must have been a good deal of cigar smoke in the room, or else I was a precious fool. — *Smith College Monthly.*

A LAST RESORT.

THE editor read o'er his copy
And ran his hand up through his hair,
While over his visage there settled
A gradual calm of despair.

"I've hunted through every old paper
I've written, myself, all I can,
And still there's that space that's remaining
As empty as when I began.

"There's nothing to do but go begging
And find what the people will do;
I'll see if the famed journey method
Is able to carry me through."

And so he went out in the darkness
Determined to walk the place through,
If only to find some good item,
Some thoughts that would be rather new.

He met, first of all, a hand organ,
That played "Sweet Marie" and some more,
But although they were well executed,
He felt he had heard them before.

He noted the street cars and coaches,
The venders of paper and fruit;
He worried a street-waif with questions,
But to all the poor boy remained mute.

He noticed a hall lighted brightly;
Good matter here surely he'd meet;
The subject: "Development Proper,"
Compelled but a hasty retreat.

And so he went on through the city
And found 'twas but little he'd done;
He thought of the words of his teachers,
"There's nothing new under the sun."

Then back to his office he hurried,
Sat down with a resolute face,
And filled up the page of the paper
With an essay whose title was "space."

M. A. BUNTES.

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

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EDITORIALS.

EASTER vacation has arrived. We wish you a pleasant vacation. Store up a quantity of new energy; you will have use for it before June.

Seniors are hustling for positions with a remarkable degree of success.

A valuable book for Normal students who wish to study the educational interests of this State, will be the report of the Department of Public Instruction for the past year.

Seniors are buisy now, and next Tuesday, Mrs. Mooney's desk will be teeming with outlines for graduating theses.

Those who are talking baseball must remember that it is getting late in the season, and that if they make a success of athletics they must improve the time. A meeting has taken place and some start made in this direction. The students all seem interested, and we see no reason why this should not be a success.

The examinations of the third quarter are now pas(t)sed (we hope they are), and we have entered on the home stretch. Perseverance will carry us under the line victors.

She glided into the ECHO office and quietly approached my desk. "I have written a poem," said she. "Well!" exclaimed I, with a frown and in a tone of voice intended to annihilate; but she calmly resumed: "I have written a poem on 'My Father's Barn' and—" "Oh," interrupted I, with extraordinary suavity, you don't know how I am relieved. A poem written on your father's barn, eh? I was afraid it was written on paper, and that you wanted it published. If I should ever happen to drive past your father's barn I'll stop and read the poem." She was not a Normal student. We want their poems, and will gladly print them.

Articles are continually received without the name of the writer being attached. We do not wish to print any selection without it is signed, as we know conclusively that we have an abundance of talent in the College. We speak from the work done in the chapel. An article signed will receive more attention than it would otherwise, and will not only be read for the thought expressed, but because *you* wrote it.

Election of a new Board for the "ECHO" next month.

Although we all thought it hard to write the essays called for to be read in chapel, we feel well repaid for our labor as we hear them read, especially the editors of the ECHO.

We think that a book arranged so that visitors and graduates might register their names and addresses, and, if graduates, the class in which they graduated, were arranged, it would be a great help in our work of collecting news.

Albany is to have an Art Gallery. The Albany Historical Society has purchased a site, number 176 State street, and during the coming summer will erect a building suitable.

SCHOOLMASTERS' CLUB.

THE Hudson River Schoolmasters' Club met at the Normal College Saturday April 3d. About thirty-five of the members were present.

The President, Prof. O. D. Robinson, presided. Some very interesting papers were read and discussed.

Prof. Jas. R. Traux, of Union, read a paper on "English Literature in Secondary Schools."

He said that literature will not be what it so frequently now is, a substitute for thought, a means of killing time, a drug of narcotic properties, nor an unhealthful stimulant, but a real tonic, a genuine nutriment, strengthening them for all the high purposes of practical life. Its influence will be felt in every thought and imagination and uttered word, and in the shaping of every sentence, and in the spirit that animates all their lives. Authorship it may not indeed generate, but life, a far more important thing, it will certainly enrich.

The time being limited, each person

was allowed five minutes for discussion. Mr. Roland S. Keyser, of the Regents' office, was called upon by the President to open the discussion. He was followed by Messrs. Herman Williams, Charles Davidson, Prof. O. D. Robinson and Prof. Sanford of the High School.

