

THE NORMAL COLLEGE ECHO.

A COLLEGE JOURNAL DEVOTED TO EDUCATION.

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A SINGER SANG A NOTE INTO A HARP.

A singer sang a note into a harp
Of thousand strings, and one string echoed
back

In voice responsive to his own, and, in
Sweet sympathy, reverberated — One,
And only one, responded to his song,
From all the thousand.

A tender rose, just bursting from the bud,
Upraised its velvet petals to the blue,
And as the seven-hued sunbeam kissed its
face,
One hue, and only one, from all the seven,
In sympathy, responded to the flower,
And made it crimson.

A human soul went forth into the world,
And, mid the din and noise of care and strife,
Began alone to toil until, one day,
Another soul, in sympathy and love,
Responded to the throbbing of his heart,
And made earth heaven.

C. S. G.

THE GEOLOGIST.

IN school he wrought,
And little thought
How soon he'd put in execution,
The facts acquired,
While he perspired
O'er acid tests in rock solution.

But as time sped
He wished to wed —
Her wealth could only be surmised.
What did he do? —
This lover true!
Her father's "rocks" he analyzed.

C. A. WOODARD.

METHODS IN HISTORY.

WHAT is History? The word is derived from *istoria*, defined as "a learning through inquiry;" it is not a mere enumeration of dates or a collocation of dead facts; it is a name given to that branch of education which sums up the total experiences of the human family; it is living; it is a study which deals with what man has done and achieved in all ages. The subject itself being so broad, it is not sufficient to say that its aim should be mental and moral development; we must be more specific; it should develop the reflective and analytic qualities; it should refine all one's intellectual, spiritual and moral life. From each day's work the pupil should be able to take something into his own personal life to uplift and ennoble it, and so make the world better for it.

But how are we to attain such results even in the smallest degree? Let us step into a class in English History in the High School. The pupils are assembled for the first time; they have no text-books, but a large map of the world, and also one of England, are at hand. A few minutes' conversation wins the attention, and soon arouses the interest, of the pupils; the maps show that the southern boundary of Great Britain is many miles farther north than Maine; but the pupils are eager to tell that the Gulf Stream flows along the coast of

England, and so the climate of that country is milder than ours. They know the names of a few cities in this far-away country, and take great pleasure in finding them on the map; but let us see *where* these cities — London, Liverpool, Southampton — are? On the coast, or on rivers near the coast, they tell us. This leads to a discussion of the commercial importance of England as compared with that of other countries, emphasis being placed upon the influence a jagged coast line may have upon the history of a country. One pupil after another offers a suggestive thought, and, before the close of the first hour, we have a bird's-eye view of these important islands and the adjacent waters; we know the general physical characteristics of the country; we have mentioned some of the probable exports and imports, and have heard a few interesting bits of information which the pupils have volunteered. One little fellow told us how the passengers and mails are transferred from the large ocean steamers to smaller vessels at Southampton, because the harbor will not admit "the giants of the sea to go right up to the city," as he expressed it. Interest is aroused. This is the master step in the right direction, for the greatest obstacle to the study of History has been overcome, when the pupils appreciate that history is living, is growing, and that to it each one of us may add our mite by our own lives. Now we are ready for the work of the year.

The pupils are provided with uniform text-books and blank note-books. The topical method is pursued, and these books form the basis for the work. In the school for handy reference are duplicate copies of several other leading text-books, as well as many books on special topics or divisions of English

history, and lists of essays, articles, lectures, etc., containing references to historical points, together with their library numbers. To all of these the pupils not only have free access, but they are required to consult them daily. At the outset we see, and try to keep before us, that everything in history, as in life, has its cause and its result; for these we are constantly looking. In treating of any subject in our history work, the pupil may give a cause as remote as he wishes, or a result as far-reaching — the more diversified these are the better — but he must try to give one. Here we see the value of consulting various authors; the point of view of no two is the same; one side is given more prominence than another; this difference of opinion stimulates discussion in the class-room. Not only is this of advantage in aiding us to express our ideas, but it is invaluable as a help in forming judgments. Again, by referring to various books, the pupils learn *how* to use their best friends, and this certainly is of great importance. Having common books for common use, a due sense of property rights is inculcated in the pupils, the wisdom of which is easily understood. In this connection, the teacher, from time to time, directs the home reading of the pupils, correlating it with their history. A little judicious praise for such work will be an incentive to others in the class. We find that the daily papers are read by many of the boys and girls, and, now and then, interesting clippings are brought to the class-room, that all may enjoy them. Pupils are ever eager to tell what they know; recognition of an outside work will be the means of increasing it.

Lessons are assigned from the uniform text-book, special points of interest and importance being touched upon in ad-

vance by the teacher, and these the pupils are to bear in mind in studying the lesson in this book and that. We find that the text-book gives us the skeleton; the pupils give that skeleton life and clothe it with the material they find elsewhere. We must confess that often the skeletons alone are brought into the class-room, but little by little animation is received from a neighbor, and in a comparatively short time we have few lifeless figures about us. In the blank books the pupils record whatever they find bearing upon the lessons or work in general; clippings, pictures, drawings and crude bibliographies help to make up this crude history note book, which oftentimes is uniquely indicative of the character of its owner. The teacher has general supervision of these, and by his corrections or suggestions aids materially the work of the English teachers.

