

THE  
Normal College Echo

VOL. I

ALBANY, N. Y., JUNE, 1892

No. 1

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THE  
NORMAL COLLEGE ECHO

PUBLISHED MONTHLY BY THE STUDENTS.

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ALBANY, N. Y., JUNE, 1892.

THE desire which, for some time, has been expressed by the students of our college has at last been realized. With this publication "THE NORMAL COLLEGE ECHO" comes into existence and takes its place among the various college papers of our land. We do not intend it shall share the fate of many of its kind which come into being, then suddenly disappear like the fall of a meteor; but we predict for it a bright beginning, a future with a steady, increasing light, a life of constant growth—so that it may become a living organ, a very part in the advancement of our institution. We feel assured this can be accomplished when we take into consideration the

numbers and ability of the members of our college. Its success, however, will depend largely upon the interest manifested by you as individual students in your support of the enterprise, by subscribing for the paper, by contributing news, by assisting with literary productions. We shall endeavor, through our columns filled with local happenings, items of interest from the colleges, articles of literary merit and educational bearing by members of the college, and productions from some of our most prominent educators—to interest and instruct not only our students and those who have recently graduated, but also those who look back with fondness to the "Old Normal School."

A well managed paper is of great benefit to an institution. It not only cultivates the literary abilities of the students but it keeps them in touch with the college world. It does more: it arouses an increased interest and pride in their college, it creates loyalty and devotion to their college. It is most intimately associated with its welfare. Therefore let each one of us as students encourage and sustain, in every possible way, this new enterprise, so that "THE NORMAL COLLEGE ECHO" may become a most successful paper in each and every one of its departments.

ONE can scarcely measure the influence of a college paper until it makes its appearance, for then the results are often different than could have been expected. The advent of the first issue has been anxiously awaited by the few or many conscious of its prema-

ture existence. Copies, when they appear, are eagerly and carefully scanned by those at all interested in or desirous of the advancement of the college represented. But why this care, this thought, this effort? In what will it result? Before long, the name of the college appears in papers where before it had never been, its name is mentioned in circles into which, before, we never would have presumed it could enter; it is known, more widely known than ever before. It looks as if the college paper had been doing something to forward the interests of the institution which it represents. An alumnus, a graduate of many years ago, receives a copy. He reads it. Old associations, old interests come flocking back. How things have changed since he was there. He would like to be a student once more in the halls of this college which he has not visited for so many years. He is thoroughly awake to duties before never strongly felt. His college is once more a part, a reality, in his life. Another and another of the alumni are affected in the same way. It is surprising to see how much interest can be felt by those before, to all appearance, so undemonstrative. There is a change within the college, too. Literary effort now really begins among its members. Talent, before sleeping, now comes to the light. Where has it all been before? Why have we not seen it? Effort is inspired, interest and loyalty to college life are more keenly felt. The paper flourishes. The college rises. Such are some of the influences of a college paper. Should it meet with our support?

OUR school year is drawing to a close. It has been a busy year yet one of profit and pleasure to most of us. We are now looking forward with eagerness and anticipation to the long summer vacation. This is the time for rest, for recreation. It is a change from the daily routine of study and recitation. It gives us an opportunity to enjoy out-door sports, so that we may become

rested and strengthened for the work of another year. It is a time, however, which should be used for improvement as well as pleasure. The usual vacation of ten or even twelve weeks is too long to be wasted in merely seeking enjoyment. The average student finds little time during the school year for reading, except in connection with his studies. If we do not embrace these stray opportunities we will find when we have finished our college course that we know scarcely anything of literature. It would be well for each one of us to have some definite course of reading mapped out in connection with our plans, so that our summer may be spent with profit as well as pleasure.

#### THE STATE NORMAL COLLEGE.

THIS institution is the successor of the State Normal School, which for more than forty years sent out into all parts of this commonwealth more than three thousand teachers to teach in the public schools. Since its establishment ten other normal schools have been founded in this state, and they are doing admirable service by their thorough instruction and their efforts to inspire a thorough professional spirit among their graduates. All the normal schools, however, spend a considerable part of their energy in instructing pupils in the ordinary studies of high schools and academies; the Normal College alone gives instruction in professional subjects only. No subjects taught in any high school, college or university form a part of its curriculum of study, no higher courses are offered in mathematics, philosophy, science, literature or any other subject in an academic or collegiate course, but the student's time and energy are expended for at least two years in studying methods of teaching, the philosophy of education, the study of systems of education, sanitary science, and themes of current interest to educators. The entire energy of the instructors in the Normal College is expended upon professional subjects. A person may go to a normal

school and get an education which fits him either for business or for college, but no one will think of attending the Normal College who has not deliberately resolved to qualify himself to become a teacher, and this is one of its marked characteristics.