Mrs. Mooney very reluctantly consented to the request of the President to make some remarks, which excited much interest and were well received. She argued with Mr. Keyser, the first speaker, that women were not as well equipped for teaching literature as men, but blamed the latter for this, as they did not open the way for the study of the classics by the women, a thorough knowledge of which she deemed indispensable for the proper understanding of literature.

A five-minute recess was then taken, after which Principal Henry P. Warren, of the Albany Academy, spoke at length upon the subject of "The Teaching of History." He divided his paper into four heads and dwelt at length upon each, as follows: First, "Value in Literature and Art," second, "Explanation of Environment;" third, "Development of Ideality;" fourth, "Practical Use, The Historic Argument."

He laid particular stress upon the importance of teaching young people a reverence and respect for great names. Principal Cornelius Franklin, of school No. 7, opened the discussion on this subject and was succeeded by Profs. Milne and Wetmore, of the Normal College, and Prof. Bothwell, of school 14. Previous to adjournment, Pres. M. J. Dwyer, of Troy, and Supt. W. C. Franklin, of Oneonta, were unanimously elected members. The date of the next meeting will be decided upon by the executive committee.—*Albany Journal.*

SOCIETIES AND THEIR WORK.

THE societies of this institution are important factors in training us to think and speak for ourselves. They afford a splendid opportunity for service in the cause of education—a service for which it is impossible to find any adequate substitute. Societies exist in all colleges, and from the opinions expressed by those who have finished their college course, and during that time were connected with some of the various societies, we find that there is no branch of their college work which is valued more than the training thus received. Of the parts into which the work of the societies is divided, probably the one which meets with the heartiest support, and from which the most benefit is derived, is the debate. This is why so many societies are called debating societies. In almost every age and country in which the spirit of literature has existed the debating society has appeared under some form where men might meet for the free discussion of some topic of interest. They are the natural result of the workings of the human mind. They seem to grow out of the very nature of our mental constitution. To a certain extent, every one loves discussion. It may be desire for truth or mere love of conquest—whatever the motive, certain it is we all engage or readily listen to others engaged in controversial encounters.

A reason for the great popularity of the debate is because it furnishes opportunities which are offered in no other branch of education. In no other part of his college education has the student so good an opportunity for logical disputation as here. By becoming a participant he learns to avoid partial views and hasty conclusions, and to respect the opinions of others. Under the

force of active competition he measures with others his own strength, thus enabling him to find a standard which shall serve as a check to self-assertion and over-confidence.

Not the least of the advantages afforded by debating is the opportunity offered for the practice of deliberate oratory. It requires a very slight survey of the almost unlimited extent of the province of deliberate oratory to see its importance. In congress, in the legislature, in organizations of every description,—wherever in a word questions are to be discussed and decided according to the will of the majority, there is its appropriate field.

Such men as Curran, Fox and Webster owe much of their oratorical success to the active part they took in society work while in college. In fact, it is hard to find a man who has ever achieved a reputation in the field of eloquence who is not under obligations more or less heavy to the opportunities afforded in some debating society.

But the debate is only one of the many interesting and instructive features. To each of the various departments of literary work a part of the time is given so that all, whatever may be their especial aptitude, may find an occasion to cultivate and display their ability. Since the debate includes nearly all of these, it is spoken of in particular. Want of space prevents a discussion of the social relations which are the outgrowth of this work.

Connected with our College are three societies, the Phi Delta, the Delta Omega and the Eta Phi. They are doing excellent work and need not fear to let the public hear from them. We suggest that a debate be given in the chapel by the Phi Delta's, as some of the members have shown their ability in this direction. The

meetings during this year have all been a success, and the societies deserve credit for the excellent manner in which they have entertained those present.

NATURE-STUDY FOR PUBLIC SCHOOLS.

NATURE-STUDY, or seeing familiar things in a new light, is a valuable factor in education. How many people can explain, so that a child can understand, why water puts out fire, why some young squash plants bring their shells out of the ground on their backs and others do not; or show the difference between a leaf-bud and a fruit-bud of the apple; or tell from whence all the house flies come? The world is full of such common things, about which people do not inquire. Yet such subjects can be made very interesting to children and they can be taken up in the schools, not as an added recitation, but as a rest exercise once or twice each week to relieve the monotony of the school-room, and later be made the theme for a language exercise. Here are two important faculties that may be brought into exercise,—accurate observation and the power of expressing definitely what is seen.

