

THE NORMAL COLLEGE ECHO.

A COLLEGE JOURNAL DEVOTED TO EDUCATION.

VOL. VI.

ALBANY, N. Y., JUNE, 1897.

NO. I.

THE PARTING.

ALAS! the parting time has come,
When we must say good-bye;
And though we long to reach our home,
We, parting, heave a sigh.

Our school days here, O happy thought!
To us a golden treasure,
Although deep wrinkles on our brow have
brought,
Have been a source of pleasure.

We met within the Normal halls
As strangers on life's sea.
Now ties of friendship bind us all.
Henceforth we'll comrades be.

Yea! comrades, though our bark may be
On distant waters cast,
Or by the breakers driven to lee
We'll ne'er forget the past.

Full many weary days we've labored
With one intent in view,
Which often of despair has savored,
And called for vows anew.

'Twas then our comrades showed their
worth,
In actions kind and good,
And with their off'rings sallied forth
To aid whate'er they could.

The cords of friendship thus were woven
Around each tender heart,
And by their strength to us have proven
In life each has his part.

Be earnest, then, in all your deeds,
And strive to win renown.
'Tis action only that succeeds
And gains the starlit crown.

As ever onward you must press,
Or sink beneath the throng,
May virtue crown you with success,
Humanity be your song.

Then forward to the battle go
With pedagogic leaven,
That all the world of you may know,
And the class of '97.

THE VALUE OF A NORMAL COURSE FROM THE STANDPOINT OF A STUDENT.

TO the enthusiastic college graduate, fresh from ye four years of appreciative study, the inspiration of the college days not yet spent, all things seem possible, and teaching the simplest of all. The finer the teachers she herself has had, the less difficulty the idea of teaching presents to her mind; for teaching is a medium through which knowledge is gained, and the clearer it is, the less observed and the more prominent the object in view. Teaching seems to her to be the only opening which requires no special preparation, and a graduate of a college of high standing, if backed by a creditable record of scholarship, has little difficulty in securing a position as teacher.

If she is earnest and enthusiastic, if she thoroughly understands her subjects and keeps the end always in view, she will work out her methods for herself, but only as a result of experience, involving time, loss of nervous energy, and possible failure. A normal course saves much of this, and, what is of far greater moment, it serves as a test of aptitude for the work, thus sifting out many who would otherwise have mistaken their calling.

It seems strange that special training, preparatory to teaching, has not been made more largely a matter of requirement in the past. When it is considered what an influence a teacher has on the mental and moral development of those under her guidance, and the number of teachers who, though not wholly unsuccessful, fall short of the realization of the possibilities of their profession, and blunt the edge of their opportunity through lack of appreciation of their responsibilities, teachers who substitute for the acquirement of mental power and usable knowledge an "examination education," one feels that the progress in the right direction is all too slow.

Certain it is, however, that the value of normal work is receiving growing recognition. One occasionally meets those who assert that the course is of no practical value; that the methods are rarely introduced into schools, and that it is a waste of time to take them, when one might better be teaching. This view simply results from a lack of understanding of the plan of work. To the student to whom the acquirement of knowledge has been the principal aim of education, it is quite a revelation to find that the method work in all subjects is based on the principle expressed by James Russell Lowell, when he says: "It matters less what a man learns than how he learns it."

The would-be teacher has, up to this time, been continuously acquiring knowledge; now she is called upon to give it out in the way best calculated to develop the greatest amount of intellectual power on the part of the pupil. It is not sufficient to teach as she has been taught, trac-

ing effects from causes, examples from rules, the causes must be developed from the effects, the rules from the examples, and while the development of mental power is made the most prominent aim — and it is held that four-fifths of what is learned will in all probability be forgotten — it is required that the subject be so taught that the one-fifth that is retained shall be the essential knowledge in usable form.

What an opportunity the course affords is realized by the student just as soon as she gets the idea of education viewed from a psychological standpoint, and understands what development work is; why it should be psychological rather than logical, the method of procedure being from the known to the unknown, beginning with that material which is richest in power of association, be it simple or complex, and leading from that up to the new material by a relating process.

Surely the advantages derived from the theoretical work are sufficient to make the course decidedly worth while, but the greatest benefit — that which results from the practical application of the theory — remains to be considered. One may go to summer schools for lecture courses on methods, and thus become familiar with the right principles of teaching, but of what value is theory without practice? In the normal schools and colleges the practical keeps pace with the theoretical, and as the methods of teaching the different subjects are developed by the students, under the guidance of method teachers, they are put to the test, at first, in trial lessons, and later in real teaching in the high school and grammar grades. It is a

severe test, and is met with definite and helpful criticism. The difficulties in teaching a subject are made evident, and the means of overcoming them devised. Such experience cannot fail to gauge one's powers and determine clearly one's aptitude or in-aptitude for the work.

The normal graduate, having successfully completed the course, has confidence in her own ability to teach almost any subject according to a plan based on the fundamental principles of education. The introduction of her methods may be limited at first, but if she is enthusiastic, always on the alert, and works from the vantage-ground of one who knows, she will undoubtedly, sooner or later, be left free to conform the work to her ideals. One who has chosen teaching as her life-work can well afford to spare one, or even two, years for this kind of preparation. The time thus spent opens to her a better chance of success in the already overcrowded field, and, thoroughly equipped as she is, wherever she teaches she will be a power in the progress of education toward the realization of its highest possibilities. WELLESLEY, '94.

WE were seated in the hammock
 On a balmy night in June,
 When the world was hushed in slumber
 'Neath the guidance of the moon.

I had asked one little question,
 And my heart was filled with hope :
 But the answer never reached me,
 For her sister cut the rope.

ENGLISH IN OUR SCHOOLS.

PERHAPS no branch of the school curriculum has been recently the object of as much discussion among the educators of the State as that of English, especially since the Regents' examinations of the past January. It certainly is a worthy subject, and, more than that, one of the utmost importance. Until within a comparatively short time our mother tongue has been put too much to one side, foreign languages allowed to usurp its place, and pupils to pore over French and German before they could either speak or write our own language correctly, or had the least appreciation of the riches of our literature. I do not mean to convey the impression that I am opposed to the study of foreign languages; no, but I do mean that, in the majority of such cases as referred to above, the pupil's chief object is the pleasure of hearing himself or herself say, "I am studying German," or "French," when he can learn almost nothing of the structure of the language, and gain no mental discipline, simply because he knows nothing of his own, or any other language, on which to base it.