The qualifications for admission have been raised so that only those who have graduated from high schools, from our colleges and universities, or who have attained a grade of scholarship equally extensive can hope to gain admission. Thorough scholarship is necessary as a foundation for the study and application of correct and comprehensive methods of teaching, and so there is no probability that the standard for admission will ever be lowered, though it is more than probable that it will be raised. Time will demonstrate the advisability of such a step, and it will not be taken until it seems best to be done.

Among the advantages afforded at such an institution, perhaps the most noticeable is the thoroughly professional atmosphere pervading the institution. Here the student's time is not divided between the studies of an ordinary school course and his professional duties. His time, his thought, and his interest are all occupied with subjects bearing upon his work as a teacher, and his ambition is to excel in teaching rather than in scholarship. Besides, his taste for reading upon educational reforms and educational theories is quickened by the classes organized for the discussion of educational ideas which have a current interest. But this does not by any means comprise all the sources of professional inspiration. There are discussions and dissertations upon the philosophy of education, the history of education, the theories of education, the reformers and the leaders in education, and many other matters, so that the student at graduation goes forth to his work with a knowledge of what the world has been doing and thinking upon education, with well formed ideas of his own upon every conceivable phase of educational theory and novelty, and with

an earnest purpose and eager desire to put into actual practice the principles which he believes to have been established, and the methods which are in accord with the laws of mental growth. The breadth of such development is not described by the term scholarship, but by the broader, professional *culture*.

The days are well nigh passed when mere knowledge will be presumed to be an evidence of capacity or ability to teach. Some people know that there is a pernicious influence exerted in some schools and the criticism made upon the methods of education in those schools is that they are simply a vicious system of cramming. The people desire to relieve the children from the evils of overwork by eliminating some subjects in the school curriculum. There is no doubt that the children are overtaxed and overcrammed in many schools, but the remedy does not lie in reducing the number of subjects, but in securing teachers who are qualified to present these subjects in a proper way. A lesson in botany was recently noticed in the journals of a city not far from Albany in which the children were required to commit and recite seven long definitions with words in them which it would puzzle an editor to spell or pronounce, and there was considerable other matter besides to be committed to memory. The lesson was undoubtedly too long, but a competent teacher who knew the laws of mental acquisition could have taught those very pupils who hated the lesson, to comprehend and reproduce it all and at the same time give them infinite pleasure in doing it. What is wanted is not necessarily shorter courses of study, less time in school, but teachers who know laws of gaining knowledge and who have, by training, acquired skill in applying them. Such persons are not always found among those who are earning a living by keeping pupils in order, but they are found among those who are inspired by professional enthusiasm, and the atmosphere of the Nor-

mal College has a very strong tendency to arouse the professional zeal and tact which secures the best results.

The colleges and universities throughout the country are offering elective or post-graduate courses upon the *science of pedagogy*, thus emphasizing the need of some sort of preparation for teaching. Without in the least disparaging the work they are doing, we say frankly that a few lectures upon the history and philosophy of education supplemented by some lectures upon the teaching of some of the sciences or mathematics can not give any assurance that the person who attends the lectures is in any way qualified to give proper instruction to youth. We might as well infer that a few lectures on color and the methods of the great painters could produce finished artists. Teaching is both a science and an art, and students who graduate from the State Normal College must show themselves skilled as instructors and acquainted with the philosophy of education, but these requirements are not demanded by our literary colleges which offer courses in pedagogy. It is but proper to state that students from eight colleges have taken advantage of our special courses for them in the last two years, and it is confidently expected that many more will soon be enrolled as members of the State Normal College.

The State Normal College occupies an unique field and it is believed that those who pursue its courses of instruction will be well qualified to enter upon the teaching of youth in a rational and successful manner.

