

THE Normal College Echo

Vol. III.

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MORNING.

A Sonnet.

DEAR child, awake, the morn has come,
 I pause to warn thee of the hour,
 I know by brook and bird and flower
 That earth awaits the approaching sun.
 She comes ! The fair Aurora comes
 With roses rare in either hand,
 And see ! She strews them o'er the land,
 And in thy path are matchless ones.
 O, wake thy soul to find these gifts ;
 Rejoice, and cast all falterings by ;
 To-day new conquests you may make.
 Rose fades to white, the dark clouds lift,
 A hush is over earth and sky,
 Our Lord will bless thee, child, awake.

EDNA A. BLISS.

THE ONEONTA NORMAL SCHOOL.

NEW YORK has been one of the foremost States in the promotion and encouragement of its educational interests, early establishing a system of Normal Training Schools, thereby giving to the public schools, teachers, thoroughly equipped and capable of raising their work to a higher standard.

The proficient work of Normal graduates soon received recognition and the demand for them

steadily increased, thereby increasing the demand for additional Normal schools from time to time. The State loyally responded when called upon, until, in 1877 she could boast of nine thoroughly equipped Normal schools. Now again the growing demand for teachers as well as the increase in the number of Normal students, called for another school, and the State, ever ready to foster its educational interests, by special act of the Legislature, provided for another school to be located at Oneonta and appropriated \$45,000 for the erection of a suitable building.

The citizens of the village of Oneonta offered the commissioners their choice among several sites, within the village limits, and they chose one that proves to be of many natural advantages — an elliptical plot of ten acres, situated on a hillside, at the head of one of the principal streets of the village.

The proposed plan for the building called for at least \$100,000 for its completion and, as only \$45,000 had been appropriated, the friends of the enterprise immediately used their influence in securing a greater appropriation. The necessary funds being assured, the work of erection

soon began and on September 5, 1889, the building was opened to the students of the State, having cost \$114,000, including the heating and ventilating apparatus of the most improved kind.

In selecting a faculty the greatest care was taken to procure only teachers of a wide and successful experience: so, with one of the best equipped buildings of which the State could boast and a faculty of so marked ability, all looked anxiously forward for a bright future for the young school.

The school opened with an attendance of nearly one hundred students, representing twenty-two counties of the State.

This attendance has steadily and rapidly increased until, in 1894, it had an attendance of 690, representing over one-half the counties of the State.

The school has four departments, as follows: a normal department for the preparation of teachers; an academic department for the benefit of residents of the village, who wish to take the subject-matter, but do not desire to prepare for teachers; an intermediate and a primary department.

Tuition is required in the last three named departments and the last two constitute the practice school for students in the normal department.

There are three courses open to the Normal students, namely: a classical course which includes four years in the English branches, together with methods and teaching in practice school, three years of Latin and two years of either Greek, French or German; a scientific course including a three years' course in English, methods and teaching in practice school, together with subject-matter in Latin, and, lastly, an English course including a three years' course in English, methods, with teaching in practice school.

In each of these courses the student is required to teach during the last year.

The superior qualifications of the Oneonta Normal graduates have led to a great demand for her teachers in all parts of the State, and

they receive positions equal in rank to those furnished the graduates of any Normal school.

In its five years of existence the school has graduated two hundred and sixteen teachers, there being only eleven members in the first graduating class while in the class of '94 there were eighty-two members.

This shows a remarkable increase, and, as the majority of these teachers have received first-class positions, there is just cause for the praise given this institution.

In connection with the institution are five literary societies, furnishing superior advantages for literary training in connection with the general school work; also an athletic association, connected with which is a base ball team, which has already won many laurels in hard fought contests with the leading amateur teams of the State. It also boasts a Normal Orchestra, composed of twelve young men and eight young women.

During the month of March, 1893, the students published the first number of *The Oneontan*, a school paper, which is worthy of highest commendation.

The future of this school looked very bright when an event occurred which threatened for a time to blast her fair prospects, but through the personal efforts of Dr. J. M. Milne, the principal, the difficulty was soon overcome.

On the night of February 15, 1894, a fire suddenly broke out in the basement of the school building and in few hours it was a mass of ruins.

This seemed like a very serious drawback to the prosperity of the school, but we shall see how the seeming misfortune was surmounted.

Dr. Milne, on the morning following the fire, made a flying trip to Albany, and secured an appropriation from the legislature of \$75,000 for the erection of a new building. Returning to Oneonta, Dr. Milne secured the use of the State Armory building, and, on the following week, opened the regular sessions in this building.

Here the students assembled and received their instruction for the remainder of the school year.

Work on the new building was begun at the earliest possible moment, and soon another

appropriation of \$100,000 was made by the Legislature. The work progressed very rapidly and, on Saturday, December 15, 1894, the beautiful new building was dedicated.

The building was sufficiently completed in September to permit the holding of the school sessions.

And now, after passing through this severe trial, the school is once more on a firm basis with a still brighter outlook for the future, having one of the best, if not the best, building of its kind in the State, and a very strong corps of teachers to carry on the work.

The thoroughness of work required and the high standard of the methods employed have already placed the school, while yet in its infancy, among the foremost Normal schools of the State.

H. I. DEVOE.

A RAINY EASTER.

THE rain-drops fall like maiden's tears,
When pleasure turns to pain,
And youth's bright hopes with passing years
May never come again.

The falling drops, the darkened skies,
Awake a longing dim,
That we in our poor way might make
It bright to honor Him.

Since we, with smiles, view sunshine bright,
Be thankful when it mourns ;
He who a crown celestial wears
Accepted one of thorns.

What matters nature's lowering mood
If all within is light —
For Christ is truly risen, where
Faith's lamp is burning bright.

The altar lights are burning bright,
The flower-perfume sweet ;
What matter cloudy skies above
When we are at His feet ?

Nor darkened sun, nor mist, nor rain
Obscure the perfect day ;
Like portal rock, the cloud is rolled
By angel hands away.

M. G. M.

THE GIRL WHO ASPIRES TO TEACH.

THOUSANDS of young women, scattered all over this broad land, are now looking forward to the time, only a few months distant, when they shall be "through school."

The anticipation is a joyful one, and naturally so. School is much more of a workhouse than a playground, and, however enjoyable the work may be, it is still work, and its end is always hailed with satisfaction — this, too, although we know that some other form of work must still occupy us.

Out of these thousands of school girls, preparing for graduation, a large number expect to enter the profession of teaching.