It is a few weeks later in the same class. The Conquest of England by William the Norman is the general topic of the hour. We do not mean to exhaust the subject; far from it; but we hope to have a well-defined, clear-cut idea of the cause of the coming of this Norman knight. A review of the previous lesson leads up to the subject in hand; many and varied are the reasons given for this invasion, each having its own peculiar merit; two boys have brought pictures illustrating William's landing at Pevensey, and his march toward Senlac; another, a girl, has not only copies of bits of the Bayeux tapestry showing the feasting of Harold and his retainers before the memorable battle of Hastings, but an interesting article, as well, telling us of these same pictures. It is truly wonderful, the interest that these arouse, and before we are aware we are having an animated

discussion as to the merits of the claim of William and that of Harold, and there is not a pupil in that class but what has the better side of his nature aroused in defending his particular hero. In summing up these various points brought forth by the pupils, great care must be exercised by the teacher lest he offend some one; he must give each point its proper and due emphasis, yet he must overlook none, no matter how insignificant it may be. A pupil will never forget a slight of this sort.

In close connection with the cause of any event, are the facts themselves. Here memory is strengthened; one boy states that William claimed the throne through Edward the Confessor, and when asked his authority, quotes the words of Higginson and Channing; promptly some one replies that Anderson says that Harold promised long years before to surrender his claim to the throne to William; another brings forward the remarks of another author on this point; tactfully the teacher must harmonize these discrepancies, and this he cannot do unless he is thoroughly familiar with these authors and understands their standing; great care must be taken lest the pupils' faith in these authors be shaken through any decision of the teacher.

Of no less importance than the cause and facts themselves, are the results; these are almost boundless. True, the Socratic method of questioning cannot be used with perfect results, but skilful questioning will bring forth a most remarkable amount of latent force from the seemingly inactive minds of the pupils. Here excellent opportunity is given for moral training, and it may be done so indirectly on the part of the teacher that the pupils unconsciously acquire a keen sense of right and wrong; they

like to see justice triumph and wrong punished, and in no field are there as many examples of the "might of right" as in the study of history.

These three important elements, cause, facts themselves, and result, are largely aided by the use of maps. A large map of England and also one of Europe are constantly before the pupils, and reference is made to them as often as possible; carefully we follow the routes of the armies in the various conflicts, stopping now and then to turn our attention to some photographs illustrating points of interest. We try to have the hour as far removed from the old-time-recitation-from-the-text-book-one as possible; it is one of conversation on a historical topic, in which each pupil may, and does willingly, take part. Small maps are placed on the boards by the pupils, stenciled maps being used for this purpose; these are especially helpful in illustrating the complexion of England during the different periods, as the Roman Invasion, the Heptarchy, the Earldoms under Canute. Colored crayons may be used here with advantage.

For drill work, aside from the daily review of the previous lesson, themes on subjects assigned by the teacher are helpful, and cultivate the powers of expression, again working hand in hand with the English department. Occasionally a period is given up to written examinations; the questions given are few, but comprehensive, judgment, ones; at first we found great difficulty in obtaining sufficiently detailed answers, but the improvement has been steady and marked. Once a week as drill which we find very effective is this: small slips of paper on which are written topics such as "The name England," "Stonehenge," "Isle of Thanet," and similar key

words are passed around, one to each pupil; he is to write whatever he knows on that subject; a minute or two being given to the work; the slips are collected, and the teacher reads them aloud; the pupils are on the alert to correct mis-statements, and in a short time a large amount of ground is covered.

We encourage the pupils to bring into class curios and things in anyway connected with the work, and already have started a historical library and museum.

The outline maps published by Heath & Co. are of assistance in studying history. On these, battlefields may be accurately located, and by means of colored crayons, the possessions of a country at different stages may be vividly defined.

Oftentimes the teacher has compiled notes, which he wishes the pupils to have, and yet he does not feel justified in taking time for dictation from the recitation period. With little trouble, manifold copies of these notes may be made on a typewriter, and then being placed on the reference table, the pupils may copy them at their own convenience. If these copies are mounted on bristol board, they will not be so easily worn by handling. Photographs, pictures from books and papers, if mounted in this way, will do service for many years, and certainly the appearance is enough more attractive to repay one for the trouble of mounting.

These are but a few suggestive hints; doubtless all teachers of history are able to improve upon them, but such as they are, they have helped to increase the interest of our pupils a trifle, and with interest, there is almost no limit to what a teacher may attain.

A. D. H., '96.

CUPID AND THE BEE.

Translated from the Greek of Anacreon.

("The myth of Cupid meets us at every turn in our reading, and is so familiar to young and old, both in pictures and poetry, that explanations are unnecessary." *Foundation Studies in Literature*, p. 183.)

Wan day a schpalpeen by the name av Cupid laid down on a lot av Marichoneil roses an' wint to schlape. There was a bumble-bee schlapin' in the roses contemporaneously at the same time with the boy. Be O'Hoolihan's shilalah, the lad niver see the bee at all, at all. But the bee saw him, be gorrah. It's not any bumble-bee that's lavin' pable lay down on him without sayin' "excuse me." Little time it was that the bee lost in waking up, an' it's divil a bit good natured that he was ather. As quick as he clapped his gazers on the schlapin boy he out with his stinger an-basted him wan betwixt the eyes av him. An' such howlin' yez niver heard before. The big baby ran howlin' an' screechin' to his mither, an' sez he, "Ma," sez he, "some mucker av a bumble-bee," sez he, "has bin gettin' in his work on me forehead," sez he.