In all things a definite aim or purpose is necessary for the production of the best results; hence the first thing to be considered is the purpose of English study. The statement has often been made that we study English or grammar "in order to speak and write correctly." That is an erroneous idea. Children do not learn to speak correctly by rule; it is a matter of habit and imitation. A pupil may have an excellent understanding of English, be able to analyze the most complicated sentence, and give

the syntax of every word, and yet use very poor language himself, because he was brought up among those not speaking correctly. I have in mind now a girl in our school who illustrates this well. Only a few mornings ago I called her attention to some incorrect expression, and she said: "I know better, if I only stopped to think, but I am so used to saying these things that they are out before I know it." That is the point; by constantly hearing these expressions they have so grown upon her that, in order to speak as she should, she would have to stop and think about it. However, I do not mean that in this respect a pupil's training is absolutely valueless. He may be benefited in this way: If he be really desirous of cultivating a correct speech, his knowledge of structural grammar furnishes him a standard by which to correct his own errors; and by keeping a constant watch upon himself he may in time overcome the influences of the street, the playmates, or, more often, of the home itself.

This matter belongs entirely to English composition. That is the subject whose object should be, by constant drill and kindly criticism, to cultivate in the pupils the habit of speaking and writing correctly. But this we will consider farther on, passing now to that which is the primary object of the study of English, *i. e.*, what is known in our schools as elementary and advanced English.

In this it is the same as in general; our object is not the acquisition of so many facts and principles, but mental development. This being our object in all education, it is no less so in language than in other sciences, for lan-

guage is a science. It has been said that "by the analysis of language you introduce the young intellect to the analysis of its own thinking. A boy who is intelligently analyzing language is analyzing the processes of thought, and is a logician without knowing it. And this is the reason why the study of language has always been regarded as the best preparation for the logician and philosopher. Hence, too, it is the best preparation for the study of all or of any of the sciences." Contrary to the opinion of many, the discipline of English is more severe than that of the scholarly Latin and Greek, with their proverbial science and accuracy. In these languages the variety in *form* aids, to a great extent, in recognizing the function of the word in the sentence; hence not requiring, on the part of the reader, that thought which the English sentence would necessitate, from the mere fact that in this the pupil is obliged to find the meaning of the sentence from the order of the words, and by logical insight, with little or no aid from the form of the words. In the latter the pupil's reasoning power is constantly called into play, and other mental faculties developed as well.

To continue for a moment the comparison of Latin and English, I have found from experience that many of my pupils will recognize a Latin construction in half the time that they would require for the same in English. For this reason I advocate emphatically the beginning of Latin study by young pupils, even before or in connection with advanced English work. How much more quickly do they recognize an absolute phrase in

English, having become familiar with the ablative absolutes of Latin! In subordinate clauses, also, it is a very great help, and in many other constructions which might be mentioned.

Methinks that one fault of our English teaching is that sufficient stress is not laid upon the subject of subordinate clauses, with their subdivisions and uses. Why should we not be as thorough with these in English as in other languages? Many pupils, who can parse nouns and verbs well, seem perfectly at sea when asked to give syntax of subordinate clauses. Let the drill be, not on detached sentences from grammars and language books, but from connected reading. In this way the pupil may see the application of the rules, and appreciate the correlation of technical grammar and literature. The special topic assigned by the Regents furnishes us a piece of the best literature as a basis for all our English work, if we are willing to use it as such. Let that be the subject for analysis. At times it may seem too difficult — some portions of "Marmion," for instance — but if led up to by steps, so much the greater benefit to the pupil, having once mastered it.

In the writing of reproductions and essays from the special topic, the opportunity is given for cultivating the correct use of language; in fact, in that work such should be our object. Here the pupil has a correct pattern in the piece of literature itself. But on this very account an objectionable tendency also appears; that is that the pupils, instead of having a style of their own, all acquire more or less of the author's. This might be avoided by having a variety of short topics of

different authors, instead of one lengthy poem or prose work.

Turning now from English as a *science*, we will consider it as an *art*, in speaking and writing. Language teaching in this sense cannot be begun too early. It is begun, even involuntarily, in babyhood in the home, and in the schools in the very lowest grades. Let every lesson be a language lesson, and allow only correct forms to be placed before the pupils. In many localities, especially in our cities, children come from homes where they never hear language spoken with any degree of correctness. Is it strange, then, that they do likewise? While few teachers can entirely counteract these outside influences, it does lie within the ability of one whose influence is felt among her pupils to do a great deal by the power of example, both by correct speaking herself and by encouraging the children to read the best books. It is a noticeable fact that in English composition work those who have read the most have far more extensive vocabularies and greater variety of expression than those whose reading has not been so extensive. By requiring the pupils to write narratives, descriptions, abstracts, and various forms of composition exercises, they are obliged to use their creative faculties as well as imitative, and therefore acquire a style of their own, showing their originality and natural ability. These exercises should be carefully criticized, not only by the teacher, but also by the pupils. It being much more easy to detect faults in others than in ourselves, if these are read aloud in class, and pupils permitted to criticize each other, they become more

on the alert, grow to recognize errors very quickly, and so use greater care in avoiding them themselves. While the pupils' corrections will usually be on the wrong words or expressions, the teacher may supplement by suggesting different and better ones in place of those which may be correct for variety and enlarging of the pupil's vocabulary. In this work, also, the special topic is used advantageously.

A so-called "course in English" in our schools to-day is not complete until the pupil has some knowledge of the literature of the two nations, England and America, not the *history* of the literature, but the literature itself. It is in this respect that the Regents have made a great improvement in their examinations of this year. Heretofore a student could pass an examination in English or American literature, having read almost nothing; now it is necessary for him to make a study of *works*, not merely biographies. This is what it should have been long since, but good things come slowly. How much more interesting is it to the pupil, not to mention the benefit, to read some of our most beautiful poetical productions, and enjoy our standard prose works, than to learn the lives of writers day after day, only to forget them in a short time, having none of the author's thoughts to leave any impression upon the mind. To be sure, there are many works, those of Emerson, for example, which are too philosophical for the average high school pupil to grasp, but there are also many whose merit they can appreciate, although not to that fine degree of a professional critic. What boy or girl is there to whom "Evangeline"

does not appeal as beautiful, both in style and theme! The high ideals of life held up in our best novels, the lofty sentiments and noble thoughts of our poetry, and the music of their expression — all tend toward an appreciation of the beautiful and the formation of a noble character.