This is a high ambition; but it becomes a noble one only if based upon right foundations, that is: love of children, patience, ingenuity and a faculty for imparting to others what you know yourself. No girl, who does not possess these qualifications, has any right to select such a field of labor. It is not her place, and, for that reason, she never can fill it acceptably. There is a certain fitness required for this undertaking which is not so essential in lines where the work is more mechanical. Only the consciousness of this fitness can justify any young girl in taking up this special work.

It is a great misfortune that so many enter the profession of teaching with no more preparation than that given by the ordinary high school.

Those who add a supplemental course at some normal or training school, or even go through college — and it is to be hoped that many have this desire and the means for gratifying it — will never regret the expenditure required in making preparation for their work.

If there is a person on earth who needs wisdom it is the teacher — not merely the wisdom acquired from books, but the wisdom of the heart and soul — tenderness, sympathy, patience, foresight, judgment and moderation.

Sound health is a prime necessity for any worker in the world, no matter what the work may be; but it becomes of the greatest importance if the work is to be carried out in the school-room. There not only the physical but

the nervous and mental forces are taxed to their utmost.

The young graduate has hitherto gone to school to sit comfortably at her desk; to stand, occasionally, for recitations; to use her voice but little; to have constant variety in her work; to enjoy her recess in perfect freedom and congenial companionship.

As a teacher she goes to school to stand upon her feet nearly all day long; to use her voice almost constantly, perhaps, too, in a large room filled with the tumult of the street; to keep noisy children not only quiet, but interested, and to spend the recess in care of them in the halls and on the playground.

Next to good health nothing is so necessary as patience, a virtue seldom belonging to youth — and not always in the possession even of age.

Why is the child in school?

Because he does not know the things which you were put there to teach him. He does not do things correctly — of course not, or he would not need your instruction.

He is not even attentive — but attention is a faculty to be developed. He will not be attentive unless he is interested, and it is for you to create that interest.

He is disobedient; certainly as long as his desires are contrary to yours, and his preference for liberty greater than his respect for law. It is your business to convince him that you are wiser than he in these matters and in that way to destroy his antagonism and secure his co-operation.

He is positively wilful or ugly; yes, cases of that kind are sometimes found in the school-room, but the wilfulness and ugliness must be properly directed, by which process they are transformed into something unobjectionable.

"Who is sufficient for these things?" Yet the one, above all others, who should be sufficient for them is the girl who teaches.

A discouraging outlook do you say — feeling your own deficiencies and realizing these great responsibilities? On the contrary, it is a most inspiring one, and full of incentive for the best efforts.

Your very realization of the deficiencies and responsibilities is the strongest guarantee that you are not rushing in like a fool where angels may well tread reverently.

The present age is an age of change. Domestic, social, and commercial problems are being radically dealt with, and to the end of producing a higher type of civilization.

Education is also receiving its share of attention commensurate to its vast importance as holding the solution of all difficulties. A science of education has been formulated, for the first time as far as we know, since the world began.

The old-time faulty methods are gradually giving place to correct ones based upon scientific and psychologic principles. The work of the teacher, the grandest and most soul satisfying work to which we may devote ourselves, is becoming freer, more comprehensive, more symmetrical and more enjoyable in every way.

HELEN C. SHEEHAN.

WE SAY "AMEN."

The teacher asked, "And what is space?"

The trembling student said:

"I cannot tell at present,
But I have it in my head."—*Ex.*

Their name, alas, is legion,
And some among *us* dwell.
Those mute inglorious Miltons
Who "*know*, but cannot tell."

"PERSEVERANTIA OMNIA VINCIT."

THERE never was a man possessed of reason who did not have a desire to move onward in the world by some path or other, who had not some ideal the attainment of which would be highly desirable. This is the result of a natural faculty, an innate principle without which no advancement would ever have been made.

But this principle of advancement was bestowed upon man, and his development, intellectually, socially and morally, is the result.

However, with this the possibility was also given of receding into its opposite, thus leaving to us the working out of our own fortunes and what we shall be in the world, and throwing the responsibility of the use of our existence entirely upon

us; consequently there is a duty to perform, to go ahead in this state of being, and put it as far from us as we may, we can never relieve ourselves fully of the hauntings of its form. It will appear to us in sighs for what we might have been if we neglect improvement, in regrets for opportunities lost forever.

It is true that all men are not equally fitted for the attainment of all objects, but there is something which every man feels he can do, that his strength is sufficient for, and what a man feels he can do, he *can* do if he will but put forth the energies God has given him.

Then, why is there so much falling behind in life? Why do not men move forward and take possession of what Nature designed they should? Some do, but as a race they fall far short of what they ought to be. There must be some cause, and what is it? How many set out thinking to win the race and move on well for a season, but presently they allow their attention to be drawn away from their goal, then again and again, until upon looking for their original landmark they find themselves lost. We loiter aimlessly about until we fall into a lethargy that the strength of a Hercules can hardly shake off. Surely, if we wish to become known in the world, there is no way but to persevere.

Would you be a general? How many days, even years, you must spend in the study of warfare!

Alexander and Napoleon were men of intellect, but had it not been for perseverance neither of them would have subjugated a world or overrun a continent; and how many to whom even as much has been given die unhonored and unknown, because they have lost the true bearing of life.

Would you be a historian? What is then so needful as perseverance to study deeds of bygone days and make yourself familiar with the ideas of those who have passed away?

Would you be a poet or a philosopher? Hexameters and metaphysics do not come to you lying supinely upon your back. These are things which minds of little culture know not of, nor can they be known without exertion.

Would you be an orator? Years of toil are necessary to obtain knowledge and control sufficient to act the "God-like man" and sway the nations with your power.

When we read of Demosthenes sublimely rousing his countrymen to the defense of their liberties and sweeping all things away in the torrent of his eloquence, our minds are invariably carried back to the cave, the shaven crown and the shore by the dashing sea.

All great men recognize this principle of advancement, owe their fortunes to it and teach it to the world in the examples they leave behind them.

We are apt to wonder at the achievements of great men, but we have the secret of their advancement in the simple words, "They have gone ahead and they have never turned back." Touch the spring which conceals the sources of their actions and there you find that sentiment imbued in their lives and very souls, that "Perseverance overcomes all things," has been their motto all their days. To adopt which is to step at once into the highway of honor and distinction.

H. J. CARPENTER, '94.

QUICKSILVER READING CIRCLE.

THE course of readings from the writings of Dante ended with the close of last quarter.

Although we could not read as much as we would have liked to — still all have enjoyed the taste — and we think all have privately resolved to read on in this line as soon as possible. "What next?" was discussed, and from the topics suggested by Mrs. Mooney, the society has chosen The Crusades and the King Arthur Legends for this term. After a little preliminary reading on the history of the Crusades to refresh our memories and get us in a crusading spirit, we will plunge into the literature of the age.