The auld lady's name was Venus, an' whin' the lad was through with his howlin' an' screechin', she grinned a wee bit av a grin in her sleeve, an' thin, sez she to him, sez she, "My little baby," sez she, "hush yer cryin'," sez she, "an' listen to yer mither," sez she. "If it hurts like that whin a small bee stings yez in the forehead," sez she, "how d'yez think it feels whin the likes av yerself hits little girls in the heart wid yer bow an' arrow," sez she.

An' the lad niver answered a wurrd at all. An' the moral av' me story is: "Niver go to schlape with a bumble-bee in a bed av roses." S. G.

A PEEP INTO BOARDING-SCHOOL LIFE.

THERE comes a point in everyone's life when they outgrow their immediate surroundings, and feel the need of more space in which to spread their wings. This point is reached by a girl when she receives her diploma from the Regents, and looks out upon the great arena of the world before her.

Then the great question of what to make of her life confronts her, and speculation is rife among parents and friends as to where she will spend the next year. Such was the case with me when my public school course was completed, and, after looking at the matter from every standpoint, it was decided that I should spend one year at boarding-school.

For the benefit of all who have not had this experience, I will say that it is one of the pleasantest periods in a girl's life, if she goes into it with the right spirit, resolving to make it as pleasant as possible for herself and her school-mates, and, as far as is reasonable, to keep all the rules of the school.

The first day at boarding-school is, perhaps, the most dreary time imaginable, for everyone is a stranger to her neighbor, the dormitories are bare, and confusion reigns supreme. You glance at the girl sitting next you at the table or at prayers, and wonder if she is nice, and when she looks up with a bright smile, you make some commonplace remark that soon engages you in conversation.

In this way friendships are formed, and before long the whole school is divided up into sets of from five to ten girls, who are always seen together, and in time grow very fond of each other.

Boarding-school life is about the most regular, methodical life that a girl can

lead. There is a time for everything and everything must take place in its own appointed time — that is, the students must rise at a certain hour, study at certain hours, and, most important of all, have their lights out on the stroke of the bell.

The last is one of the rules that every girl delights to break, and many are the ways in which it is done. It is the custom for the housekeeper to open every door and say good-night to the girls, and if she finds a light still going, there is apt to be some kind of a disagreeable result; after the teacher has gone, it is, of course, very easy to get up again and enjoy the forbidden luxury, that is, it is easy if you have a thick black curtain arranged for the transom of your door.

“Silent hour,” as it is called, is one of the regular institutions of boarding-school. Ten minutes every night are devoted to perfect silence, and, of all times in the day, this is the one when you think of something that you “positively must” tell your room-mate. The result I will leave to your imagination.

It was rumored about the school that I attended that two girls actually kept “silent hour” every night, but the truth of this statement was never demonstrated.

Have you ever heard of midnight feasts, or, still better, have you ever attended one? If a girl leaves school without having been at one of these revelries, part of her education has been neglected, for what could better train the ear, the judgment, and the reasoning powers than being constantly on the alert to hear the heavy tread of a night-watchman, teacher, or some other dread personage?

One of these feasts created quite a sensation. It was a pleasant June evening, and an hour when all respectable

people were in their beds; when several girls crept stealthily through the halls of the school, safely passed the sleeping teacher, and soon emerged upon the great, flat roof of the building to seat themselves in a circle around an abundant repast, which they had brought with them. One of the men that worked in the school happened to spy these dark figures upon the roof, and, alarmed the principal by telling her that burglars were about. Word was immediately sent to the police station, and three burly policemen hurried to the scene of action. Imagine their surprise to find only rather a frightened crowd of girls instead of the hardened criminals they had expected, and imagine, if you can, the chagrin of the principal at being fooled so completely!

I have given you some idea of the mischievous part of this life, but there are also many legitimate pleasures enjoyed, such as wheeling, riding, walking, theatre-going, and the like. The studying is generally done during three or four hours of the afternoon and evening, and all the morning is taken up with recitations.

On the whole, I do not think a girl can spend a year more profitably, healthfully, and enjoyably, except, of course, at college, than at boarding-school.

E. R. E.

The Cadet from Nashville, Tenn., is teeming with news of the centennial.

This is the age of summer schools. The means and methods for the advanced instruction and development of teachers have kept pace with the evolution of music systems, and the most prominent feature of this development has been the perfection of the vacation school. — *Ex.*

THE COLLEGE FRATERNITY.

“MAN is by nature a social being, and capable of almost indefinite improvement.” This is by no means the revelation of a new truth, but merely the repetition of an old truth so important as to warrant its application at this time.

As far back as dates the history of man, in whatever occupation or profession he may have been engaged, we find him conforming to the demands of his nature for society, and following out his natural tendencies of association and organization.

The aims, the motives and the purposes of organized bodies may be varied, but whether they be for protection, for social advantages, for charitable purposes, for mutual aid or for any *other* noble end, they should meet with our highest approval and be hailed as a benefaction to mankind.

Among the many organizations of the present time the college fraternity has *its* place. The college student's social nature does not greatly differ from that of other human beings on account of his surroundings and the peculiar work he is required to perform; but we find him *also* conforming to the same natural law in its demands for society. From this demand arose the desire for a college fraternity. Its chief purpose is to secure in its members a higher standard of moral and intellectual culture and refinement, independent thought, broader ideas and sounder views. It seeks to make good men better and offers valuable encouragement to those less favored than their fellows.