The College of Agriculture of Cornell University, has, under the Nixon or Agricultural Extension bill, undertaken to assist, free of expense, all teachers who wish to introduce this work into their schools. All parents and teachers interested in this work are asked to send their address for more detail information to

CHIEF CLERK, COLLEGE OF AGRICULTURE, Ithaca, N. Y.

“THAT tired feeling,” seems to be present with all, probably the combined effect of examinations and spring weather.

S. N. C. NOTES.

MR. SCHUBERT attended the opera *alone* last Thursday evening.

Alice Jones is clinging desperately to her third fountain pen for this year.

The class of '97 is very obliging to the ECHO; three meetings for this issue.

'90, Miss Isabella M. Willton was at the College for a short time April 10th.

The *assassination* of the model teachers was successfully accomplished by 11.30 Saturday morning.

'92, Miss Anna W. Prince, of Southold, Long Island, is to be married to Mr. Charles De Witt Hedges the twenty-first of this month.

A second meeting was held to take decisive action on the class contribution toward the Soldiers' Memorial Tablet to be placed in the chapel. The sentiment of the class is heartily in favor of the movement, and pledged itself for a sum exceeding the first expectation.

On March 19th was the regular session. After a very warm and animated discussion on matters of weighty importance (to them), an amusing series of impromptu shadow pictures were arranged. It may be as well to note in passing that, though the pictures were impromptu, the curtain upon which they were thrown was decidedly not.

Slates for class-day officers were presented at the call meeting, April 2d. The balloting resulted in the election of Mr. Rosecrans, Orator; Mr. Gager, Presentation Orator; Miss Delin, Statistician; Miss Kelly, Prophet; Miss Fitzsimmons, Historian; Miss Pratt, Essayist; Miss Buttles, Class Song, and Miss Stowe, Class Poet.

PHI DELTA RECEPTION.

THE informal reception given by the Phi Delta Fraternity to its friends on Friday evening, April 9, was a very enjoyable affair. Ushers in caps and gowns escorted the guests to seats in the kindergarten room, and the following interesting program was rendered after a few opening remarks by the president, Mr. Armstrong :

Quartette — Messrs. Sprague, DeVoe, Cook and Lang.

Recitation — Mr. Green.

Solo — Mr. Sprague.

Violin solo — Mr. Colson.

Journey method — Mr. Van Allen.

Quartette — Phi Delta song — Messrs. Sprague, Lang, Cook and DeVoe.

Mr. Dougan then gave a few "sweetened remarks" introductory to refreshments, and Vermont Maple sugar was passed. Pickles were added to the repast to counteract the effect of the sweetness, and great was the rivalry to see which could make his sugar the lightest.

Dancing was enjoyed later in the evening, but all were glad to stop in order to hear Professor White give some Scotch recitations. Soon after this the gathering broke up, and every one departed to dream "that he had not passed his examinations."

HIGH SCHOOL NOTES.

WORD has come to us from Cambridge, Vt., that a little daughter has entered the home of Mr. George E. Brownell, our schoolmate of the class of '98. We extend hearty congratulations to Mr. and Mrs. Brownell.

Miss Edna Spencer has left school.

We will soon know who are going to graduate.

Miss Olive Whale has left school on account of illness in the family.

Miss Edith Van Alstyne visited friends in the high school recently.

Mr. Clinton Clay has returned to school again after several weeks' illness.

Mr. George I. Kirk will remove to Rutland, Vt., where he will attend the academy in that place.

Members of the graduating class who desire class pins are requested to hand their names to Miss Hunting.

Mr. Thomas Murray has entered the law office of Delehanty & Co. in order to pursue the study of that profession.

VISITORS.

Mr. Morse, East Glenville.

Judge Moore, of Flushing, L. I.

Mrs. John Sheppard, wife of Senator Sheppard, of Penn Yan, March 25th.

Miss Cora Punnett, spent the spring vacation with Miss Estelle Punnett, '98.

Mr. H. H. Stearns, of Lawrence Co., visiting his sister, Miss Francis Stearns, '97(?).

Mr. H. H. Esselstyn visited his sister April 3 and called at the Normal College.

Mrs. Moore, of Callicoon Depot, Sullivan Co., paid a visit to the College after finishing a successful term in Blandford, Mass.