Some Shakesperian play — it is undecided which — will close the year of interesting and profitable reading.

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EDITORIAL NOTES.

SUBSCRIPTIONS now due.

NEW SUBSCRIBERS always welcome.

WHILE we cheerfully accept criticisms, we often feel tempted to look for the adverse critic's name on our subscription list.

WE have now passed the last quarter-mark and are on the home-stretch. How many will rein safely up in line before the judges' stand?

EVERY SPRING we feel with all the force of a new conviction how thoughtful were the builders who planned our college near Washington park. A model of tasteful arrangement and fidelity to the simplicity of nature, its well-kept drives and paths, its by-ways, nooks and convenient seats extend to us ever a kindly, charitable, verdant invitation to go thither and spend our leisure moments in sweet communion with nature or a Normalite.

WHAT shall we do with him?

Whom?

The boy with a hobby. The puzzling fellow with necktie under one ear and hair combed the wrong way — if combed at all.

Shall we bind him down to the usual régime, compel him to abandon his vagaries and strive to conform to the standard of average rank, or

shall we leave him largely to his own devices and encourage him along his own particular line? Answer this question and you have solved one of the greatest educational problems of the day.

ARBOR DAY.

NATURE'S beauties are now unfolding in all the radiant beauty with which the Divine Maker endowed them in creating. It should be the desire of every one to preserve, and cause to be preserved, all the beautiful creations of nature. For this purpose Arbor Day has been instituted in this country, and a nobler inspiration never lay at the foundation of a national day of observance. Great preparations are being made in the schools for the celebration. We cannot begin too soon to instill into children's minds a feeling of care and responsibility for the preservation of nature's beauties.

OUR SCULPTORS.

A CLASS in clay-modelling has been formed under the direction of Mr. Brynes, the artist who makes the designs for the artistic stone-work and wood-carving at the capitol.

The class meet twice a week at the work-room in connection with the capitol building. The models are first made in clay and then cast in plaster of paris. Leaves, acorns, flowers, and fruit are among the finished casts and the results speak very highly for the workers.

The class includes Miss Stoneman, Prof. White, Mrs. Mann, Miss Manahan, Miss Morey, Miss Duckworth and Miss De Witt.

A LECTURE ON LIGHT.

ON the afternoon of Friday, April 12, Prof. Wetmore delivered a very interesting lecture on "Light" to the Kindergarten teachers and members of the class of '95. It was in his usual inimitable style, and was illustrated by a number of very beautiful and instructive experiments. Many of the spectators were surprised to learn that light itself can not be seen, a fact which was proved by experiment. It was also shown how light is bent from its course by prisms, and how

proper arrangements of prisms do not affect its direction. Every one present found the entertainment highly instructive and felt that Prof. Wetmore's very clear explanations gave a better understanding of "light" than they had before.

IN THE MODEL CHAPEL.

SEVERAL weeks ago the teachers in Prof. White's department gave a private exhibition of the work done by their respective classes in the different grades. The purpose of the display was to familiarize the teachers with the work done by the pupils in various subjects, to note the plans and devices for teaching, and to observe the advancement from grade to grade.

The results were so highly satisfactory that it was decided to give a public exhibit, of a similar nature, but on a larger scale. And so on Monday, March 8th, the intellectual feast was spread, and between the hours of two and five the parents of the children, and friends interested in the work of the department, came in goodly numbers despite the rainy weather. Every pupil was represented and the work of not a few marked great progress.

The ninth grade production maps were very artistic, and the maps of Africa done in charcoal by eighth grade pupils were greatly admired.

Drawing in all the grades clearly illustrated the truth that a surprising amount of latent talent lies in the average child, awaiting the chance to develop under favorable conditions. Untrammelled by set designs in drawing-books, the pupils have been taught to observe the beauty in familiar objects, then to reduce the whole to a few simple principles. Having appreciated the effect and learned the secret of developing the design in logical order, they have been allowed freedom to embellish and to introduce new features into their work. The results in many instances were beautiful in the extreme, leaves, flowers, birds, waving flags and bows of ribbon were all admired. Shading was introduced to some extent and colored crayon applied with pastel effects.

The work in language was extremely good throughout, the stories and reproductions show-

ing originality and careful training. As a stimulus to effort along this line the ninth grade teachers offered a reward for the best paper. The decision was made in favor of Master Bergen B. Staats, Jr., whose essay on "The Character of Rasselas" was judged best of many good ones, Miss Laura E. Wilson's ranking next. We also take pleasure in publishing a letter by Miss Arabella Welch, which is quite unique in correspondence. Between the lines we read an ability to catch suggestions and a talent for finding spice and variety in a subject very liable to become tame and monotonous, namely Grammar.

The best feature of the exhibit was its truthfulness. No mere show-work appeared, simply the best of what was done from day to day in regular class-work.

All who came to inspect the work expressed themselves as being well pleased with what they had seen, and glad to accept an invitation to attend the final exhibit in June.

ALBANY, N. Y., *March 22, 1895.*

DEAR COUSIN: AS I have just made the acquaintance of a family by the name of Adjective, I will try to explain the family to you.

The old people are called Common and Proper, and they have two children, Descriptive and Definite. Mrs. Descriptive has no children, but Mrs. Definite has two, called Pure and Numeral.

Pure has two dolls, Article and Pronominal. Article is a very useful person, as she teaches us the use of *a, an, the*, and many other small words which it would be impossible for us to do without. Now Numeral's dolls are of different nature and name — they are called Ordinal and Cardinal.

Ordinal always has her things in order, and if she wishes a book she says, "Please bring me the third book," and there is no confusion about it, but Cardinal says, "Please bring me one book," and no one knows what book she means, and her things are always mixed up.

This queer little family, with all their faults and virtues, help us and each other very much and we could not get along without them.

I hope that I have succeeded in arousing you to feel an interest in this queer little family.

Yours lovingly,

ARABELLA.

THE CHARACTER OF RASSELAS.

PERHAPS the reader is not familiar with the definition of character. Let me quote from *Lavater*. "Actions, looks, words, steps, form the alphabet by which we spell character." Do not confuse character with reputation, for character is what a person really is, while reputation is what he is said to be. We determine the character of a person in numerous ways.

First, by actions. Actions are the application of the thoughts to outward life; so if we study the actions, we see the character of a person revealed to us through them.

Secondly, by words. The words reveal the innermost secrets of the heart, so we see the nature of a person is very frequently revealed by his words, so if we study these we might find out his character.

Thirdly, by thoughts. We can only know the thoughts of others as they are revealed in words and actions, so we would have to look at these to know anything about the character.