There can scarcely be found a place where one may better show his true worth and ability than in a well organized and properly regulated fraternity. It is here that he may learn, if he has not already

learned, that very important lesson that *he* constitutes but a very small part of the world's great makeup, that the world can get along without him infinitely better than *he* can get along without *it*, and that others have rights which he is in duty bound to respect.

Fraternal discipline is beneficial alike to the faithful plodder at his books, to the hero of athletic contests, and even to the idle dreamer who is wont to waste his precious moments in wool gathering. One of the great objections to the College Fraternity is, that it is secret; but secret organizations have sometimes to contend with serious objections raised by those entirely unacquainted with the designs, the purposes and the operations of such organizations. They declare that there must be something ignoble or dishonorable about the order, or why guard its secrets with such profound zeal. They charge the members with having no higher aims and motives than to waste their valuable time in devising schemes of mischief and lawlessness, and some of the more radical even go so far as to enlist them in the same category with the anarchist, the nihilist and the famous Mafia.

The fallacy of such unjust and unreasonable charges only serves to portray the gross ignorance of the accusers. They deserve only silence in answer to their absurd accusations.

The mystery of *any* secret order is the key to its success. In the College Fraternity it is the vital element of its very existence, without which it would soon degenerate into a state of unhealthy stagnation.

The formation of character and the development of our social natures constitute important factors in a college education. When we consider the influences of students on past and present day

history, when we remember that the students of to-day are to be the civil, social and moral leaders of to-morrow, and, finally, when we review the marvelous growth of fraternal spirit in every phase of Christian work among students, we are forced to the conclusion that, if the solution of the social problem is ever to be realized, it must come through the recognition of the brotherhood of man; and that a mighty power in bringing the world to this recognition is the development of the brotherhood of students; a development which is going on with such marked effect in these days, and even in our own midst.

The college fraternity has done much along the line of the development of the mental, moral and social nature of its members. It needs but a glance along the lines of the professions to determine the extent of its influence. It places before its members high ideals and noble purposes. Instead of being a foreign organization, hostile to college spirit and culture, it is a friendly ally. It cultivates a spirit of conformity to order, and promotes habits of business. It introduces into the life of students the element of home, and forms a strong bond between members of different classes, and former students, which, in itself, presents a charm in the union of kindred spirits, and the privileges of congenial fellowship. It fills a necessary and very important place in college life, and supplies that element without which the college course is not complete.

G. C. L.

HABIT OF INTERRUPTING.

A FEW days since I was present at a small lunch party of ladies, and I noticed with some surprise the scant courtesy they showed to one another during conversation. One of the party would start to say something, and before

she had finished another would break in with another topic, only to be interrupted in turn. I must confess that I was a bit surprised, for all these women were supposed to be well bred, and yet they were disregarding one of the simplest rules of polite behavior.

A little later I was calling on some friends and I noticed the same thing. Each member of the family would interrupt the others, and the interruption was considered quite as a matter of course. Then I understood the situation better, and put the blame just where it belonged, on the lack of home training. If the mother grows careless and allows her children to contract the habit of interrupting one another constantly, she must not be surprised if this habit is carried beyond the home circle, and her children show in society the result of indulgence or thoughtlessness.

The habit is one of the most unpleasant that can be contracted, and the fact that it is such a common one does not make it one bit the better or the more excusable. It is a habit that grows on one unconsciously, if one does not keep close watch. It should be the care of the mother in the home to teach her children respect for one another, and insist upon that courtesy of treatment which she expects them to give to strangers. Unless politeness is a habit it will never be a grace. It must be ingrained, and the teaching cannot be begun too early.

I wish my girls would keep a little watch upon themselves to see whether they have fallen into the pernicious habit, and, if they have, just set to work to break themselves of it at once. It may seem a little thing, but it is one of the indications of fine breeding to treat everyone with the respect due to him as an individual.

Golden Rule.

BASE BALL.

SATURDAY, May 15, the college base ball team played its first game of ball, and one which, though lost, reflects no discredit on the team, as they have not practiced together at any time this spring. About forty of the students visited Castleton to see the game, which was very interesting, resulting in a score of 2 to 5 in favor of Castleton. The game played will serve to show the boys where their weak points are, which they can easily remedy. Mr. De Voe deserves much credit for his fine work in the box, striking out fourteen of his opponents, this being the second game that he has ever played. With careful practice and good judgment he will make a fine pitcher.

The ball players at Castleton were gentlemen, and the game was played without the least sign of any disturbance or ungentlemanly conduct. In this matter we hope that the boys will try to be an example, both as students and as those who expect to have students in their charge.

In criticising their work, we would say that they were very deficient in team management. With good coaching the game would have been won. We are sorry to say that we saw one man who was not a member of the college, and it is to be hoped that hereafter the Normal College Base Ball Team will be a purely representative aggregation, and not degenerate into a combination of nondescripts. We ask the management of the ball team to take our criticisms as they are meant, and we assure them that the Echo will always endeavor to make its comments in a spirit of unprejudiced loyalty to both the team and the college.

ENGLISH LITERATURE.