WM. J. MILNE.

#### SEMINARY CLASS.

(Notes from discussion No. 4 on Practical Work.)

**E**DUCATION like man, according to latest psychological investigation, has a dual nature; one that everybody recognizes and calls practical, and another that is visible only to those that believe in it, and is styled impractical.

But here the similarity ends; for while in the latter case the phantom is the deception, in the first the substance is the real ghost.

Practical Arithmetic! How we have been hoodwinked and betrayed by that name. "What's in a name?" The greater part of Practical Arithmetic. Teachers and parents, alike, have been caught and duped by this high-sounding title, and given to it not only the prerogative it claims, but have allowed it to usurp the place of practical knowledge. Kite-string, candles, and involved, mazy hypotheses of fractions, with the impudent question, "What is the number?" for the conclusions, with the help of the cribs on the margin and with the aid of our older brothers and sisters who happened to remember how to manipulate the links of the puzzle, we conquered you. But alas! we had given up flying kites when we entered the new world; kerosene and gas had done away with candles, and nobody seemed to care how much three-fourths of five-sixths of some number would be, provided that number had first been multiplied, then divided, by itself. It was all good so far as it went; but why, somehow or somewhere, or sometime during those days when we were on the bench, didn't it go farther? Why didn't the kite draw lightning from the clouds then and there, why wasn't the box of candles made to have the luminating power of at least one candle, and why didn't the fractional snarl teach us to solve fractional problems? Common multiple and common divisor, the twins that could not be told apart! We spent a great deal of time in finding you, but in the new world there is a far greater demand for common sense. Why wasn't it revealed to our groveling intellects that you were only an arithmetical diagram, an ingenious device, a delicate and inoffensive way of studying human nature; that those teachers, ministers, doctors and lawyers who are successful are the ones who are not only able to contain themselves, but in whom others find pleasure and satisfaction? Greater stress

should have been laid on the methods of finding the common multiple and divisor so that when we try to form a plan or invent a scheme that will meet all objections, we will not find, too late, as we did long ago with slate and pencil, that we have used the rule of the second for finding the first.

"We are mere operatives, empirics and egotists until we learn to think in letters instead of figures." We must have the one as preparation for the other, but the latter is the truly practical and is the broad ocean toward which all knowledge must tend and be directed.

A teacher, on being asked what method she used in teaching geography, replied, that some taught the earth was round, others taught it was flat, but she was prepared to teach either way. The method you adopt is of comparatively little consequence if that is all there is to it. But strange it seems, after devoting years upon a system that teaches the earth is round, like an orange, we sometimes learn by experience that it is flat, and more like a lemon. Wouldn't it be just as well to spend a portion of the time in suggesting that the *world* is square? Notwithstanding the croaking of pessimists, the world will treat us just as well as we treat it. It is necessary and imperative that the scientific theory in regard to the shape of the earth should be taught, but should we not occasionally follow the method of the Greatest of all Teachers and teach from parables? We must not lose sight of the high intent of our public school system, which is to impart the power to shape the world, to keep it progressive and harmonious in the social, political and Christian movements as it is in its physical. To meet the world, to conquer it, to shape it, is to meet, conquer and shape ourselves.

There are some who are extremely conservative, who teach school splendidly, but teach pupils not as well, who are veritable autocrats and govern on the *ipse dixit* principle, that oppose this strenuously on the grounds that they cannot teach a Sunday school,

school of philosophy, of economics and a public school all at the same time. The suggestion is visionary, they say. Well, thank you, so it is. But where do visions come from? They have been mighty potent in the world's history. The Bible is full of them. Beneath the waters of the Atlantic lies a wonderful reality that was once as great a vision. We walk from one great city to another, although divided by a great expanse of water, on what was once a vision. They are the essence of the mind, and will have flavor and strength in proportion to the strength from which they come. Our lives and characters are shaped not by what we are to-day, but by what we would like to be to-morrow.

As for teaching Sunday school during the week, if we mean by this the catechism, verses of Scripture and the study of Bible characters, we agree. But if the principles of right and wrong action are not to be considered along with the other daily lessons, and if social and political science, in their simplest and most important phases, are not to give the mind a chance to liberate and create thought, then we are not in unison. The Persians taught the virtues as we teach the letters. We should not neglect to teach the virtues *while* we teach the letters.