Miss Louisa Ostrom, who was the teacher of History and Drawing in the old Normal from 1852 to '69. Miss Ostrom left the College to become a teacher in the Female Academy of this city. Later she was an instructor at Smith. She has now retired from the teaching profession.

TICKETS for the May Festival of the Albany Musical Association given in Harmanus Bleecker Hall, May 5 and 6, on sale at the ECHO office.

ALL SORTS.

Small boy, translating Latin—*Fortis dux fefellit in dictis*. “Forty ducks fell flat in the ditches.”—*Ex.*

“I was just weighing in my mind.”

“How foolish, when you know your mind is unbalanced.”—*Ex.*

Teacher (explaining)—“Now I place this note-book on this sheet of paper, and then I pull out the paper quickly and the book does not move.”

Bright boy—“Wouldn't it be stationary even if it did move?”—*Ex.*

Life is short—only four letters in it. Someone has noticed that, curiously, three-quarters of it is a “lie” and one-half of it is an “if.”—*Ex.*

“Why! what pretty girls you have in Albany,” said a gentleman, looking over a number of photographs.

“Yes,” was the answer, “but they all had their photographs made by Cornell & Dickerman, 67 N. Pearl street.”

1. Write on one side of the paper. In some cases it would be better to write on neither.

2. Sign your name clearly, not to give the editor any better idea of your identity, but to assist in the return of the manuscript.

3. Always enclose vocabulary, notes and key to aid in translation.—*Ex.*

That was a funny remark of the Indian who, for the first time saw a bicyclist wheeling by: “Ugh, heap lazy man! Sits down to walk.”—*Ex.*

“Mr. Insite, give the class your idea of optimist and pessimist.” “Yes, sir. An optimist is a man who is happy when he's miserable, and a pessimist is a man who is miserable when he's happy.”—*Ex.*

Did Adam study astronomy? Yes, he gazed up at Eve.

The educational drift of English schools is thus described by a British journal, and there are some schools in the United States whose courses of study are not greatly different:

We teach the children Danish,
Trigonometry and Spanish;
Fill their heads with old-time notions,
And the secrets of the oceans,
And the cuniform inscriptions
From the land of the Egyptians;
Learn the date of every battle,
Know the habits of the cattle.
Know the date of every crowning,
Read the poetry of Browning,
Make them show a preference
For each musty branch of science;
Tell the acreage of Sweden,
And the serpent's wiles in Eden;
And the other things we teach 'em
Make a mountain so immense
That we've not a moment left
To teach them common sense.

—*Ex.*

A KISS PARSED CORRECTLY.—In perusing an old grammar, the following example of parsing caught our eye: “‘Kiss’ is a conjunction because it connects. It is a verb because it signifies to act and to be acted upon. It is a preposition because it shows the person kissed is no relation. It is an interjection (at least it sounds like one), and is a pronoun, because it stands for a noun. It is also a noun, because it is the name of osculatory action—both common and proper, second person, plural number, because there are always more than one. In gender it is masculine and feminine mixed. Frequently the case is governed by circumstances and light, according to rule one—‘If he smacks you on one cheek, turn the other also.’ It should begin with a capital letter, be often repeated and continued as long as possible, and ended with a period. Kiss might be conjugated, but it never should be declined.”—*Ex.*

Juliet — "I like Longfellow real well."

Romeo, in despair — "Yes, I see that most short girls do like long fellows real well."—*Ex.*

Teacher — "We call anything transparent when we can see through it. Who can name such a thing?"

Peter — "A ladder."—*Ex.*

AMONG OUR EXCHANGES.

THE *University Forum* contains a practical article on modern needs in educational lines.

An excellent idea for teaching patriotism in the public schools is suggested in the *New Idea*. It certainly is a new idea and one which any teacher might put into practice.

Our exchanges are worthy of remark. The *Polytechnic* has several interesting and well-written articles. "Expression," from the School of Expression, Boston, should be read by every member of the method class in elocution. The *University Forum* has two articles treating of the benefit of a college education, and *The Oneontan* is to be commended for the good work of its editors. These are but a small number of our exchanges, all of which are appreciated.

The *Teachers' Institute* contains an article upon the study of history in the lower grades. The writer claims that the study of history is necessary to mankind. "It becomes, with literature, the most important and indispensable for the formation of character." He would broaden the child's mind by giving him facts from general history, letting him cluster them all around some one or two important dates. He concludes his article by presenting a course of study. The article is well worth reading.