AMONG the numerous excellent courses given in our College, we desire to note particularly the one in the *comparative* study of English Literature, based on material found in a work

edited by one of our own faculty. This course, as intimated, deals not so much with an analysis of details as with getting a comprehensive view of the fundamental thoughts, feelings and teachings contained in the literary masterpieces used as a basis of comparison. For the general and elementary student of literature the aim should be not so much to delve into the minutiae of literary criticism as to gain that breadth of thought, that elevation of feeling, which results from contact with the greatest minds and hearts of the ages. And such results cannot fail of attainment by following out the line of study indicated. First of all, it will lead to a habit of *careful* reading, till one will acquire the desirable faculty of making a mental tabulation of the important features of whatever article or work they may be scanning. And this insight into the thought, feeling and true significance of the piece will be got without any conscious and exhausting draft upon the mental energy. In short, it will have become a *habit* of the mental life.

Again, character culture comes from grasping whole truths, and feeling their force when enhanced by their relations; from seeing the great principles which have reached and left their imprint upon our fellow-beings, especially those prominent characters who stand as types of advanced humanity. It is the synthetic mind which is truly great, not the analytic; the mind which can see wholes and grasp truths in their broad relations, not the microscopic mind, delimited by pinhead vision. Hence, as leaders of the blind, let teachers be especially solicitous to cultivate a broad and liberal view, a mind fitted to deal with the wide-reaching problems of modern society. And nothing will be of greater service to this end than the comparative study of literary masterpieces.

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

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

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EDITORIALS.

SUBSCRIPTIONS are now due. Please attend to this matter before June.

The advance science classes are at work in earnest and collectors are now abroad in the land.

We shall endeavor to make the next issue one of special interest to our readers. It will contain accounts of the commencement exercises, the different society closings and where our graduates will be found another year.

With this issue the ECHO completes its fifth year. Next month it will start out upon its sixth year with bright prospects, not only from a literary but from a financial standpoint. Upon the latter depends the success of the paper to a great extent.

The editorial board of the ECHO after another issue will rest from labor, the journalistic mantle has fallen on other shoulders. We wish the new board all speed in carrying onward the torch of letters. Some things, however, that we have learned from experience we would like to whisper in their ears; first, that the race is not always to the swift, but nearly always. Again, the success of a school publication is measured by the interest the school feels in it. Now, although we are grateful for the articles submitted by the students, yet we feel that too few are writing. There should be an honor attached to articles published, and there is. A published article must rank with a fine oration; the worth is recognized, and then there is a reward in itself. We, the present board of editors, accepted the office entrusted to us with sincere appreciation of its responsibilities, fortified by the determination to make any personal sacrifice necessary to carry on the work.

We have striven under difficulties, which can never be comprehended by those outside the sanctum, to make the paper a success, and we thank our subscribers for their generous appreciation when we have succeeded, and for their charitable leniency when we have been shortcoming. We have worked with this aim, to raise the ECHO to a higher plane in College journalism, to make it approach nearer the ideal College paper, to make its pages so bright, thoughtful and attractive, that it would be not only

a pleasure to read, but an inspiration to contribute.

Wherein we have succeeded, we heartily thank our contributors, faculty, students and outside friends, who by their bright, well-written articles and kindly advice and encouragement, have rendered valuable assistance.

Wherein we have failed, we ask you, in all sincerity, before pronouncing judgment, to answer the question, "Have you done your part?" How often have we had to swallow disappointment over *promised* articles, how often have we met with refusal from those who should have considered it a duty, if not a pleasure, to contribute.

The ECHO has aimed to supply a widely-felt want, but one which is, perhaps, not fully felt by the under graduates of the institution.

It is only when one has severed direct connection with *Alma Mater* and gone forth from her walls that he looks to the College paper as a link between past and present associations, a veritable "letter from home," as one grateful correspondent puts it.

Then, too, the College paper is a living exponent of the spirit of the institution which sends it forth, and as an interpreter of the life peculiar to the College as an individual, it has a special mission to fulfill. We entrust this to our successors with full confidence that in their keeping the ECHO will flourish. They are equal to the task, and willingly accept its duties, but they need the hearty support and co-operation of the whole College. We make the appeal to you. Give it freely and fully. Remember we are but the ECHO, the College, the Voice.

Those who subscribe now will receive the ECHO for the remainder of the school year free.

THE RESULT OF THE LAST ELECTION.

E. F. Green, *Editor-in-Chief*.

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THE FACULTY.

April 15 — Misses Russell and McLelland addressed the Teachers' association at Copake.

April 21 — Misses Pierce and Bishop attended the Saratoga Institute.

April 22 — Dr. Milne attended the same meeting.

April 27 — Miss Bishop was at the Chatham Institute. Prof. Wetmore addressed the teachers at the Chatham Institute.

April 29 — Miss Isdell was at Chatham.

April 29 — Dr. Milne visited Newburg, and April 30 was at Stony Point.

May 3 — Mrs. Mooney spent the day visiting the New York schools, the Horace Mann school among others.

May 5-6 — Miss Isdell was at Windsor.

May 12 — Miss Bishop attended the institute at Fishkill-on-Hudson.

Dr. Milne is in attendance at the semi-annual meeting of "Normal School Principals" in session at Geneseo.

ALUMNI NOTES.

'90 — Miss Marguerite I. McGarry married to Mr. James Clark, Jr., in this city April 21.