You can always detect a man who wears his best clothes only on Sunday. He would wear them on other days if he knew how, but he feels that he would be the butt of ridicule if he made the attempt. Some persons are just as awkward in their use of Sunday morals on week days.

There was once a philosopher who taught that the end of all knowledge was harmony. Harmony of body and soul, harmony between parents and children, harmony in social and political life, harmony between God and man. This may be weak in some respects, but he who secures this result can safely be said to have some of the essentials of a practical education.

F. J. BARTLETT.

### THE SCHOOLS OF OUR GRANDFATHERS AND OURS.

HAVE you ever heard an old gentleman discourse upon the "good old days" when he was young? He tells how much more agreeable people were then and how much better everything was. He thinks the world has gone backward instead of onward since those halcyon days.

If you listen, you find that our friend's comments upon the schools of that time are conspicuous for their absence. Ah, yes, the word "school" brings up only sad reminiscences for him. He remembers that on the most desolate spot in the whole village was the school-house. Only patches of grass served for a lawn; no trees cast their sheltering branches over the building and lent their kindly shade to the play-ground; the stray cattle of the neighborhood wandered at their own sweet wills about the grounds and brought fear to the heart of the lonely urchin who came tardy. The building itself was a small log house of one story. The windows were patched with leaves of old copy books, and the chimney formed an acute angle with the ridge-pole. Within the view was even more disheartening. The small, low, close, dark room was considered a prison by the pupils. The furniture consisted of benches for the scholars, a chair and desk for the teacher, a rusty stove and a wood-box. The walls were covered with countless pencil sketches, the work of several generations. Over the master's desk was an artistic bunch of birch switches, intended, however, more for use than ornament.

Such was the average school building seventy or eighty years ago, forming a striking contrast to our educational palaces of to-day. Passing over the fine city schools, let us think of the average rural school at the present time and take note of the changes made within a few years. Our attention is first drawn to the surroundings. The grounds are neatly kept and tastefully laid out. The

preceding Arbor Days have left pleasing mementoes of themselves in the beautiful trees and graceful vines. Most rural schools now have comfortable, attractive school buildings. The school rooms are pleasant, with plants growing in the windows and good pictures adorning the walls. Over the teacher's desk we find, instead of birch rods, some motto which will encourage and inspire the pupils. The rooms are properly heated and ventilated. Each child has a comfortable seat and desk. Surely children ought to be happy and willing to work in such a cheerful room, and they are.

Before teaching became a profession, every one who was unable to do anything else became a teacher. To-day teaching is a profession, and the teachers, as a class, are cultured people. They enter the profession not on account of the pecuniary reward, but because they feel the Divine Teacher has given them this talent and they dare not hide it in a napkin. They are climbing the hill of knowledge and they earnestly desire to stretch out a helping hand to those in the valley of ignorance. These were not the motives which prompted most of the teachers years ago. Men taught school as a stepping-stone to some profession—as the law, medicine or the ministry. Women taught because they were obliged to earn their living. Teaching was considered a genteel employment and no other profession was open to women at that time.

Teaching can no longer be a stepping-stone to any other profession, because so much preparation is needful before one may teach. Not only is a good education required but a thorough course in the science and art of teaching is necessary. Those who are in authority over our schools demand teachers who have had special training. A teacher must have a knowledge of the human mind and the development of the faculties, or how can he adapt the matter to be taught to the mind of the learner? Then, when a teacher has the science, he must have the art. He must



teach under the supervision of a progressive, experienced educator. Then only is he competent to undertake the development of that most delicate of all things, the human mind. The trained teacher does not think of the minds of his pupils as so many vessels into which he is to pour streams of information. They are like the buds of flowers and must unfold with tender care. Our teacher teaches his pupils to do what Emerson has said is the hardest thing in the world to do, that is, to think. He puts himself in the place of the child and notes the points of difficulty to the learner's mind; then, from the standpoint of a teacher, he prepares the lessons, making the hard places not necessarily easy, but plain. By skillful questioning he leads the child to discover the truth for himself. But the good teacher does not trust to language alone to aid him in teaching; he appeals to all the senses by means of pictures, text-books and apparatus.