Fourthly, by what others say about them. Other people often tell us many things about a person that we could not find out for ourselves, as they view the person's actions and words from a different standpoint.

We have before us the story of Rasselas, who was born and reared in the "Happy Valley," a place in no way connected with the outside world. In his search for happiness he made his escape from the valley, still continuing his search in the outside world, but in vain. He had rather an odd character. He had quite a number of favorable traits, and very few bad ones that we know of. Some of his favorable traits were gentleness, kindness, nobleness, ambition, steadiness and discontent. This last, I think, was a good trait, because it showed that he was above the ordinary sports which amused others; that he had higher and nobler aims. He had very few bad traits; what he had, being hastiness, and sometimes poor judgment. He was very hasty and quick in his decisions, and sometimes even unjust, for the reason that he was not always willing to believe what he had not seen. His character could not be altered very much

by outside influences, as it was born in him; yet if attended to and cultivated, it could have been made more refined. His character was affected by his associates in that they brought influences to bear upon him that he would not have had if he had lived alone. Certain companions made him jovial, while others made him morose and melancholy.

If Rasselas were a companion of mine, I think my life would have been greatly different. I think he would have affected me in much the same manner as his companions affected him.

His character is hardly true to life for, although we find the same traits in people, we very seldom find them all grouped in one person. And also he had, I think, entirely too few bad traits about him in comparison with his good ones, for him to be life-like.

Rasselas's character appeals to me in various ways, but most forcibly because of his being an earnest, persistent and aspiring person; although a little hasty in his decisions at times, he was, on the whole, a very admirable specimen of manhood. He would be a very good pattern to copy after.

BERGEN B. STAATS, JR. (AGE 14.)

Model Dep't.

OUR HIGH SCHOOL DEPARTMENT.

AS a result of the observations made by Miss Stephens' class in composition, we publish the following article by one of the class :

AN OBSERVATION.

MARCH 30, 1895.—This morning I looked out of my window and saw a queer little figure standing in the freshly-fallen snow. It was one of our young neighbors who had come to make us an early call.

His thin, wistful little face was evidently a stranger to soap and water, and his clothes were ragged and dirty. But he smiled eagerly at me and seemed to desire to attract my attention to a bright red, full-blown, paper rose, which he had pinned on his worn little coat.

I could not help smiling at the comical picture the boy made, and yet I think there was a really beautiful side to it. In his crude, childish way,

he had been reaching out after something which was bright and beautiful, and had been trying to make it his own.

I have often noticed that in every one of us there is a deeply-implanted love for bright and beautiful things, and I think if we but carefully foster our weakest inclinations in this direction, we will grow and help others to grow nobler and better.

ANNA M. BUSSING.

ECHOES.

EXAMS over.

Did you go home for Easter?

Have you bought your new note book?

Only one more "ten" before vacation.

Delta Omega gave a reception for Quintillian March 29.

All the departments will join for the Arbor Day music.

An unusually large number of visitors has been noticed lately.

Room 219 is not large enough for the present Civil Government class, extra seats will have to be hired.

"That tired feeling" seems decidedly prevalent at present, probably the combined effect of examinations and spring weather.

These are the days when it is particularly hard work to put our attention upon such prosaic subjects as note books and sketches, especially when one's boarding house is near the park.

On April 18, an exhibition was given by the Albany Camera Club. Two hundred and ten views contributed by the New Orleans, Memphis, Orange, Newark and Columbia clubs were shown.

Coming events cast their shadows before. Arbor Day music is heard in the chapel. One of our prettiest songs was written by Miss McClelland. She has recognized the fact that the birds are as welcome a harbinger of spring as the flowers.

Mrs. Mooney's coming to college Friday, was something of the nature of a triumphant entry. Some one had given her a basket of beautiful roses and potted ferns, and she brought them over to refresh us weary Normalites. Every one wished to recite in her room that day.

The advanced science classes have begun work, and collectors will soon be abroad in the land. Before the collectors come the observers who report as follows: Pussy willows have been out for several weeks, the water has been let into Park Lake, we have seen the first fly, the crocuses are in blossom, the fountain is uncovered, and straw hats, hand organs, and bicycles are plentiful.

OBITUARY.

DIED, at Albany, N. Y., on March 28, 1895,
Lina E. Green.

Another of our number has been called away to enter the "higher class." On her 22d birthday she was removed from our midst where her loss is keenly felt by companions and friends. An earnest student, yet never selfishly absorbed in her own work, there were many whom she aided by sympathy and generosity.

Though we feel saddened at losing one whom we all regarded with warm affection, yet there is solace in the thought that He knows best who doeth all things well.

WHEREAS, Our Heavenly Father has been pleased to call unto Himself our loved friend and classmate, Lina E. Green; and,

WHEREAS, We feel she has left with us the influence of her tender and loving disposition, while we miss her gentle and gracious presence from our midst:

Resolved, First, that we, the members of the class of '95, do hereby record our feeling of sorrow at the loss of our young companion.

Resolved, Second, that we always hold in loving remembrance the many kind and thoughtful actions of her life among us.

Resolved, Third, that we extend our heartfelt sympathy to her bereaved family, and trust that He who has deemed it expedient to send sorrow to them will sustain and comfort them with His divine love.

Resolved, Fourth, that these resolutions be published, and a copy of the same be sent to her family, and be placed upon the minutes of the class.

M. EDITH STEVENS.

KATHERINE D. ROMEYN.

NETTIE OVERBAUGH.

PERSONALS.

MR. SHAY, from the Westfield, Mass., Normal School, spent April 18 at the College.

Mrs. C. S. Mann has obtained a position in East Syracuse as teacher of music and drawing.

Miss Black, who left College last winter on account of ill health, has resumed work this quarter.

Miss Arabella Horton, the Principal of the Bennington High School, accompanied by Mrs. Horton, visited College March 28.

We are glad to hear that some of the Normalites who are on the sick list are improving. Miss A. O. Wood, Miss West and Miss Marietta Boughton are better.

PERSONAL.

DR. MILNE spoke at Cohoes, April 8.

Mr. J. H. Van Arsdale visited College April 2.

Miss Fish, who has been home ill, has returned.

Many students spent the short Easter recess at their homes.

Miss Hamilton, of Newburgh, visited College April 3.

Miss Katharine Toohey spent April 12-19 at Wilkesbarre, Pa.

Miss Delia Prout, of St. Agnes' School, spent April 18 at College.

Dr. H. P. Warren, of the Boys' Academy, visited the College April 16.

Miss Romaine, of the Brooklyn High School, visited College April 16.

Miss Hayes, '96, and Miss Wood, '96, were both at Herkimer for Easter.