How much there lies in the English language alone! What opportunity for mental growth in its analysis, correct speaking and writing in its composition, sources of pleasure and foundation stones of character in its literature! Realizing our wealth of material, it is for us as teachers to give to the pupils in our charge our best efforts, endeavoring to make our English instruction all that it should be, mentally and morally.

HELMA S. CURTISS, '94.

[Read at Chenango County Teachers' Association, Greene, N. Y., May 8th, 1897.]

THE COLOR LINE.

HER eye was large and luminous,

Her tresses dark as night,

Her skin, I think, you'd call brunette—

I loved her? No, not quite.

Her teeth were perfect, every one

A pearl of purest white,

And faultless was this maiden's shape—

I loved her? No, not quite.

Her lips were full and rosy,

Her step, graceful and light;

Perhaps you would have loved her—

I loved her? No, not quite.

She had one imperfection—

The Color's Line's in sight;

I didn't love dear Becky; 'cause

Dear Becky wasn't white.

THE OLD ORCHARD.

A LITTLE square-hedged garden plot,
Where phlox and lilacs grow,
And lavender for linen chests
Of years and years ago.

And just beyond the wicket gate
An orchard, whose old trees
Shade long-deserted dove-cots,
And hives for honey bees.

The old dead limbs of apple trees
Creak in the wind and sway;
The harvests fall in the long grass
Unheeded, and decay.

But nature loves the dear old spot,
And hoards her treasures here —
Brown stalks of withered mullein plants,
And birds' nests built last year.

My memories, too, are treasured here,
But through the yellow grass
Our parting hands drew a magic line
I have not strength to pass.

There in the dusk a dainty form
Of a past age I see;
But I, grown old, cannot cross o'er —
It is too dear to me.

EDITH STOW.

EXHIBIT OF WORK IN THE INTER-MEDIATE DEPARTMENT.

A GREAT treat was given by the pupils of the Intermediate Department on Tuesday, June 15, when an exhibit was made of their semi-yearly work. The work was tastefully arranged in the model chapel, where the parents of the pupils and friends interested could view the work at their leisure.

The work was a great credit to the pupils, as no extra effort was made, just the every-day work being exhibited. Special mention is to be made of the color work which has been introduced into the department in connection with science. The pupils were greatly interested in this work, and it has proved so beneficial to the pupils and has been such a success that we, as teachers, in taking up the work of teaching elsewhere

will do well to copy Prof. White's plan in this respect.

The display of geography work was made very attractive by maps of various kinds. The putty maps showed that the pupils had spent much time and labor and all are worthy of commendation.

The penmanship throughout showed neatness, and the thought embodied in all the reproductions was expressed in simple, but in good, and many cases excellent, language.

The work showed that the methods employed inspired the pupils to do their best work, and they become so interested that "they rise and betime come to it with delight."

Reproductions of stories, also descriptions of pictures, plants and animals were very fine and profusely illustrated by drawings.

Creditable reproductions of biography and well known quotations, written from memory, were noted among the work.

Those who have had charge of this work are to be congratulated on their success.

PRIMARY DEPARTMENT EXHIBIT.

ON Tuesday afternoon, June 15, the work done by the pupils of the Primary Department during the past term was displayed in the primary chapel, the students of the college and the parents of the children being invited to inspect it.

The drawings were for the most part from nature. The work in color attracted much attention, and showed ability on the part of all the pupils, especially in the representations of leaves, fruits and stems.

The language work in all grades

consisted of practical exercises in the use of English, including letter writing, descriptions of objects, pictures, and events; reproductions of stories, observations and quotations.

The penmanship in first and second grade was exceedingly good.

From the third grade we noticed the story of Persephone, from the fourth, The Pomegranate Seed, and from the fifth, The Adventures of Ulysses, all reproduced in story form.

The science work of the first and second grades has been of an informal character, with a view of making the children observant of things about them. Great interest has been manifested as shown by the work of each class in this subject. The third and fourth grades have done work of a more scientific character, special work having been done on fish and the stems of plants.

The amount of work covered by the different grades in number was surprising, considering the short time given each subject. While the papers by the second grade, illustrating fractions by divisions of colored circles, were very noticeable.

The part that attracted the most attention in geography work was the fine maps of the park made from observation, and also the sand maps of Albany county. The maps of the county, state and United States were very neatly done, showing that much time had been spent on them.

One pleasing feature was the card showing the correlation idea as worked out by Miss Hyde. The subject was the strawberry, and a day's programme was illustrated and explained, showing the work done in reading, language, writing, number drawing and spelling.

Miss Pierce, Principal of the Primary Department, and those having this work in charge, are to be congratulated on the success of their efforts.

MODEL DEPARTMENT PROGRAM.

Music—The Sky Lark.....*Frederick Peel.*

Reading—How Salvator Won.....

Irma B. St. John.

Music—(a) Every Night.....*Myles Foster.*

(b) To a Daisy...*William G. Dietrich.*

Reading—The Oyster and its Claimants,

Dean Sage Patton.

Piano Solo—Dinorah.....*Belle E. Davison.*

Reading—The Spinning Wheel Song....

Blanche E. DeForest.

Music—(a) There were Four Lilies.....

Battison Haynes.

(b) The Month of June.....

C. P. Morrison.

Exercise—The Fairyland of Flowers...

Primary Department.

Music—(a) Charms in Nature.....

C. P. Morrison.

(b) Down the Hill.....*J. F.*

Presentation of Certificates of Promotion,

Fifth Grade.

Mandolin Trio.....

Mary A. Birchall, George H. Birchall, Jr.,

Samuel C. Wooster, Jr.

Presentation of Diplomas.....

Ninth Grade.