With so much to make school work pleasant for children, is it any wonder that they are so interested that they can be managed with little trouble? Teachers resort less and less to corporal punishment and are ceasing to think, as Dickens said, that children, like money, must be thoroughly shaken most of the time to keep them bright. Since so little of the teacher's attention is required in discipline, he has more opportunity to cultivate the best part of the child's nature. He is not satisfied when he has taught his class to "read, write and cipher," but he aims to develop the æsthetic taste by the studies of music and drawing and the reading of classical literature. In fact, the teacher's soul is in his work, and he feels that he cannot be too enthusiastic or do too much for his class.

So much improvement has been made in the schools within comparatively a few years that if a pupil who attended school seventy years ago could come into one of our schools to-day, he would think we had really found the royal road to learning.

Although remarkable progress has been made, we realize that perfection has not been attained. The coming teacher will discover our errors and deficiencies and the schools seventy years hence will be as much in advance of ours as ours excel those of seventy years ago.

BERTHA E. PAINE.

"SOMETHING GOOD ABOUT PANSIES."

WE had climbed to the top of old Gray Peak,  
And viewed the valley o'er;  
And we started off on our homeward tramp—  
A good three miles or more.

The road lay curved like a ribbon of gold,  
Around the base of the hill,  
And the brook gleamed out with a silver sheen,  
From thickets near the mill.

But the sun shone warm on the dusty road,  
Until by heat oppressed,  
We wearily stopped at a cottage gate;  
The matron bade us rest.

How cool was the shade of the trumpet-vine,  
A spring ran fresh and clear;  
The flash and the whirr of a jewelled thing—  
A humming-bird was near!

We were sauntering down the garden path,  
Repeating kind good-byes,  
When suddenly now were our footsteps stayed—  
New beauties met our eyes.

"Will you have some pansies?" the hostess asks,  
"O thank you, no!" we say;  
But the matron is culling the purple blooms—  
We let her have her way.

Purple and blue and russet and gold,  
Those fragrant rich bouquets;  
"Ah!" she explains, "of my violets sweet  
You have not learned the ways.

"There is something good about pansies  
That's worth your while to know;  
The more they are picked and given away,  
The more they're sure to grow."

MARY A. McCLELLAND,  
State Normal college.

## ECHOES.

THE demand for members of the faculty at institutes is much regretted by the students.

Miss M. A. McClelland was absent Friday, conducting the work in grammar at the Institute held in Guilderland Center.

Miss K. A. Stoneman had charge of the work in penmanship at the Columbia County Institute, last week.

Prof. E. W. Wetmore has also been away teaching teachers practical science.

Miss Clara M. Russell, teacher of elementary methods, presented the journey method in geography to the Columbia county teachers, last week.

Mr. E. G. Barnes and Mrs. J. K. Gatchell were called home, recently, to attend the funeral of their aunt, Mrs. Milo Lyman.

Miss Kellogg was called home to Elmira by the illness of her mother.

Miss Harriet Paddock was called to her home in Canandaigua by the death of her father.

Prof. Husted spent Memorial day in Boston.

The Normal High school base ball team played a game at "Beaverwyck" Saturday, May 28, with the Business College club, which resulted in a score of 26 to 6 in favor of the High school.

Messrs. Coleman and Hunt report Catskill a most enjoyable place to spend Memorial day.

R. H. Bellows, having accompanied his father and brother on a trip through Massachusetts, returned to his duties Tuesday, June 1st.

Very many of the graduating class have already secured positions for the coming year.

Zautner's ice-cream is delicious.

Mrs. S. F. Bliss, teacher of elementary method, was absent (week ending May 21), engaged in institute work.

We would call the attention of the students to the advertisements found within these pages; we have sought to secure the ads of reliable firms; and since in a measure the success of our paper depends upon this means of income, we recommend these houses to our readers and trust the students will give them a liberal share of their patronage.

Sergeant Simms, of the United States Weather Bureau, very kindly consented to give an illustrated lecture for the benefit of the geography method class, on "how they make the weather." The sergeant brought all of the apparatus with him, and the clear and concise manner in which his explanations were given was worthy of a veteran pedagogue.

Miss Sharp, who has spent a most successful year at the college, has been asked to give a paper on the "New York State Normal College, Its Work and Influence," before the teachers of Saratoga county, who are to meet in June.