Mrs. Willard, of Oriskany Falls, is the guest of her daughter Blanche, '96.

Mrs. and Miss Wood, of Herkimer, visited College the 2d and 5th of April.

Miss Jean Hamilton has gone to her home in Newburgh on account of illness.

Miss Edna De Witt, of Chittenango, visited her aunt, Miss De Witt, '95, March 20.

Miss Pierce, of Oneida, sister of Miss Pierce, '96, visited the Primary Department April 18.

Mrs. Joslin, of Rochester, has been visiting her daughter Hattie, '95. She called at College last week.

Miss Lena Siple, '95, who has been home for two weeks on account of illness, returned at the beginning of this quarter.

A goodly number of Normalites from Newburgh went home — Miss Moss, '96, Miss Courtney, '95, Miss Van Duzer, '95, Miss Robeson, '95, Miss Hunter, '95, and Miss Reid, '95, Miss Smith, '96.

Miss Manahan, '95, and Miss Thomas, '96, visited their homes in Saratoga during the vacation, and, really, the number of Normalites in Albany was greatly lessened over Easter Day; for Miss Bradshaw, '96, went home to Wolcott, N. Y.; Miss MacNeil, '95, was at Argyle; Miss Stowe, '95, went to Clyde; Miss Deane, '96, to Crown Point; Miss English and Miss Tripp to Cambridge, N. Y.; Miss Parker, '96, to South Granville; Mr. Millar, '95, made a flying trip to Peekskill; the inhabitants of Johnstown welcomed Miss McDonald, '95, and Mr. Gage, '96; Miss Veeder, Miss Bergen, Miss Birch and Miss Gaegan, all of '96, went to Amsterdam; Miss F. E. Williams, '96, spent her Easter with a friend at Vassar. Doubtless many other students were out of town. We were not able to obtain any more names, but we hope they all enjoyed themselves.

ALUMNI NOTES.

'48. Mrs. George Fitzgerald nee Hamilton, died at her home in Waterford, January 7, 1895.

'48. Miss Emily Smith died February 27, 1895, at her home in Wellsville.

'48. Hon. James Oliver of Burlingame, Kansas, called at the college April 5.

'77. Miss Jennie Cullen, a teacher in Public School 24, died April 18, 1895.

'87. Mrs. C. T. Gray nee Barringer, died January 27, 1895, at East Springfield, Mass.

'90. A daughter was born to Mr. and Mrs. H. W. Smith of Islip, L. I., April 8. Mrs. Smith was Bertha Wager of '84.

'92. Miss Ruth L. Everts, principal of Primary Department, St. Mary's School, Garden City, L. I., called at college April 11.

'92. Miss McCann spent Easter week in the city.

'93. Paul E. Riemann is principal of a school at Mahopac Falls.

'93. Miss Utman, now teaching in Warren, Ohio, and Miss Sherman, '93 called April 5.

EDUCATIONAL NOTES.

THE oldest professor in active service in Germany is said to be Professor Newman, of the University of Konigsburg. He is 96 years of age, and for sixty years has been lecturing continually on Physics and Mineralogy.

It is estimated by President Eliot, that it would take a student forty-four years to complete the 219 courses offered in the Liberal Arts and Science Department at Harvard.

Gibbon, says: "Every man who rises above the common level receives two educations; the first from the instructors; the second, the most personal and important, from himself.

The Pennsylvania house has passed a bill, by a vote of 151 to 26, prohibiting the wearing of any religious insignia or garb whatever by teachers in the public schools of that State.

If there is any one possession a teacher should be thankful for having, it is not great attainments, a good figure or a handsome face, but a kind heart. The possession of a heart of love in the school-room will cover up every deficiency; the children love such a teacher, even when they find out they can parse better than she can.

Most country schools have closed their winter terms, and some have begun the spring term. Entertainments of various kinds usually mark the close of the winter

term, and these may be made very profitable if the teachers will use opportunities as a means of stirring up the people of the districts to a deeper and more active interest in the schools, and the cause of education in general. Better do away with the theatrical performances, which too often characterize the close of winter schools, and substitute a meeting for discussion of educational topics, with some able teachers as leaders, and in which the people may take part. Good results cannot fail to follow such discussions.

The National Geographic Society of Washington has commenced the publication of a series of scientific manuals of the physical features of the United States. The intention is to place within the reach of all teachers comprehensive accounts of our home geography expressed in simple language, written by our best geographers, and sold at a nominal price. Ten monographs of the series are already in preparation. The first, "Physiographic Processes," by Maj. J. W. Powell (American Book Company), has just appeared. It is a clear and graphic account of the surface features of the earth, and an explanation of their origin.

COLLEGE NOTES.

CORNELL has ninety-five applicants for positions on the crew.

"The College Widow" is Cornell's latest periodical.

Seven Yale graduates were elected to Congress at the last election.

Ex-President Harrison is to lecture at the University of Michigan.

In the library at Harvard is a picture of every graduate since 1752.

The University of California has changed its weekly to a daily paper.

One hour debating is required each week from every Amherst senior.

For fifty years no smoker has been graduated with honors from Harvard.

The cost of conducting the Yale gymnasium for the past year was \$14,000.

There are nearly 1,200 students at the Massachusetts Institute of Technology.

In a Chinese college in Shanghai an English paper is published by the students.

Among the 3,000 students registered at Harvard, 400 are actively engaged in athletics.

Augustus Hemenway, of Boston, has offered to enlarge the Harvard Gymnasium.

The Columbian crew was put upon the water on March 15th, by coach Walter Peet.

Princeton's Glee, Banjo and Mandolin clubs expect to take a trip to California in June.

Students in the Boston University will have to give up tobacco or leave the institution.

The smallest university in the world is in Africa. It has five students and twelve instructors.

Henry Clark, professor of Botany at Chicago University, is not yet twenty-one years old.

A journal that treats entirely of astronomical facts is soon to be published at Chicago University.

Harvard has set a good example in making "cribbing" an offense, punishable with expulsion.

More than \$250,000 are spent each year by the members of the fraternities for badges and jewels.

With the establishment of the new law school at Syracuse University there will be 63 in this country.

The University of California has an enrollment of 1,760 students and a fixed annual income of \$325,000.

The Ohio State University has added to its museum one of the finest skeletons of a mastodon in existence.

The University of California has applied for membership in the Eastern Inter-Collegiate Athletic Association.

An informal meeting for the practice of college songs is a pleasing novelty introduced in the University of Illinois.

The new building of the University of the City of New York will be ten stories high and will cost \$700,000.

It will soon be a question whether B. A. means bachelor of arts or whether it means bachelor of athletics.