That knowledge which is to educate the child must first rouse in him a live and wholesome interest. The student used to be interested in avoiding punishment—later in winning some extraneous reward—the terrible marking system! He must be interested in the thing studied.—*Col. Parker.*

"The heights by great men reached and kept
Were not attained by sudden flight,
But they, while their companions slept,
Were toiling upward in the night.—*Ex.*

"I firmly believe there is an honorable place for every man of reasonable common sense, who, without false sentiment or mistaken notion, is willing to start at the first and strive for the other end with constant effort and unswerving purpose."—*Ex.*

A pound of energy with an ounce of talent will remove greater obstacles than a pound of talent with an ounce of energy.—*Ex.*

COLLEGE NOTES.

A NOVEL course of college instruction is offered by Louisiana University, in which its "Sugar School" gives students practical and scientific tuition in sugar cultivation. The course extends over a period of four years and naturally is very popular with students from Cuba.—*Ex.*

It is estimated that \$10,000,000 will be required to erect the buildings of the American University at Washington, D. C. The Corner stone of the hall of history has been laid.—*Ex.*

It is announced by President Harper, of Chicago, that Lady Aberdeen, wife of the Governor-General of Canada, will be the orator at the commencement on April 1. Lady Aberdeen is to be the first woman to be the recipient of this honor in America.—*Ex.*

Edward W. Emerson, the son of Ralph Waldo Emerson, will deliver the poem at Harvard commencement.—*Ex.*

The University of Vermont has a new science building which is soon to be fully equipped with chemical, physical and biological apparatus.—*Ex.*

The Olympic games in 1900 will be held in Paris, and in 1904 the committee will choose between New York, Berlin and Stockholm.—*Ex.*

Efforts are being made to start a college paper in Johns Hopkins, at present the only large institution in the country which has no student publication.—*Ex.*

No college in all Europe publishes a college paper.—*Ex.*

Senator Nixon has just introduced into the New York State Legislature a bill appropriating \$25,000 for the College of Agriculture at Cornell University, with which to carry on university extension work in agricultural knowledge among the farmers of New York State.—*Ex.*

EDUCATIONAL NOTES.

“NO man to-day, whatever be his prospective future, can afford to start without a college training. The handicap is excessive, and while there are numerous instances where the man with inferior education wins out, it is at the expense of additional exertion.—*Ex.*

Among all the reforms mentioned among our various school systems I do not know that I have once heard of suggesting that there should be less time given to study, and more to original thought; nor even that the curriculum should be so arranged that at some time of each session there should be oppor-

tunity for quiet study by all—or at least by all who are not in the recitation class.—*Ex.*

Be loyal. A student who simply pores over his books and takes no interest in college life is a drawback to his college.—*Ex.*

It is a curious fact that not only the smallest university in the world is in Africa, but also the largest. The former has five students and the latter, ten thousand.

At the School of Horticulture, Geneva, Switzerland, fourteen professors are engaged in teaching the various branches of science, which include floriculture, arboriculture, kitchen gardening, landscape, architecture, forest culture, vine dressing, zoölogy, bee-raising, botany, chemistry, and metallurgy. A considerable part of the school day is devoted to practical work under the direction of five superintendents.—*Ex.*

Women in Canada will soon practice law as barristers. The Ontario Law School some time ago passed rules to this effect, with the following regulation as to dress: They must be bareheaded, wear black gowns over a black dress, and with white collars and cuffs.—*Ex.*

“It will be centuries before my view of the human being as a child, and of its educational treatment, can be generally accepted. The United States of America is the country best fitted, by virtue of its spirit of freedom, true Christianity, and pure family life, to receive the educational message, and profit thereby.”—*Froebel.*

Education through knowledge-getting can be employed to any end. It is the most potent means of cultivating loyalty to government, caste and class. A government can write or choose its

own histories and make the fatherland seem greater and its rulers and institutions more worthy than they are. Franz Joseph said to his officers, "I want to train willing subjects — nothing more."

The child must learn by doing, "He that doeth righteousness is righteous." Pestalozzi said, "Education is the generation of power." Froebel said, "It is the harmonious growth of body, soul and mind." Dewey says, "Education is not a preparation for life, it is life."