The alumni memorial window, among the finest in the country, has lately been completed. To say that it is beautiful but feebly expresses the admiration felt, and daily as each one goes from the chapel he rejoices that the days of log school houses with windows of broken panes are things of the past.

Pale were the countenances of those who were going to graduate (?). With hushed voices and with soft steps were the students promenading the corridors the day Dr. Milne was to announce the honors and graduates. The honors were as follows: Miss Snyder, classical; Miss Maxson and Miss Sharp, English; Miss Owen, kindergarten.

The lecture course has, so far, been particularly instructive, and thoroughly enjoyed by those who were present. Many have

been the groans of students whose college work has kept them at home. All have been equally appreciated, but our hearts lean the most to the one given by the head of the scientific department, since all so thoroughly know the scholar and man.

Through the efforts of Dr. Milne the lecture, "Self Effort," delivered by Hon. Hamilton Harris, has been printed and distributed among the students.

Those who are looking for a business manager for any line of business, and especially want any to look up advertisements, are referred to Miss Brett, whose services have been invaluable to the editorial staff. Anyone wishing to inquire further will interview the financial editor.

When Prof. Belding told the Glee class, in a very mysterious manner, that he desired to see them all on Saturday afternoon at the Reformed church a musical thrill went through each one's being, as it was known instinctively what was to happen and that a something so delightful that each student would put forth all his efforts to be present.

Judge Draper has recently accepted the position of consulting superintendent of the schools of the city of Cleveland. During the time he was superintendent of public instruction he attained throughout the country such a wonderful reputation as an organizer of schools that he has been continually urged by boards of education to become the superintendent of their schools. He has refused all offers until now. We are pleased to learn his residence will be Albany, and that he will only go from here at stated times to direct in regard to the schools there.

At the beginning of the present school year a private class known as The Quicksilver Reading Circle, was formed for the study of literature. Under the direction of Mrs. Margaret S. Mooney, instructor in literature and elocution, at the college, the class has

made quite a thorough study of Grecian mythology as embodied in Homer's writings, which are the fountain-head of our literature. Many modern productions on mythological subjects have been studied. At present the class is earnestly considering the writings of Dante. Although the meetings have been held only weekly, nevertheless, under the guidance of so faithful and thorough an instructor as Mrs. Mooney, the results of the class work are highly satisfactory.

Prof. Belding gave his tenth complimentary organ recital to the faculty and students of the State Normal college at the First Reformed church. This organ is one of the finest in Albany.

PROGRAM.

Overture, Stradella.....	<i>Flotow</i>
Sonata, No. 2.....	<i>Mendelssohn</i>
{ Grave,	
{ Adagio,	
{ Ailo. Maestoso,	
{ Fugue.	
a { Cantilene, Nuptial.....	<i>Du Bois</i>
b { Canzona.....	<i>Guilmant</i>
Tocata and Fugue, in D minor.....	<i>Bach</i>
Overture, Semiramidi.....	<i>Rossini</i>
Song, "A Summer Night".....	<i>A. Goring Thomas</i>
Mr. Fellows.	
O, Sanctissima (Chant Religieux).....	<i>Lux</i>
a { Abenlied.....	<i>Schumann</i>
b { Serenata.....	<i>Moszkowski</i>
Hymn of Nuns.....	<i>Wely</i>
Tannhauser (Transcription).....	<i>Wagner</i>

Graduates of the last six years will recall with pleasure these rare musical treats of the great-hearted man whose time and thought are devoted to the interests of the students. In addition to his work as professor of vocal music at the State Normal College, Prof. Belding is organist and director of music at the First Reformed church and the Temple Beth Emeth. The program given will recall a former recital of which Mr. Cooney, of the *Argus*, who was formerly musical critic of the *New York Herald*, said: "\* \* \* Mr. Belding's brilliant execution and thorough mastery of organ effects was brought out into strong relief in both works (Semiramidi and Nabuco). He played a Bach fugue 'St.

Ann's,' with the breadth of conception, clearness of phrasing, and combination of tone-color that showed the highest degree of artistic skill."

#### AMONG THE COLLEGES.

IT is said that Daniel Webster was the first editor of the first college paper published in this country, the initial number appearing at Dartmouth in 1800.