Music—Parting Song.....*J. D. Bartley.*

The Fairyland of Flowers :—

Prince Sunshine.....*Shubel Kelly.*

Dame Nature.....*Mary Mattimore.*

Flowers:—

Bluebell.....*Josephine Bonney.*

Daffodil.....*Eleanor Danaher.*

Dandelion.....*Bessie Murray.*

Daisy.....*Beatrice Merchant.*

Buttercup.....*Helen Pratt.*

Violet.....*Dorothy Pease.*

Butterflies :—

Florence Wooster. *Florence Blocksidge.*

Rita Holahan. *Marguerite Brumaghim.*

Clara Springsteed. *Helen James.*

Ruth Fuller. *Gertrude Valentine.*

Sunbeams :—

Maude Giles. *Louisa A. Wood.*

Mary Danaher. *Ruth Podmore.*

Bessie Hawkins. *Adelaide Bauer.*

Raindrops :—

Thomas Bullock. *Stowell Wooster.*

Charlie Skinner. *Reuben Sleicher.*

James W. Cox, Jr. *Malcolm Bonney.*

DELTA OMEGA RECEPTION.

THE Delta Omega Society gave a very delightful reception to their friends Tuesday evening, June 15th. The guests were conducted by the marshals, who met them in the hall, to the Receiving Committee, which consisted of the President and Vice-President, Miss Selden and Miss Montfort; the incoming President and Vice-President, Miss Millard and Miss Palmer, and the honorary members, Miss Husted, Miss Hyde and Miss Paynter, who most cordially welcomed them in the name of the society. The rooms were beautifully decorated by Whittle Bros. with choice palms and ferns, while yellow and white daisies, representing the society colors, were everywhere in profusion. The music, which added greatly to the pleasure of the evening, was furnished by Wentworth's orchestra. The girls of the society, in their light summer dresses, served refreshments from prettily decorated tables. Among the guests were the members of the Faculty and many of Albany's most delightful people.

Harold Cornelius Gibb.
Lillian Elizabeth Griffith.
Chester Arthur Hemstreet.
Ella Amsdell Holmes.
Claude A. Jagger.
George M. Jones.
Anna M. Kevlin.
Annie Elizabeth Leitch.
Jessie Mary Lineman.
Jane Marsh Mason.
Pauline Agnes McCann.
Daniel Manning McKenna.
Cornelius P. O'Leary.
David R. Onderdonk.
Edna Belle Palmer.
Sadie L. Radloff.
Harlen S. Robinson.
William B. Rockefeller.
Louis Simon.
Albert Merriman Skinner.
Ethel Belmont Statia.
William A. Stephens.
Irma Belle St. John.
Anna B. Stoneman.
Grace E. Stowell.
Anna Hewitt Swart.
Mary Castle Swart.
Grace Mae Swartwout.
Jennie May Walter.
Bessie C. Wilbur.
Thirza E. Wilkins.

GRADUATES—GRAMMAR DEPARTMENT.

Helen B. Ames.
Rachel Eleanor Archer.
Jewett Milton Brown.
John Brown.
Benjamin C. Bullock.
Theresa Veronica Cassily.
Ida May Cleveland.
James N. Daley.
Belle Emeline Davison.
Blanche E. DeForest.
Lulu A. Diefendorf.
James S. Fasoldt.
Julia E. Frinks.

GRADUATES—PRIMARY DEPARTMENT.

Anna Bassett.
Malcolm Bonney.
Wheeler Brown.
Thomas Bullock.
Sanford Carhart.
Arthur Chapin.
Alfred Christiansen.
James W. Cox, Jr.
Mary B. Danaher.
Lyman Emrick.
Bessie Hawkins.
Rita Holahan.
Mary Mattimore.
Lloyd Robinson.
Reuben Sleicher.
Clara Springstead.
Louisa Wood.
Stowell Wooster.

The Normal College Echo.

Published Monthly by the Students,

Terms.—\$1.00 per annum, in advance; \$1.25 when not paid by January 1st; single copies 15 cents.

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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.

Address matter designed for publication to the Editor-in-chief, business communications to the Business Manager, NORMAL COLLEGE ECHO, College Building, Albany, N. Y.

WEED-PARSONS PRINTING CO., - PRINTERS.

EDITORIALS

A PLEASANT vacation to every reader of the ECHO.

Write something for the ECHO during the summer vacation.

Do not forget to subscribe for the ECHO after you graduate.

All subscribers will confer a favor on the manager of the ECHO if they will see that their subscription is paid to date.

FAREWELL.

WITH the current issue of the ECHO the present Board retires. As we pen these words our heart beats just a little faster, for we are parting active companionship with an old friend. Still we do so cheerfully, for we know we leave the paper in more competent hands, and we feel assured of its future.

As we look back over the year we are reminded of many things we regret, of many particulars in which the ECHO might have been improved. But our readers are all familiar with the arduous labors of a student here. They know that for the ECHO the pillow has been deserted, that many a social hour has been denied us, that many a recitation has been neglected.

We wish to thank our readers for the leniency they have shown us, for the liberal support they have given us. We urge you to continue this loyalty in the future and join the new Board in making the ECHO a worthy representative of our College.

THERE are two periods in our College life that we shall never forget. When we break forth from the home circle and enter the College doors, and stand among scores of strangers, our eye perhaps not lighting upon one familiar face. Again, when after years of tenderly nurtured friendship, years of dearest fellowship, we stand again with the doors of the world thrown wide open, and we extend the hand and say the sad, sweet good-bye.

These good-bye moments are supreme moments in our lives, moments at which our hearts throb and thrill, moments around which memory most

fondly lingers. What a cold, miserable life he lives whose heart at such moments does not quicken its throb, whose eye does not moisten!

“Go watch the foremost ranks in danger’s dark career,
Be sure the hand most daring there has wiped away a tear.”

Such moments strengthen us for the sterner duties of life, draw out the softer, nobler sentiments of our lives.

THE first of a three-fold duty that rests on a student is to himself. It implies that he should be manly in principle, careful in act, and earnest in right purpose. The second requires strict honesty with those who are making heroic self-sacrifices that their children may receive the honors of a college education. The third is a duty to the college. It is not less imperative than the other two, and means that the student shall be an honor to his Alma Mater, carrying from her walls the elements of intelligent citizenship and a high appreciation of the service she has rendered him. They that make an effort to fulfil this three-fold duty, and are students without compulsion, is proof that they have noble purposes and ambitions — perhaps beyond what they will fully realize, but their energies are directed along right lines, and surely sometime their patient continuance in the line of their purpose will bring its reward. Generally our sentiments are good. But the practice of most men is so different from their ideals, and the warping force of custom is so persistent and insistent, that it is hard to live according to our best sentiments. We go as we are led, and drift with the current of the world’s practices. We

are rafts without rudders — not steamers, with will and purpose as captain and pilot.