'92 — Miss Elizabeth Longwell, who is teaching at Ilion, N. Y., visited the College May 7.

'93 — Mrs. Elizabeth Sherrill Kent at College May 10.

'94 — Miss Theodore Ehman, of the Chatham schools, visited the S. N. C. April 20.

'90 — Mr. Richard Van Beausekom, of the class of '97 of the Albany Medical College, will start in practice at Voorheesville.

S. N. C. NEWS.

MISS Clara McClintock has returned for the last quarter.

Miss Grace Van Schaack, '97, at school May 10.

Jean H. Moss, '97, is teaching at Pittsfield, Mass.

Mr. Harlow McMillan, '97, finishes the year as teacher in Kingston Academy.

Miss Rafter has returned to her home in Rochester.

Mrs. Horne spent a week with her daughter, Amy B. Horne, '97.

Mr. Beach visited his sister, Miss Edith Stetson, April 24 and 25.

Prof. L. N. Crane, of Fishkill, visited the College April 22.

Prof. G. R. Miller, of Matteawan, a visitor April 30 and May 4.

The order of graduating exercises has been changed, greatly to the satisfaction of the class, and instead of the usual essays an address will be delivered to the graduates by Hamilton W. Mabie, L.L. D., editor of the *Outlook*.

The officers of the class of '97 have been invited by Mrs. W. W. Byington to meet the graduating class of St. Agnes May 15.

Those who attended the last meeting of the class of '97, held April 31, say they had a grand time. It was a gathering to warm one's heart. It would have been more suitable for April 1.

'97 CLASS COMMITTEES.

Commencement — Miss George, Miss Beha, Miss Bradshaw, Miss Fitz Patrick, Mr. Sime.

Class Day — Miss Senior, Miss Pratt, Miss Huntley, Miss Seaton, Mr. Cook.

Reception — Miss Delin, Miss Lynch, Miss Barber, Miss Ast, Mr. Rosecrans.

Two of the most enjoyable events of the school year were the lectures by Professors White and Wetmore, given in the College chapel under the auspices of the Delta Omega Society.

Saturday evening, April 24, Professor White entertained a highly delighted audience by a talk on Venice, illustrated with lantern views. The fact that Prof. White has recently visited Venice and that it is all real to him, made it real to the hearers, who cannot express the pleasure of the evening.

A week later, May 1, Prof. Wetmore explained to us the theory of light under the fanciful title, "How the Rose Gets its Color." The lecture was essentially scientific, but so well explained and practically illustrated that every one could understand and enjoy.

No general celebration of Arbor Day was held this year in the College. The departments had prepared programs, which were rendered in their own assembly rooms.

One of the coyest of our girls confesses that she has a 'fellow'-feeling for the boys.

There is nothing prettier than the vista through the trees down Hudson avenue, and the streets parallel to it.

There is great strife among the model classes as to whose room shall be most nicely decorated, which is leading to very effective results.

Here is a statement found on a "well-developed youngster's" examination paper: "Active voice is a thing done by skill in the present time!"

No criticisms were held in any department May 6, in order that the teachers might attend the Albany Musical Association Festival.

Mr. Fox Sponable, who is engaged in teaching at Nelleston, has accepted the same position for another year.

Froebel's birthday, April 21, was prettily observed by the Kindergartners of the College. The rooms were decorated with the American and German flags, and songs were taught the children in his honor. The story of his life was told the little ones, and reproduced by them with their blocks and tablets.

In the evening a reception was held by the Albany Kindergarten Association in the Kindergarten rooms.

H. W. Van Allen will act as presentation orator in place of Mr. C. S. Gager, class day.

ATHLETICS.

WE note with satisfaction the increasing interest in athletics, manifested not only by the members of the association, but by the general student body as well. The ball team are doing as good work as can be expected, under the existing circumstances. They sadly need a field by themselves to practice, but as it is, we hope, by our next issue, to have recorded some victories for S. N. C. Tennis and bicycle clubs are in process of organization. They all need your support. You can help them in many ways. Think of at least one way, and let them hear from you.

Long courts and short courts, and engagements almost without number! New courts and old ones revived! "Fifteen love," and pretty soon it is returned, and "Thirty love!" "What is the score, George?" "Forty, love!" Two tennis courts in the park. Some play love and others rather love to play. It is usually those just beginning who play love. But nothing serious happens, and it is well when a racket is broken. Tennis is a fine game. It is worth twice the same time of croquet. Let's have some fine playing this spring, and have a regular tennis tournament some day. The benefit that can be derived from tennis is great. And it may do a great deal of harm. Be temperate. Do not slight the girls when looking for some one to have a game with. Do you not know that they acquire a marked degree of skill and proficiency in handling a *racket*? Inquire of W. Schubert.

Mr. Cottrell was called home by the sudden death of his mother last week. The sympathy of the students is universally extended to him.

ALL SORTS.

Psychology — Dr. C. — What emotion is aroused by a desire for knowledge?

Mr. B. — A curious emotion. — *Ex.*

Boston Mamma — Suppose you have four bunches of grapes, Willie, and eat three, then what would you have?

Boston Boy — Appendicitis. — *Ex.*

She was walking with my rival,
As they chanced to homeward roam.