Michigan has seventeen graduates in Congress, the largest number representing any institution of learning in the country. Harvard has sixteen and Yale eleven.

Seventy-five per cent of the colleges established in the United States during the last twenty years have been in the southern states.

The students of the Yale Law School have been divided into groups, according to the states in which they expect to practice; each group to be especially instructed in the laws of his particular state.

President Adams of Cornell University, whose resignation was accepted, has been succeeded by Dr. J. G. Schurman. Among the educators of the country, though he is young in years, he has long been known for his extraordinary ability.

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

It is said Vassar girls are so modest that they will not work on improper fractions.

Connecticut has more college students, in proportion to her population, than any other state in the Union.

Among the treasures of the Harvard library is a small collection of rare Spanish literature, a donation of James Russell Lowell.

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

#### OUR SOCIETIES.

WE understand the Philomathians and the Delta Omegas are preparing elaborate programs for their closing.

The Satellite club meets every Friday evening. Last week they were entertained by Miss Alice Gilliland at her home at Delmar.

The chip basket of the Phi Deltas was opened last Friday evening with the following original verse:

When last we assembled, dear brothers,  
It happened on me to fall  
To gather all the chips chopped  
By you, each one and all.

I've waited long and patiently  
For you your chips to chip in,  
But you seem t've forgotten your mission  
Which is quite a fraternity sin.

However, the fire must keep burning;  
The chip basket needs filling each week;  
So I went to work at the chopping,  
Bits of sense and nonsense to seek.

I've hunted for timber not over Green,  
I've Harrass-ed and been Harrass-ed in turn,  
By hunting in Street or in Barnes  
For an adage or joke you'd not spurn.

I've chased all the Colemen from Adam's time,  
Asked the Parsons for something 'twould do,  
Hunt-ed twice through my Orchard of library books,  
And now come with some New-berries for you.

If only this band a Bellows did own  
Your meal better Cook-ed might have been  
But now you must swallow your Camel quite cold,  
And gulp down what I chance to throw in.

\* \* \* \*

The chip basket's empty, the bottom is reached,  
And the chips have all vanished from sight,  
A goodlier number of chips would I urge  
In parting, for the chopper next Friday night.

#### ANNOUNCEMENTS

FOR

#### COMMENCEMENT WEEK.

COMMENCEMENT exercises of the college will take place at Harmanus Blecker hall, June 17.

The Delta Omega society will hold its closing exercises on Wednesday evening.

The exercises given by the Philomathean and I. O. N. societies will occur Tuesday evening.

The Phi Deltas present their program Monday evening.


The graduating class have their banquet Thursday evening and reception Friday evening.

*Time and the seasons change, fashions and styles  
come and go, but one thing, like Tennyson's  
"brook," "goes on forever."*

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**FANCIES.**

THERE was a young student of Psych,  
Who went out to ride on his "bike;"  
But he ran on a fence  
And stuck there, and hence  
Obtained the conception of "spike."

SCENE I. SECTION ROOM.

(Enter private sec'y.) "Miss A. is wanted at  
the office."

(Voice in back part of room.) "Take it."

Since . . . . .

Our weather report — Thunder!

Who are the "Co-eds." of this institution  
—the ninety and nine or the other lost one?

A DOUBTFUL IMPRESSION.

She—"I am so afraid of you college edit-  
ors."

He—"Why, are we so bad?"

She—"No; but there is no telling when  
you are going to press."—*Hamilton Review.*

Prof.—"Now to return to Martin Luther.  
Did he die a natural death?"

Student—"No; he was excommunicated  
by a bull."

**THE DEWDROPS.**

THE dewdrop which rolls to the carpet of green  
From the violet that nods 'neath its weight,  
Perhaps flashed a ray from the first moonlight sheen,  
That stole over Eden's white gate.

It may be that dewdrop will flash from the wave  
That breaks on a peopleless shore,  
When this earth swings through blackness—Human-  
ity's grave,

To re-echo man's voice ever more.

*Yale Lit.*

**TARIFF FOR REVENUE.**

YOU ask me why to Dora  
I send so many rhymes,  
Instead of Rose and Nora,  
As in the olden times.  
I fear I am a sinner,  
I ask if you agree,  
Sweet Dora gives me dinner,  
The others only tea.

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