AT last the Phi Delta Fraternity has adopted a pin, and they wish to see as many of the members as possible wearing them. The design is a combination of the two Greek letters. The Delta has nine pearl and nine garnet settings. Some of the emblems of the Fraternity are engraved on the pin, which is 14-karat gold and of good weight. Any member wishing further particulars may address E. S. Martin, Gorham, N. Y., or C. W. Armstrong, Port Byron, N. Y., who have been appointed to have charge of that matter. The price of the pin is \$4.05.

THE next issue of the ECHO will be after the reopening of the school in September. The first paper of the term is always the most difficult to get out, it is so hard to collect material. It seems to us as if some of the students might assist by writing up some incident of their vacation, some phenomenon of nature which they had observed or something of the kind, and have it prepared to hand in when school opens. It would be of the greatest assistance to the editors, and not compel the students to wait until the first of October for the September number.

THE trustees of Griswold College, Davenport, Ia., at their convention meeting, May 26, conferred the degree of LL. D. on Prof. Leonard Woods Richardson, M. A. (and “Optimus,” Trinity).

GRADUATES, JUNE 18, 1897.

COLLEGIATE COURSE.

Arthur Lisle Cardus, A. B., Batavia, Genesee Co.
 Virginia Jemima Corbin, B. S., Oxford, Chenango Co.
 Royal Lee Cottrell, A. B., Brooklyn, Kings Co.
 Charles Scott Deming, A. B., Malden, Ulster Co.
 Charles Stuart Gager, A. B., Greene, Chenango Co.
 George Gorham Groat, A. B., Gloversville, Fulton Co.
 Clara Maria Harnish, B. L., Honeoye Falls, Monroe Co.
 Harlow McMillen, A. B., Seneca Falls, Seneca Co.

CLASSICAL COURSE.

Alice Ida Adams, Watertown, Jefferson Co.
 George Plass Allen, Stuyvesant, Columbia Co.
 Julia Theresa Ast, Albany, Albany Co.
 Isabelle S. Barrett, Canajoharie, Montgomery Co.
 Ottilia Margaret Beha, Constableville, Lewis Co.
 Amanda Watkins Bibb, Florence, Ala.
 Mary Agnes Buttles, Brandon, Vt.
 Leon John Cook, Middlefield, Otsego Co.
 Jennie Adams Delin, Warren, Ohio.
 Lewis Matthew Dougan, Middle Granville, Washington Co.
 Mary Margaret Fitzsimons, Pd. B., Utica, Oneida Co.
 Florence S. Foote, Catskill, Greene Co.
 Cornelia Esther Gaylor, Fort Plain, Montgomery Co.
 Eugenie N. Hintermeister, Chittenango, Madison Co.
 Alice M. Jones, Clinton Heights, Rensselaer Co.
 Jennie E. Lee, Watervliet, Albany Co.
 Alice Jean Lynch, Canajoharie, Montgomery Co.
 Clara Ellen McClintock, Mt. Vernon, Westchester Co.
 Charles T. McFarlane, Ypsilanti, Mich.
 Lila Pickens, Newburgh, Orange Co.
 Clara Meade Porter, Niagara Falls, Niagara Co.
 M. Eva Pratt, Gates, Monroe Co.
 George S. Rosecrans, Union Springs, Cayuga Co.
 Edith E. Sherwood, Newark Valley, Tioga Co.
 George B. Sime, Brockport, Monroe Co.
 Wilbur B. Sprague, Moriah Centre, Essex Co.
 Edith Stow, Clyde, Wayne Co.
 Margaret Parker Sullivan, Nyack, Rockland Co.
 John V. Swartwout, Bellona, Yates Co.
 Gertrude May Walker, Palmyra, Wayne Co.

ENGLISH COURSE.

Frances Beach, Newburgh, Orange Co.
 Elizabeth Bergen, Fonda, Montgomery Co.
 Kittie Estelle Bradshaw, Wolcott, Wayne Co.
 Katharine Gertrude Breen, Poughkeepsie, Dutchess Co.
 Agnes Rose Browne, Albany, Albany Co.
 Josephine L. Burlingham, Cooperstown, Otsego Co.
 Sara V. Cain, Flushing, Queens Co.
 Anna Clark, Albany, Albany Co.
 Lillian Maria Cook, Greenport, Suffolk Co.
 Mina Nevins Cook, Greenport, Suffolk Co.
 Amy S. Cox, Troy, Rensselaer Co.
 Mary E. Desmond, Port Chester, Westchester Co.
 Vera Devoe, Selkirk, Albany Co.
 Anna M. Duross, Oneida Castle, Oneida Co.
 Jane A. English, Cambridge, Washington Co.
 Bertha Leonia Farley, Forestport, Oneida Co.
 Annie M. Fitzpatrick, Flushing, Queens Co.
 Mary E. Gagen, Amsterdam, Montgomery Co.
 Emma Louise George, Albia, Iowa.
 Irene L. Gregory, Salem, Washington Co.
 Mabel E. Harris, Cohoes, Albany Co.
 Amy Beatrice Horne, Skaneateles, Onondaga Co.
 Fanny Bartlett Huntley, Amsterdam, Montgomery Co.
 Clara D. Jones, Watervliet, Albany Co.
 Margaret Agnes Kelly, Newburgh, Orange Co.
 Ruth Craig McBurney, Albany, Albany Co.
 Lucia Miller, Albany, Albany Co.
 Helen Gertrude Montfort, Newburgh, Orange Co.
 Mary Amelia Moore, Port Henry, Essex Co.
 Anna A. Morey, Troy, Rensselaer Co.
 Jennie H. Moss, Newburgh, Orange Co.
 Florence Snyder Nelson, Middleburgh, Schoharie Co.
 Eleanor Gaylord Nichols, Albany, Albany Co.
 Mary E. Nichols, Albany, Albany Co.
 Elmira Oakley, Huntington, Suffolk Co.
 Mildred Van Wie Patterson, Van Wie's Point, Albany Co.
 Josephine Perkins, Amsterdam, Montgomery Co.
 Kathleen Rose Pierce, Oneida, Madison Co.
 Lunetta Mae Platt, Rome, Oneida Co.
 Mary Adaline Quinn, Watertown, Jefferson Co.
 M. Jeanette Robertson, Albion, Orleans Co.
 Elizabeth Marion Seaton, New Brighton, Richmond Co.