During Yale's existence of nearly two centuries, 15,346 students have been graduated, of whom about 8,000 are living.

Out of the 1,112 foot ball players in the eighteen leading institutions, only sixty-five were disabled for a week or more during the past season.

London is to have a university that hopes to rival Oxford and Cambridge. All the preliminary details for its establishment have been arranged.

Ten thousand dollars is available for the faculty of Princeton to secure eminent men to lecture before the students on subjects of special interest.

Harvard has more instructors than any other college in the United States. Her total is 322; Yale has 194; Chicago, 158; Cornell, 152; Princeton, 77.

Cooking has been introduced to the Harvard curriculum. Especially for juniors in departments of physiology and physical training in the scientific school.

The State senate of California has adopted a constitutional amendment giving women the right to vote. The amendment has already been adopted by the assembly.

The Cornell musical clubs have given up their proposed trip to England on account of the heavy expenditure necessary. They will take two short trips in this country instead.

M. Ponomarjeff has left by will 1,000,000 roubles, to be placed on compound interest for ninety-nine years,

and then used for the erection of a college in Irkutsk. It is estimated that it will amount to 50,000,000 roubles (\$36,000,000).

Two hundred students at the Leland Stanford University have subscribed \$2.50 each for the purpose of building "something to make a noise" at their athletic contests. It is to be a huge, galvanized iron fog-horn, fifty feet long and ten feet in diameter, worked by a steam boiler of thirty horse-power.

Certain German schools compel all the pupils, who attend, to learn, outside of their school work, certain occupations which will be of use to them. This is especially noticeable among the girls. They are taught to cook, sew, crochet, etc. It works admirably and makes better men and women of the pupils.

The University of Michigan is to try a new plan for devotional exercises. Instead of the daily chapel exercises, which had to be discontinued on account of the change in recitation hours, there will be vesper service twice a week at 4 o'clock, for the whole university. The great World's Fair organ, which the university has secured, will be used at these services.

ALIEN WAYS.

THE Moon is pale in the south;
The Sun is red in the west.
He sighs for her cool, sweet mouth,
And she for his warm, true breast.

Are they nearer for their sighing?
Nay! Out to the east glides she;
And where westernmost clouds are lying
He sinks down into the sea.

— *Exchange.*

NO HELP FROM WEBSTER AND EVERETT.

IT is my intention, if the Resolution passes, first to collect the materials or copies of the best likenesses extant of the deceased Presidents, and then proceed to Italy and there execute them in marble. But if that fails I shall try my fortune for a while either in Philadelphia or Boston—altho' I have very little hopes of success in the latter place, from the disposition manifested thus far by its most conspicuous citizens, Mr. Everett and Mr. Webster. It is possible that they are reserving their patronage for Mr. Greenough, who I am sure by this time does not need it. Mr. Webster's likeness would be of immense service to me in Boston. His head is so remarkable, and did he know what a fine Bust it would make, I think he would be induced to condescend a little. I shall certainly never trouble him again upon the subject. The time may come when he will perhaps be willing to admit that the honor would have been as much received as conferred.—*Hiram Powers, 1835, Exchange.*

EXCHANGE.

HEREAFTER the exchanges will be placed on a shelf in the library, where they can be consulted by the students.

Prof.—"I never mark a man zero when he knows what he don't know, because it is evident that he knows something."

To make boarding-house chicken soup.—Let the chicken wade very rapidly through the water, on stilts not less than two feet long.

"Now, Miss Horner, please translate,
Cæsar vexit in salute."
"O, she says, I have that fine,
Cæsar rode upon a safety."—*Ex.*

Teacher (sternly).—"I cannot understand why you are so stupid." Pupil.—"Perhaps it is because you have given me a piece of your mind."

BRITISH EDUCATION UP TO DATE.

We teach the children Danish,
Trigonometry and Spanish,
Fill their heads with old time notions,
And the secrets of the oceans,
And the cuneiform 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 have not a moment left
To teach them Common Sense.

CALCULUS OF INFINITIES NEEDED.

This is suggested as the right sort of problem in mental arithmetic for the text-books: "A boy ten years of age has a little sister who weighs sixteen pounds, and gets tired of holding her in five minutes. When he is twice as old, how long will it take him to get tired of holding some one else's sister who weighs 125 pounds?"
— *Ex.*

I rose with great alacrity,
To offer her my seat;
'Twas a question whether she or I
Would stand upon my feet.—*Ex.*

Teacher.—Give the dative of *donum*.
Pupil.—Don' know.
Teacher.—Right.—*Ex.*

MY TORMENTOR.

YES, yes: at last I think I understand.
I have not strength to move the world, I see,
One simple task must be enough for me,
Not everything that seems to need my hand.

But there is that within me that defies
Me and my prudence, jeers us both to scorn,
Brings me great loads too heavy to be borne,
Offers me wings wherewith to tempt the skies.

It bursts upon me in my hours of rest:
It points where others toil at nobler tasks:
"Can it be possible?" it sternly asks.
"Are you content with what is not the best?"

It spoils my work; it steals away my peace:
I cannot choose but shudder at its call,
I fear it so; and yet, in spite of all,
I could not bear to live if it should cease.

Robert Beverly Hale, in April Lippincott's.

WESTERN SPECIMENS.

WHATEVER the profit in actual dollars and cents, however, there seems a certain charm about the life that is endlessly sustaining. It may be the stimulating effect of the light atmosphere that makes hope seem most of all eternal in the Western breast; and the Western editor is of all men most boundlessly endowed in this particular. He does his best bravely, according to his lights, living like a philosopher and working like a horse; and if success does not fill his cup to overflowing, he at least may find compensating satisfaction in the proud reflection characteristically expressed in a Boulder (Colorado) paper:

Microbes do not gather upon the business end of our enterprise.—*Exchange.*

WHY HE HAD PLENTY TO SELL.

"FOR quickness of repartee commend me to an auctioneer," said a Maine traveler. "I once attended a sale where under the hammer things were being rattled off at a great rate and at low figures. In the crowd close to him stood a sedate old man, who watch the salesman in a very thoughtful mood for a long time. At last, catching the eye of the auctioneer, he asked, 'Say, sir, how is it you can afford to sell these things so cheap?' Without an instant's hesitation the salesman reached down and patted him on the shoulder, while his face beamed like a rising sun. 'Bless your soul, sir,' he answered, 'I have a father and three brothers, and I keep them stealing all the time to furnish me goods! Then the sale ran right along.'—*Exchange.*

THE STROKEHOLE OF AN OCEAN "FLIER."