The ideal school is the ideal community. The thing to do is to help the community life of the child. The child is a citizen of the school. If he finds here the ideal democracy, he has nothing between himself and the full out-blooming of all his parts. At present, the obstructions are countless, in every grown community. The individual can be helped only by helping the State. There is a perfect reconciliation between individualism and nationalism.

WE are in receipt of a New York State Teachers' Directory, published by E. O. Veil, publisher of the *Intelligence*, Chicago, Ill. It is very complete and accurate, and should be in the hands of every superintendent and principal in the State.

There's meter, spondaic, dactylic,
 There's meter for style and for tone,
 But the meter that's far more idyllic
 Is the meter by moonlight alone.—*Ex.*

"These college men are very slow,
 They seem to take their ease;
 For even when they graduate,
 They do it by degrees."—*Ex.*

BOOK REVIEWS.

The Macmillan Company announces the addition to its long list of technical publications of "An Introductory Course of Quantitative Chemical Analysis, with Explanatory Notes and Stoichiometrical Problems," by Henry P. Talbot, Ph. D., Associate Professor of Analytical Chemistry in the Massachusetts Institute of Technology. The price of the book is \$1.50, *net*, also "Graduate Courses," 1897-98, is the third issue of a very valuable annual which sets forth compactly, so that comparisons are easily made, the special opportunities which our different American universities offer to graduate students and specialists.

Complete lists of graduate courses to be offered in all the leading Universities, together with statement of requirements for degrees and for admission to advanced standing; the fees asked of graduate students; the scholarships or fellowships open to them; the library or laboratory facilities; the numbers of graduate students already connected with each university. All of these things are concisely stated in these pages, so that it is offered to every intending student as a valuable source of information.

High School Class Book of Drawing, by Christina Gordon Sullivan, Ph. D. American Book Co. This book outlines a four years' course for high school pupils in the study and practice of mechanical drawing, geometrical construction, perspective, designing, modeling, historic ornament and the application of various forms to decorative designs, and also includes studies in charcoal, crayon and water colors. Complete directions are given as to the materials necessary for each kind of work and how to use them. In Part II there are helpful chapters on model and object drawing, water-color sketching, etc. In outlining the work the author's aim is to give pupils knowledge and skill which they may apply in the practical affairs of life.

The Normal Class Book of Drawing, by the same author, will be especially useful to teachers who are required to teach drawing without any special preparation and also to science teachers who wish to become proficient in the art of illustrating on the blackboard. Complete courses in the different departments of drawing are outlined for each of the school grades, and teachers are given just the help

they need in order that they may present the work satisfactorily.

The "Happy Method in Number" by Emily E. Benton, and published by C. W. Bardeen, is an original method suggesting a systematic arrangement of numbers founded upon strong contrast. Addition and subtraction only are taught in the first year with the idea that: "When objects are laid to show the divisions of any number they also show every possible combination in addition, subtraction and multiplication." By this method measures are taught from pictures instead of objects and fractions from apples and circles. The book contains many practical suggestions for drill work.

In "Art Education the True Industrial Education," by William T. Harris, LL. D., published by C. W. Bardeen, the sensuous elements of art, regularity, symmetry and harmony are discussed and the development of the Greek religion is followed out from its basis of beauty as the result of harmony. The author states that articles manufactured by beauty-loving people sell best, and, therefore, all art study should be based upon Greek art that American productions may be the best.

MAGAZINES REVIEWED.

THE April Harper's contains a delightful article on Belgium, by Miss Clare de Graffeuriel. Her account of what the name America implies to many French and Belgians is most amusing, as also is her description of the ceremonious manners of the Belgians. The final paper of Mr. Charles F. Lummis' series on "The Awakening of a Nation," deals with Porfiro Diaz, the President of Mexico. He says of Diaz: "He has set the feet of his people in the paths of progress. He has given them to know, after fever, how good is the cool draught of peace. He has bound them not more to himself than to one another."

In the April Review of Reviews, Charles F. Thwing, President of Western Reserve University and Adelbert College, has an article on "Choosing a College." He discusses city *versus* country colleges, small *versus* large colleges, religious influences, the fraternity question, scholarships, and other matters of moment in making this important choice. Charles S. Bernheimer gives an account of "National Jewish Education in America," and Albert Shaw writes an article on "The New Administration at Washington."

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day. It takes some people a long while to make up their minds. Make up your mind at once that we are the best printers for you and turn your order over to us. College work a specialty.

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