- Elizabeth Lawson Senior, Newburgh, Orange Co.
- Myra Kirby Smith, Nichols, Tioga Co.
- Henry Whitbeck Van Allen, Niverville, Columbia Co.
- Grace Pearl Van Schaack, Coxsackie, Greene Co.
- Etta May Veeder, Fonda, Montgomery Co.
- Florence Vander Veer Williams, Albany, Albany Co.
- Zinnia P. Wood, Herkimer, Herkimer Co.

SPECIAL COURSE.

- Edna Harriett Ash, Clockville, Madison Co.
- Emeline Austin, Ridgebury, Orange Co.
- E. Gertrude Bishop, Newark Valley, Tioga Co.
- Helena A. Bishop, Newark Valley, Tioga Co.
- Susan Maria Cutter, Amherst, Mass.
- Anna Elizabeth Hazelton, Elmira, Chemung Co.
- Laura E. McDowell, Penn Yan, Yates Co.
- John J. O'Shaughnessey, Ephratah, Fulton Co.
- Edna Jennie Smith, Carmel, Putnam Co.
- Lilian Olive Sprague, Montour Falls, Schuyler Co.
- Charlotte Elizabeth Bancroft, Albany, Albany Co.
- Effie R. Buck Dodds, Albany, Albany Co.
- Julia Agnes Maxwell, Troy, Rensselaer Co.
- Harriet Agnes Morey, Watervliet, Albany Co.
- Elizabeth Selden, Albany, Albany Co.

CLASS-DAY EXERCISES.

Class motto: "AB POSSE AD ESSE."

June 17, 3 P. M., Normal College Chapel.

Programme.

- 1. Overture Orchestra
- 2. President's address.....
George G. Groat
- 3. Class History.....
Mary M. Fitzsimons
- 4. Class Poem.....Edith Stow
- 5. Quartette Selected
Messrs. Allen, Sprague, Gager
and Cook.
- 6. Essay.....M. Eva Pratt
- 7. Statistics.....Jennie A. Delin
- 8. Music Orchestra
- 9. Prophecy.....M. Agnes Kelly
- 10. Quartette Selected
- 11. Oration....George S. Rosecrants
- 12. Class Song.....Mary A. Buttles

- 13. Presentation Oration.....
Henry W. Van Allen
- 14. Music Orchestra

CLASS SONG.

TIME has rung the varied changes,
The parting day is here;
But the class of '97
In memory we'll hold dear.

Chorus —

In memory we'll hold dear
Tho' wandering far or near,
And the class of '97
In memory we'll hold dear.

We have fought our little battles,
Have waged our friendly strife,
And the time has come for action
In the larger field of life.

Chorus —

The larger field of life
Is swiftly drawing near,
But the class of '97
In memory we'll hold dear.

We have met in pleasant places,
We part perhaps for aye;
But success to all our class-mates,
Before we say good-bye.

Chorus —

Before we say good-bye,
We speak a word of cheer
For the class of '97
In memory we'll hold dear.

May our walks in life be joyous,
And crowned with peace at last;
As in memory, looking backward,
We view the happy past.

Chorus —

We view the happy past,
Of fruitful days spent here;
And the class of '97
In memory we'll hold dear.

'97 CLASS OFFICERS.

- President....George G. Groat, A. B.
- Vice-President.....Florence Foote
- Secretary.....Katharine G. Breen
- Treasurer...Arthur L. Cardus, A. B.

EXECUTIVE COMMITTEE.

- Emma L. George, Jennie A. Delin,
Elizabeth L. Senior.

S. N. C. ECHOES.

MISS SEATON, '97, spent June 5th
at her home on Staten Island.

'97 — Misses Eckerly, Montfort,
Pickens and Senior, all spent Memorial Day at home, in Newburg.

Miss Annie M. Fitzpatrick, '97, enjoyed May 31 at home, Flushing, L. I.

Miss Pierce, '97, who finished in February, has returned for commencement.

The afternoon of June 4, at 1:15, the class of '97 received word that Dr. Milne wished them to proceed in a body to the park. Pictures? Yes. Mr. W. W. Byington took several views of the class, which have turned out exceedingly well.

After Mr. Byington had finished, Mr. Groat took the opportunity to call the class to order for a business meeting, at which the affairs of the class were quickly acted upon and disposed of.

Miss Elizabeth N. Root, who was a student here in '93, was married June 1 to Rev. Henry W. Luce, at Palmyra. Mr. and Mrs. Luce sail in September for Lung Chow, China, where they will be engaged in missionary work.

The trustees of the Normal College have purchased the property south of the College, the front of which is occupied by Mr. William E. Morris, and we understand they are already making preparations for building.

PROGRAMME COMMENCEMENT WEEK.

June 15, 3 P. M. — Exhibition of work, Grammar and Primary Schools.

June 15, 8 P. M. — Reception, Delta Omega Society.

June 16, 10 A. M. — Closing exercises, Grammar and Primary Schools, in the College Chapel.

June 16, 3 P. M. — Closing exercises, High School, in the College Chapel.

June 16, 8 P. M. — Anniversary exercises, Quintilian Society.

June 17, 3 P. M. — Class Day exercises, Class '97.

June 17, 8 P. M. — Literary exercises, Alumni Association.

June 18, 10 A. M. — Business meeting, Alumni Association.

June 18, 12 M. — Class reunions.

June 18, 3 P. M. — Commencement exercises, Harmanus Bleeker Hall.

June 18, 8:30 P. M. — Alumni banquet and reception, Hotel Kenmore.

PHI DELTA.

FRIDAY evening, June 11, the members of Phi Delta listened to farewell addresses from the brothers who graduate, after which they adjourned and retreated to various places where they might replenish the air spent in Fraternity meeting with that cool and effervescent drink, known as ice-cream soda. After each had drunk to his heart's content, we separated, perhaps never to meet again in such a body and under such circumstances, but though we do not, we wish the graduating members success in their future work, and hope that they will be as earnest and attentive to their future work as they have been to Phi Delta.