A GLARE of light breaks into our faces as we emerge from the tunnel. Behind us is the iron wall of bunkers, black and cold. Before us is a wall of fire, twelve glowing craters, whose round red mouths, two feet in diameter, open and close with automatic, weighted doors as six stokers feed them. They always seem to snap their jaws for coal. The two walls are parallel and stretch from port to starboard. They are about twelve feet apart and form one of the streets in furnace land. The iron floor is heaped with heaps of ashes, slag and fresh coal, which latter keeps arriving in the wagons. At the men's feet lie iron implements, long bars and rakes, some of them red hot at the ends.

Suddenly a man in the shadow puts a whistle to his lips and sounds three calls. The six stokers respond instantly. Every furnace door flies open. Two men at the right and two at the left begin shoveling furiously, while two men in the middle lift their forty pound lances and thrust them into the mass of fire. Having buried the lances eight feet deep in the coals, the men throw their weights full upon the ends as levers and lift the whole bank of fire several inches. Then they draw out the lances, leaving a black hole through the fire into which the draft is sucked with an increasing roar. Three times they thrust the lances. Each time they break up the fires, first at the right, then at the left and then down the center. When they have finished, their grimy faces are streaked with sweat, their bodies are steaming. In the pauses of their work they plunge their heads in buckets of water and take deep drafts from bottles of red wine.—*Exchange.*

MAGAZINES.

Lippincott's Magazine for April, 1895.

The complete novel in the April issue of Lippincott's is "Alain of Haldene," by Anna Robeson Brown. It is a stirring tale of the sea, pirates, rescuers, and Mt. Desert (then by no means so well known as now), in the days when Washington was President.

"At the Hop-Pole Inn," by Mrs. Poultney Bigelow, tells how curiously a near-sighted Englishman and his young wife were reconciled after a first quarrel. "The Defendant Speaks" to some purpose in a story by Genie H. Rosenfeld; result, a divorce is avoided.

Mary Dawson relates the innocent loves of a dancer, "The Butterfly," and her young man. Marjorie Richardson shows how the young woman who occupied "The House with the Paint wore off" procured its external rehabilitation.

Mme. Melba, one of the chief living attractions of the lyric stage, writes pleasantly of "Grand Opera," showing that the laborer in that highly cultivated field is worthy of his or her by no means niggardly hire.

Alvan F. Sanborn's paper on "Cheap Living in Paris" will be not only of interest, but of practical value, to many. Some of its statements may well astonish those who imagine that everything abroad is expensive.

Mary E. Stickney supplies an amusing article on "Bucolic Journalism of the West," with specimens. "Hiram Powers in Washington" gives an unfamiliar bit of art history, in three letters from the sculptor, written in 1835, when first emerging from obscurity into fame, and getting no help from Webster and Everett.

"Woman's Lot in Persia" is described at length by Wolf von Schierbrand. Lee J. Vance writes of the "Evolution of Table Manners," and J. W. Abernethy of "The Womanliness of Literary Women."

The poetry of the number is by M. S. Paden, Champion Bissell, Charles G. D. Roberts, and Robert Beverly Hale.

REVIEWS.

The North American Review for April, '95.

Contains a very justly written article on "The Last Tribute," by ex-Speaker Reed. Following this are articles discussed in their best merits: "The Future of the Torpedo in War," by Admiral P. H. Colomb; "Two Years of American Diplomacy," by Senator George Gray; "The Position of Judaism," by I. Zangwill; "Nagging Women"—a reply by Cyrus Edson, M. D. In a very pleasing article, the Hawaiian Minister discusses "The Growing Greatness of the Pacific." In the articles following, Paul Gibier, M. D., discusses "The Physician and Social Question;" George W. Crocker, "Does Fire Insurance Cost Too Much?" The Hon. Harris Taylor, U. S. Minister of Spain, "The Outlook for Parliamentary Government."

The fourth article on "The Personal History of the Second Empire," is discussed by Albert D. Vandam, author of "An Englishman in Paris."

Following this are the Notes and Coments: "Hypnotism and Justice," by H. Merriman Steele; "The Conditions of Gold Production," by F. A. Richard; "A Word About the New Pulpit," by the Rev. C. Ernest Smith; "Evolution of the Irish Farmer," by George Henry Bassett.

The Review of Reviews.

The editor comments upon the occurrences of the month in an article entitled, "The Progress of the World." The paper also contains a "Detailed Record of Recent Events." Leading articles of the month condensed from the principal magazines; reviews of books and late periodicals

"The Living Greek"—his politics and progress—is written by Prof. Mannatt, and deserves consideration. The article is very finely illustrated with numerous portraits and illustrations.

Albert Shaw then gives us an account of "Our Civic Renaissance." He discusses the municipal reform movements in Chicago, Boston, Philadelphia, New York, Washington, Baltimore, Detroit and Albany. Illustrated.

Following this, is the summary of the recent discussions on the relation of science to religion, including portraits of Balfour, Gladstone, Herbert Spencer, Haeckel and Romanes.

Frederick W. Halls then gives the career, services and monetary doctrines of the eminent bimetalist, Samuel Dana Horton.

BOOKS RECEIVED.

Daughters of the Revolution. By C. C. COFFIN. Houghton, Mifflin & Co.

Eminent educators are of the opinion that history is best taught through the medium of fiction. Many volumes have been written on the subject of the war for independence, and thrilling narratives have been inspired by the sublime enthusiasm, self-sacrifice and devotion to country, of the brave sons of the revolution.

But the purpose in writing this book was to set forth, at its true value, the heroism of the women of this period, the mothers, wives and daughters who toiled at home, patiently enduring privations and bravely facing dangers.

This narrative pictures in a realistic manner the peculiar conditions of the time in which a house was often divided against itself—parents, perhaps, adhering to King George—sons and daughters espousing the cause of liberty. The story opens in the fall of 1769, and is concluded after the establishment of American Independence.

Japanese Art.

"Old Japan is already passing; New Japan belongs to the West," and of all the occidentals, who is so well qualified to bring to us treasures from "out of the east," as Lafcadio Hearn. Thoroughly imbued with the occult charm and mysticism of the Orient, he infuses into his lines much of the warmth and passionate ardor of a climate warmed by stronger sun-rays than ever temper our invigorating atmosphere. The tranquility of passion in itself foreign to our natures, evasive and utterly impossible of analysis pervades the writings of this wonderful word-painter whose syllables are as suggestive as strokes of a master's brush.

The first chapter, "The Dream of a Summer Day," sounds the keynote. * * * "To find myself at ease once more in a yukata, seated upon cool, soft matting, and surrounded by things of beauty, was, therefore, like a redemption from the sorrows of the nineteenth century. Bamboo-shoots and lotus-bulbs were given me for breakfast, and a fan from heaven for a keepsake. The design upon that fan represented only the white rushing burst of one great wave on a beach, and sea-birds shooting in exultation through the blue overhead. But to behold it was worth all the trouble of the journey. It was a glory of light, a thunder of motion, a triumph of sea-wind—all in one. It made me want to shout when I looked at it."