It was from my garret window
I was seeing Nellie home. — *Ex.*

Nonsense — Sense that differs from your own. — *Ex.*

We all feel the need of a vacation — to study up in. — *Ex.*

The definition of a dihedral angle — The meeting of two plain faces. — *Ex.*

Just she and I — all, all alone, beneath

The stars so calm and bright;

I told her that to me her cheeks were

Like twin lilies, pure and white;

But in the morning, as I brushed my

Powdered vest for half an hour,

I realized the lilies must have been

Some other kind of flower. — *Ex.*

“Mr. B——, did you say or did you not say what I said you said? because C—— said you said you never did say what I said you said. Now, if you did say that you did not say what I said you said, then what did you say?”

“I said that that that that man said was not that that that that one should say, but that that that that man said was that that that that man should not say.” — *Ex.*

'Tis sweet to love,
But, oh! how bitter,
To love a girl
And then not “git” her.

Far better 'tis,
Aye, ten times hotter,
To “git,” than wish
You hadn't got her. — *Ex.*

AMONG OUR EXCHANGES.

THERE is a very interesting article in *The Cue* from the Albany Academy giving briefly the history of that institution from the time of the granting of its charter by the Regents of the University of New York about eighty-four years ago.

There is an excellent story in *The Normal College Echo* of New York city, entitled *By the Shedding of Blood*. It is a legend of revolutionary times and told in a very fascinating manner.

What we need in our college papers is plenty of short, interesting articles. These are much more apt to attract the eye of the public than are the longer articles, no matter how excellent they may be. The world demands thoughts, not words. We are glad to notice that many of our exchanges are adopting this plan of giving us the kernel of the fruit and not requiring us to break through the hard shell in order to reach it.

The chief article in the *School Palladium* from Chittenango is entitled *Through Germany and Holland on a Bicycle*.

COLLEGE NOTES.

MT. Holyoke College has received a gift of \$40,000 from John D. Rockefeller for the purpose of building a dormitory.

The largest salary given to any college professor in the world is that given to the professor of anatomy in Edinburgh. This is \$10,000 annually, whereas it was formerly \$20,000.

The commencement address at the University of Virginia will be delivered by William Jennings Bryan.

The National Educational Association, which brings together each year teachers and other school officers of the country by the tens of thousands, will hold its convention for 1897 at Milwaukee, July 6-9.

The annual meeting of the American Institute of Instruction will be held at Montreal July 9-12.

Statistics of the colleges of the United States show that one-sixteenth of the students are studying for the ministry. — *Ex.*

Cornell has abolished the degrees of Ph. B., B. S. and B. L., and has coalesced the four general courses into one, leading to the degree of A. B. All work in that course is to be made elective during the entire four years. — *Ex.*

Secretary Olney has been offered the chair of International Law in Harvard. — *Ex.*

Cornell is to have a college of architecture. A four-year course will entitle a student to a degree. — *Ex.*

In the Southern States there are thirty-two colleges and 162 high-grade schools devoted to the advanced education of the negro. — *Ex.*

Owing to protests from many college faculties, the Dingley tariff bill has been modified so as to admit school books or scientific articles free of duty. — *Ex.*

Woman suffrage has again been defeated in Massachusetts. — *Ex.*

A SCHOOL-GIRLS' CONVENTION.

I tell you, Katie, there is no use talking, if you want to get the latest imported novelties in photography, you have got to go to Cornell & Dickerman's, 67 North Pearl street.

EDUCATIONAL NOTES.

“TEACHING is the unfolding and perfecting of the human spirit.” There is, there can be no grander calling. Oh, that all those endeavoring to instruct throughout our country were teachers. But it is not so. Does it not appear then that the positive relation of the teacher outside the school room depends almost entirely upon the character of the teacher? It certainly does. And if the teacher is an individual of noble character, his every contact with his pupils and patrons will tend to realize his one object. Every teacher needs considerable time to himself. He needs a place where he can read, plan and prepare his lessons—a place where he feels perfectly free. For this reason, and possibly to avoid too great familiarity, it seems best that, for a boarding place, he select some quiet family other than the parents of his pupils. — *Ex.*

Noble deeds, generous and persistent acts in the interests of our fallen humanity, with unselfish efforts to elevate and improve the race, recorded in the eternal world, are far, very far, more valuable and lasting than inscriptions on the costliest marble, or the most enduring granite. — *Ex.*

When a teacher awakens to a keen consciousness of all that his teaching fails to accomplish, he is on the road to real success. — *Ex.*

It should be plainly made known that the thing called “habit” is a more potent force for good than for evil. We hear much about the destructive effects of habit, but not enough about its constructive value in building strong and reliable character. — *Ex.*

One must, in life, make his own observations, frame his own inductions,

and apply them in action as he goes along. The habit of finding out the best thing to do next, and then doing it, is the basis of character. A strong and efficient character is built up by doing, not by imitation, or by feeling, or by suggestion.—*Ex.*

Instruction in drawing has been taken up in the state prisons among several schemes for overcoming the bad effects of the idleness enforced by the new law.—*Ex.*

Life is a quarry out of which we are to mould, chisel and complete a character.—*Goethe.*

It is asserted that fully one-half of the Americans who have acquired distinction in politics, in literature, in science, and in business, have been in great part self-educated. Some of them, in spite of great difficulties, worked their way to college and through college; others have pursued their course with no aid except from books and the advice of educated men with whom they come in contact.—*The Souvenir.*