At a recent meeting of the Normal Prayer Meeting Association, the following officers were elected for the ensuing term:

President.....Edwin F. Green
 Vice-President....Laura Hasbrouck
 Secretary.....Laura P. Stafford
 Treasurer.....Neva E. Suits
 Pianist.....Laura Hasbrouck
 Precentor.....M. Estelle Punnett

BASE BALL.

SINCE our last issue our ball team has played two games, and, sad to relate, lost both of them.

Monday, May 31st, donning for the first time the new uniforms, the team went to McKownsville to cross bats with the famous Witbecks of that place. At first it looked as if our boys would be successful, but in the eighth inning our opponents bunched their hits, and won out by a score of 10 to 6. Our boys speak well of the

treatment accorded them, and are planning another game with the same team before the close of the school year.

On Saturday, June 5th, accompanied by a merry band of lads and lassies, our team boarded the steamer bound for Castleton, where they were scheduled to play the *so-called* Hustlers of that place. Smarting over the memory of a recent defeat by this same team, our boys went on to the field of battle with a firm determination to come off as victors. In this case, as in all others, the best-laid plans often fail to materialize, and the enemy, assisted by the umpire, were victorious by a final score of 7 to 5.

Our boys were treated with the greatest contempt from the beginning to the end, and the Hustler's "CAPTAIN," backed by the home spectators, was not sparing of his kicks and flagrant insults.

They refused to allow our umpire, who was as square and fair as could be, to remain in the game, desiring, as it looked afterwards, to have everything their own way.

We have this to say for our boys, that in every game they have acted like gentlemen, and from the first practice have showed a marked improvement in their work. They say that "a bad beginning makes a good ending," and we hope that such is true in this case. We bespeak for our ball team, and for athletics in general, a more successful and prosperous season during the coming school year.

THE graduating class of the Model School numbers forty-four pupils this year. Their names will be found on another page.

ETA PHI.

ON Saturday afternoon, June 5th, the members of the Eta Phi Fraternity were given a tea at the home of Miss Alice Eaton, on Madison avenue. Nearly all of the members were present, and report a very enjoyable time.

On Monday evening of commencement week the annual Eta Phi banquet was given to the members of that fraternity. Several out-of-town members were present. Miss Grace Cook presided as toast-mistress, and proposed the toasts, which were responded to as follows:

"Our Alumni".....Miss De Witt
 "Our Successors".....Miss Horne
 "Our Future Prosperity".....
 Miss Stafford
 "Our Society".....Miss Bennett
 "Our Brothers".....Miss Beha
 "Our Profession".....Miss Cutter
 "Our Sister Sorority".....Miss Lander
 "Our PUNCHES".....Miss Telfer
 "Our College".....Miss Eaton
 "Our Efforts".....Miss Pratt

HIGH SCHOOL.

THE graduating exercises of the High School Department occurred on Wednesday afternoon, June 16. The following programme was carried out:

Music — Chorus, "In Praise of Music"....German Students' Song
 Essay — "The Public School as an Agent in Civilization"....
 J. Archie Thompson
 Recitation — "The True Ballad of the King's Singer".....
 Mary Pauline Kelley
 Music — "Boating Song".....Stevenson
 Essay — "Our Work".....
 Anna M. Bussing
 Music — Part Songs:
 (a) Serenade.....Beschnitt
 (b) When Life Is Brightest.....Pinsuti

Sopranos — Misses Blakeman, Crawford, Farrel, Fitch, Porter, Miller, Snyder, Wynkoop.
 Altos — Misses Adams, Cornwell, Littell, Podmore.
 Recitation — “King Robert of Sicily” Charlotte Du Bois
 Essay — “Co-Education” Frances Anna Nalley
 Violin Solo — “Serenade Bendine” Gabriel-Marie Brink Rosecrans.
 Recitation — “Kull Deep in June” Lewis T. Hunt
 Music Orchestra
 Essay — “The Friendship of Books” Alida M. Van Slyke
 Presentation of Diplomas
 Address to the Graduates Dr. W. V. Jones
 Music — Chorus, “The Postillion”

The following are the names of the graduates:

CLASSICAL COURSE.

William J. Adams.
 Anna Francis Carroll.
 Maude Lulu Clark.
 Marie Rose Crawford.
 Charlotte Du Bois.
 Florence Graham Jones.
 Annie Clark Hunting.
 Margaret Augusta Lynch.
 Ruth Kemper.
 Marion MacNiel.
 Mary Irene Molony.
 Frances Anna Nalley.
 Lillian Adele Oliver.
 John Fay Putnam.
 Alida Margaret Van Slyke.

ENGLISH COURSE.

Anna M. Bussing.
 Sarah Campbell.
 Mabel N. Candee.
 Jennie Margaret Coughtry.
 Helena Arthur Ferguson.
 Joanna Mary Fitzgerald.
 Jessie Derrick Gault.
 Lewis Tiffany Hunt.
 Annie May Littell.
 Mary Pauline Kelley.
 Mary Elizabeth Kennar.
 Florence McClare.

Grace Miller.
 Margaret Scott Moreland.
 Elizabeth Agnes Murray.
 Irene Frances Phelan.
 Ella Hegeman Porter.
 William Brink Rosecrans.
 Agnes Mildred Ryan.
 Carrie G. Swartout.
 J. Archie Thompson.
 Jessie Alice Trimble.
 Emma Helena Van Dura.
 Charles Wornham.
 Margaret Loretta Yorke.

QUINTILIAN CLOSING.

AS usual, the Quintilian Society of the High School gave a most pleasing entertainment. After the opening orchestra music the president's address was given by Miss Crawford. Miss Harflinger gave a recitation, entitled “A Violin Fantasia.” Miss Oliver recited Mrs. Browning's “Romance of the Ganges,” and Miss Carrol gave “A Tale,” by Robert Browning. Miss Evans and Miss Houck played a piano duet, and Miss Goldthwaite gave a vocal solo. Miss Littell read the prophecy, and orchestral music closed part one of the entertainment.