The highly conventionalized style of Japanese art is not yet fully appreciated by foreign artists, because not yet rully under-

stood. They have passed through all stages of representative picture-making, and scorn all reproductions of outline however life-like and accurate, as being below the plane of high art. We have just begun to approach perfection in that stage their development has carried them beyond it.

The effects which we attribute to lack aerial perspective is, in reality, a reduction to the primary elements of form, the motive being to furnish a suggestion which will produce a creation of the artistic imagination in the viewer's mind. Even the uncultivated mind gets the effect of the swirl of the waves. The gorgeous waving plumage of tropical birds. The perfume of wild blossoms.

Our fac-simile portraits, our tiresome repetition of unities of designs are positively painful to the artistic eye of the Japanese. What may we evolve from a comparison between their art and ours?

Of "The Eternal Feminine"—oriental ideas of morality continue to baffle us, and in proportion they claim an utter inability to understand ours.

"There are few of our society novels that a Japanese student can really comprehend, and the reason is simply that English society is something of which he is quite unable to form a correct idea." *

* * * * * "Teacher, please tell us why there is so much about love and marrying in English novels—it seems to us very strange." And yet the feminine Japanese is a charming creature.

"Then a voice softly toned as a wind-bell began to tinkle words of courtesy into my reverie, and broke it; and I perceived that the mistress of the palace had come to thank me for the *chadai*, and I prostrated myself before her. She was very young and more than pleasant to look upon—like the moth-maidens, like the butterfly-woman, of Kumsada. And I thought at once of death—for the beautiful is sometimes a sorrow of anticipation."—Out of the East, by Lafcadio Hearn. Houghton, Mifflin & Co.

Penmanship. American Book Co.

We have just received a complete set of the "Appleton's Standard System of Penmanship;" also the "Revised Spencerian," which will prove a valuable help to the teacher of writing in any department, and are worthy of introduction into any school. These books are carefully graded and designed to meet the wants of a class.

Public Influence of American Women.

Women in the United States may within a few years find the ballot and the political sphere added to their present range of duties. But whether they participate directly in politics or not, it ought to be perfectly evident that social and political influence is everywhere measured by intelligence, attention, sympathy and character. It happens that American women have more time to read, think and concern themselves about the education of children and the best welfare of the neighborhood in which they live than American men; and as an inevitable consequence the American women are entering into a constantly increasing exercise of dominant influence. It is altogether possible that the American woman, unlike their sisters in England, may come to the conclusion that they can accomplish quite as much for the welfare of society, and the salvation of the State, without the ballot as with it. But, let us add, it is as certain as anything that lies in the early future that the rapid growth of American women in practical influence must of necessity put the whole responsibility in their own hands for the decision of the question whether they will or will not choose to exercise the elective franchise. It will come to be understood that if men alone do the voting, it will be for the sole reason that women prefer to have it so. It will also be understood that men are voting in the capacity of those who do an errand, or exercise a minor trust on good behavior. Whether the movement for woman suffrage is gaining or losing, is difficult to judge. The lower house of the New York Legislature has this season passed a bill authorizing the submission to the voters of an amendment striking the word "male" out of the Constitution of the State; but it is not considered probable that the amendment will actually reach the stage of submission. The Massachusetts Legislature, on the other hand, has by a large majority refused to admit women to the municipal suffrage. The lower house of the Maine Legislature, however, has given a good majority in favor of this same proposition.—From "The Progress of the World," April *Review of Reviews*.

"The Living Greek; a Glance at His Politics and Progress," is the title of an interesting article by Prof. J. Irving Manatt, of Brown University, in the April *Review of Reviews*. So little is known in this country about political conditions in modern Greece that Professor Manatt's study of the situation there is peculiarly welcome. The article throws much light on the workings of the Greek constitution, with which the writer became familiar during his service as United States Consul at Athens. The personalities of Tricoupis and Delyanni, the statesmen, and of the different members of the royal household are charmingly described by Professor Manatt, and the tendency of his article is to awaken a livelier interest in the fortunes of the little "Kingdom of the Hellenes."

The *Atlantic Monthly* for April contains installments of the two serials now running: "A Singular Life," by Mrs. Elizabeth Stuart Phelps Ward, and "The Seats of the Mighty," by Gilbert Parker.

Fiction is further represented by the second part of "Gridou's Pity," by Grace Howard Pierce, and a touching single-number story, by Annie Trumbull Slosson, entitled "Dumb Foxglove."

George Birbeck Hill contributes the first of his papers, "A Talk over Autographs," which promises a most interesting series.

An atmosphere of spring is given to the issue by a delightful paper on "Flower Lore of New England Children," by Alice Morse Earle. Two papers of educational interest are "The Expressive Power of English Sounds," by Professor Albert H. Tolman, and "The Basis of our Educational System," by James Jay Greenough.

John Foster Kirk contributes a discriminating study of Macbeth. One of the most appreciative tributes to Robert Louis Stevenson, which has yet appeared, comes from the pen of C. T. Copeland, and is printed in this issue, together with a short memorial poem, by Owen Wister.

The reviews are exhaustive, and treat of books much before the public eye at present. There are, among others, "The Melancholy of Stephen Allard," by Garnet Smith; "The Great Refusal," by Paul Elmer More; "Municipal Government of Great Britain," by Albert Shaw; and Barrett Wendell's "Shakespeare."

Poems and the usual departments complete the issue. Houghton, Mifflin & Co., Boston.

The Merchant of Venice,

One of the Students' Series of English Classics, is an excellent book for use in the class-rooms. The book is intended to develop through the reader's own faculties, the powers of taste and appreciation, judgment and discrimination.

The text follows somewhat closely the first folio, all important variations being given in the notes. The literary notes of the volume, whether comment or question, seek only to prick the student's mind into alertness; to fasten his attention more keenly upon the poet's page; to bring him, brain and heart, into closer contact with the vital play.

Mead's Elementary Composition and Rhetoric.

The book is an outgrowth of several years' experience in teaching Grammar and Composition in high schools and college, and contains only what has stood the test of trial.

The purpose of the book is to develop more the general principles than the definite rules.

The work is connected with Literature, which is quite essential in teaching Composition.

A very valuable assistant to us as teachers.

Goldsmith's Traveller and Deserted Village.

The purpose of writing this book, is to make pupils acquainted with the poems that for more than a century and a quarter have been among the best in all English literature.

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