“The process of education, whether at home or in school, is perpetually going on. The instructor may guide, but cannot stop it. Whether he is attentive or neglectful, observation is at work, intellect is developing, character is forming, and all under the most powerful influences from him, whether for good or evil. What he says earnestly, and, above all, what he does, is graving itself on the tenacious memory of childhood. His inconsistencies, partialities, ill-temper, tyranny, selfishness, leave lasting traces. If his dispositions are unfavorable, no check from without can remedy the evil. Parents can control him little. They are managed, through their prejudices, at the expense of their

children. A superior authority, with the most perfect machinery of inspection, will fail to get the work of good men performed by bad ones. Its laws will be no restraint on him to whom their execution is intrusted; its best systems fruitless, where they cannot insure states of mind according with their spirit. The government of children must be a despotism; and it must have all the vices of a despotism, if we cannot purify the depositories of supreme power. But, if the instructor be one filled with a consciousness of his duties, how mighty is his influence! He is the fountain of instruction, and the prime source of enjoyment, to his pupils. Their little difficulties are brought to him, and in his solution rest. His casual remarks sink into their minds. His opinions on men and things make their way by the double force of authority and affection. His companionship, his sympathy, are, above all things, delightful. The imitative principle, so powerful in early life, is incessantly in action. The children are daily assimilating parts of his nature—making it one with their own. What an influence is his over their future destiny!”—*Teacher and Parent.*

THE Manual of the Southern Teacher's Bureau, Louisville, Ky., explains several plans of registering and locating teachers, and contains a complete \$500.00 story, a true and charming love story of college days. The story is written by a Southern woman, but the scene of the story is laid principally in one of the Northern educational centres. The book will be sent to any address for ten cents (silver or stamps). Address Rev. O. M. Sutton, Manager, Southern Teacher's Bureau, Louisville, Ky.

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BOOK REVIEWS.

"A Short History of Education," published by C. W. Bardeen.

This is a reprint of the article by Oscar Browning on "Education" in the ninth edition of the Encyclopædia Britannica, which has been arranged for use in the class-room by W. H. Payne, L.L. D. From Socrates to Matthew Arnold, the great educators are briefly discussed, and pictures of their faces and homes are plentifully scattered through the pages. In the back of the book there is an account of Comenius and his writings, and also notes suggesting further lines of investigation and the names of books of reference.

LITERARY NOTES.

THE Macmillan Company announces the publication at an early day of a supplementary volume to the Oxford Chaucer in all respects uniform with that edition of Chaucer's works in six volumes, 1894. Its title is, "Chaucerian and Other Pieces," edited from numerous manuscripts by the Rev. Walter W. Skeat, Litt. D.C.L., etc. This selection includes all the most important

among the numerous pieces in prose and verse, which have been appended to Chaucer's works in various editions, including those of Thynne, Stowe, Speght and Tyrwhitt. Nearly every piece reprinted now appears in an important form, and in several cases manuscripts not previously examined have been collated and have proved to be the best. It contains Thomas Usk's "Testament of Love," "Plowman's Tale," Jack Upland, Gower's "Praise of Peace," Thomas Hoccleve's "The Letter of Cupid," etc., and Scogan's "A Moral Balade."

Mr. William Gow, author of the important work on "Marine Insurance," published by The Macmillan Company, has accepted the appointment of manager to the New York office of the London Assurance Company, and will for the present make his residence in this city.

Teachers of Natural Science will find in Mrs. Wright's "Citizen Bird" a delightful book for young people, written especially for those who are making a beginning in the study of bird life. It will be fully illustrated with drawings from nature. Lovers of Mrs. Wright's larger and more technical work on birds will not need to be told of the interesting style of the new work, and for those who have not yet read "Birdcraft" the association of Dr. Elliott Coues' name with that of Mrs. Wright on the title page will speak for its accuracy and scientific value.

"Elementary Drawing: A Series of Practical Papers for Beginners," by Elizabeth Moore Hallowell, is the name of a work soon to be published by The Macmillan Company. The basis of the work was a series of papers origi-

nally printed in one of the art magazines, but so great was the value placed upon them and the interest shown in them, that it was soon seen to be desirable to give them the wider circulation possible only by their publication in book form. Any one who expects to take advantage of the coming holiday season to add to the treasures of his sketch book will find in this work many valuable hints and suggestions. Even where no such definite application of its hints is expected it will be found very interesting, and to school libraries, especially, a valuable acquisition.

A most interesting little volume is to be published by The Macmillan Company under the title "Burns and his Times as gathered from his Poems," by J. O. Mitchell, LL.D. The volume has grown out of a paper which appeared in the *Glasgow Herald*, about nine years ago on Burns' birthday. One passage after another is quoted, and these are

joined together with remarkable skill to show the aspect of the country made famous by Burns' pen; and many a topic is thus shrewdly illustrated until one closes the book with a sense of astonishment at the amount of information gathered in this way in regard to the food, drink and clothing, the church, the politics, recreations and superstitions of the various classes and masses for whom and about whom Burns wrote.

Another volume is announced by The Macmillan Company in the uniform series of the works of Friedrich Nietzsche. Two volumes have been published, as follows: Volume XI containing "The Case of Wagner," "The Twilight Idols," "Nietzsche contra Wagner," and Volume IX "Thus Spake Zarathustra." The new volume is entitled the "Genealogy of Morals," and is justly considered scarcely less remarkable than the author's great prose poem of Zarathustra.]

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