Next came the drill by eighteen young ladies: Misses Martin, Fitzgerald, De Freest, Nally, Du Bois, Mynderse, Wynkoop, Houck, Snyder, Burns, Miller, Julia Kelley, Ullman, Loretta McGraw, Patricia McGraw, Molony, Lynch, Farrell.

To conclude the entertainment, tableaux were given, in which the following young ladies took part: Misses Grant, Hogeboom, Meserve, Ryan, Florence Snyder, Loretta Snyder, Swartout, Mamie Lynch, Mollie Kelly.

ALUMNI NOTES.

'88 — Miss Helen E. Thatman, who has been a teacher in the Rome Academy for several years, has resigned, and will attend Cornell.

'90-'92 — D. Edward Roberts, '90, of Rome, N. Y., and Miss Bertha Wilkes, '92, of Albany, were married in May. They reside in Rome.

[These two notices were received from Mr. A. H. Wright, '93, of Rome. This is the kind of an alumnus to be. Help out your College paper by little things which count like this. Mr. Wright is in the newspaper business himself and appreciates the situation.]

'91 — Katie B. Hawks died May 22 at her home, in Hoosick Falls.

'92 — Mr. Milton P. Kaler, '92, was recently married to Miss Edna E. Randall of Yonkers, N. Y.

VISITORS.

Prof. Thomas, of Warren, Ohio, where a number of our graduates are located.

Mrs. A. M. Wright, wife of the State Truant Officer.

Miss Flood visited Miss Dwyer, '98, the week of June 1st.

Mr. W. H. Cornell, of Skaneateles, N. Y., visited his niece, Amy B. Horn, '97, June 4.

The Deputy Minister of Education of the Province of Ontario, Canada, Mr. Miller, attended the College session June 1.

Miss Mabel Husted visited the College June 4, with Master Chester and Miss Edna Husted, of Pleasant Valley, N. Y.

AMONG OUR EXCHANGES.

WE have met with our exchanges for the last time this year, and we must bid them good-bye for the summer vacation. With our return in the fall we shall hope to find many of our old friends waiting for us on the exchange table.

The *Union School Courier*, which has recently found its way into our editorial sanctum, contains a worthy article, entitled "Why Should the Girls Practice Gymnastics?"

Those interested in what is popularly known as child study will enjoy reading the articles in the *State Normal Monthly*, from Emporia, Kansas.

We are very glad to find among our exchanges *The Cornell Era*. This gives a detailed account of the debate between the representatives of the University of Pennsylvania and Cornell University. The question discussed was: "Resolved, That the United States and the several States should establish courts of compulsory adjustment of disputes between employees and private corporations which possess franchises of a public nature."

OF all the signs of weather,
This is the surest thing,
When a fellow sits on a carpet tack,
It's a sign of early spring.

EDUCATIONAL NOTES.

CHILDREN have more need of models than of critics. — *Joseph Joubert*.

A man who has not learned to say "no" — who is not resolved that he will take God's way in spite of every dog that can bark at him, in spite of

every silvery voice that woos him aside — will be a weak and wretched man till he dies. — *Ex.*

What we do is transacted on a stage of which the universe are the spectators. What we say is transmitted in echoes that will never cease. What we are is influencing and acting on the rest of mankind. Neutral we cannot be. Living, we act, and dead we speak; and the whole universe is the mighty company forever looking, forever listening, and all nature the tablets, forever recording the words, the deeds, the thoughts, the passions of mankind. — *Ex.*

The people of the United States read and support as many newspapers as England, France and Germany combined.

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HER manner is bright and animated, so that the children cannot fail to catch something of her enthusiasm.

Her lessons are well planned. Each new step resting upon a known truth, is carefully presented.

Everything is in readiness for the day's work, and she carries out her plans easily and naturally.

Old subjects are introduced in ever-varying dresses, and manner and matter of talks are changed *before the children lose interest in them.*

She talks only of what is within the children's experience. Her language is suited to her class — being simple in the extreme if she is dealing with young children.

When she addresses the whole class she stands where all can see and hear her.

She controls her children perfectly without effort. Her manner demands respectful obedience. She is serene.

She is firm and decided, as well as gentle, patient and just.

She is a student — is not satisfied with her present attainment.

She is herself an example for the children to follow, holding herself well, thinking connectedly, and being always genuinely sincere.

She is a lover of little children, striving to understand child nature.

True teaching is to her a consecration. She has entered into "the holy of holies, where singleness of purpose, high ideals and self-consecration unite in one strong, determining influence that surrounds her like an atmosphere." — *School Education.*

ALL SORTS.

Pupil (reading Virgil) — "Three times I strove to cast my arms around her neck. That is as far as I got, professor."

Professor — "Well, Mr. Walker, I think that was far enough." — *Ex.*

A teacher asked a boy to use the words "pine" and "butternut" in a sentence. She received the following:

The fellow felt almighty tough
 When him his best girl cut.
 At first he'd thought he'd pine away
 Then thought he'd butter nut.
 — *Ex.*

The boy who was kept after school for bad orthography explained that he was spell-bound. — *Ex.*

When you want them, and want them good (photographs, we mean), see Cornell & Dickerman, who make the best. 67 North Pearl street.

Teacher—"Class, how many senses have we?"

Jimmie—"Six."

Teacher—"Six? I have only five."

Johnnie—"I know it; the one is common sense."—*Ex.*

PSYCHOLOGY—TO MY LOVE.

I. Sensations on beholding her:

- (a) Muscular—
Corners of mouth elevated.
- (b) Nervous—
Tingling in brain.
- (c) Emotional—
Warmth in left auricle.

II. General: Pleasurable excitation.

III. Special: Desire for another meeting.

COLLEGE NOTES.

CALCUTTA is one of the greatest educational centres in the world. It has twenty colleges, with 3,000 students, and forty high schools, with 20,000 students.

Vienna University has just granted the degree of M. D. to a woman for the first time.

President Angell, of the University of Michigan, has been appointed Minister to Turkey at Constantinople; and Andrew D. White, ex-president of Cornell, Minister to Germany, at Berlin.

Japan is going to spend \$40,000 putting twelve young Japanese students through a three-years' course of study of naval architecture and marine engineering in England.—*Ex.*

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<p><i>Northern vacancies Chicago office, Southern vacancies Louisville office.</i></p>		<p><i>One fee registers in both offices.</i></p>

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