

THE Normal College Echo

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THE PRINCE OF PEACE.

Proclaim abroad the message clear,
The Prince of Peace has come !
Exalt the Saviour! Render dear
His name in every home.

Let every heart due homage give
To Him who dwells on high ;
Who came to earth that we might live.
For us who came to die.

Sacred His mission here on earth,
Holy His work and life ;
He came to give us second birth ;
And peace where all was strife.

Divine Redeemer, brother, friend,
All hearts to Thee do bow.
To Thee all praises do ascend ;
To Thee our solemn vow.

Proclaim abroad the message clear,
The Prince of Peace has come ;
Exalt the Saviour! Render dear
His name in every home.

A DAY AT AN INDIAN TRAINING SCHOOL

A NORMAL Training School! would you have called it that, I wonder, had you seen its location on the edge of an Indian reservation in Nebraska, had seen its crowd of pupils varying from the brown birds of five or six years to the grave faced young men and women, and had seen, most of all, the peculiar training given at this Normal School? Their claim to this magic name is based upon the same thought that underlies all our work, that we may teach others in the right way. And the subjects in their curriculum are as broad as those demanded by civilized life.

In this Santee school, a group of noble, cultured, earnest men and women have devoted themselves to the often discouraging task of civilizing and Christianizing these Indian children gathered from near and remote, from Washington, Montana, the Dakotas and Nebraska, sending them back fitted to lead their own tribes to a higher life. The National government, appreciating the value of such schools in the solution of the vexed Indian question, has, until recently, furnished one-half of the \$20,000 needed annually

although it is under the auspices of the Congregational church.

A knowledge of the home surroundings of these unfortunates might bring a clearer realization of the purposes of this institution and compel us to grant the justice of their claim to our name of Normal.

Our long ride in the brisk October air and the clearest of sunshine, the stretches of mile upon mile with no habitation or sign of civilization save an indistinct trail through the short prairie grass easily lost and hardly regained, aroused our spirits to such a height we were willing and anxious to converse with the first Sioux we met. And what slouchy, greasy, sullen specimens of "noble red men" they were, often matching in appearance the shambling nags they bestrode. In answer to our "Is this the road to Santee?" one ugly looking man grunted out "Santee," jerking his thumb in the direction of the agency. They waste no words but an occasional "How" by way of greeting. Even when they understand English perfectly, they will look at you in the most dumb, uncomprehending way, unless perchance you arouse their ire, then their words come fast enough.

Within the limits of the old Santee reservation, now held in severalty, Lo has built his noble spacious residence with the lumber furnished him by Uncle Sam. Oh, the repulsive filth and squalor of those one-roomed huts! Not a sign of yard, garden or cultivated field; not a tree or straggling vine to cover the nakedness; the most noticeable sign of occupation was a pack of yelping half starved curs. These Santees, one of the Sioux tribes, have advanced from blankets for their only robing to clothes of peculiar styles, and from teepees to huts for their regular dwellings, but often use wigwams on their frequent trips from home. Home to them hardly means "the dearest spot on earth." One agent, hoping to reduce their nomadic inclinations, supplied them with chickens thinking, to keep them at home at least during the setting season. They were proud of their new acquisitions; but alas for human expectations, they would pack hen, hatching eggs, nest and all in their wagons and off they would go.

One of our strongest impressions was the utter homelessness of these prairie huts. Their owners certainly lacked "all visible means of support," and must either depend on the government rations or steal for a living. This apparently does not hurt their pride, for they seem destitute of the common ideas of honesty, industry and independence, and show little desire for a more civilized mode of life.

Their horrible sun dances and other religious rites and sacrifices, where the flesh is slashed or fairly torn from the body, are too terrible to imagine as taking place in the midst of a Christian land.

Later this same day we noticed, mounted on the brow of a distant hill, two motionless figures evidently watching our motions, and it carried us in imagination to a time when they might have been sentinels with an ugly horde behind those jutting hills, and gave the descriptions of frontier life a new meaning. Nearer the agency we met a long procession of vehicles of every description in which the Indians were returning with their weekly dole of food from the government supply. Each greeted us with "How-How." One great fat old Indian in the glory of a covered buggy fast approaching the condition of the parson's "One Hoss Shay" was very important in his big goggles. It is difficult to see, in these specimens, the remains of by gone glory, or imagine them impelled to brave or deperate deeds. The faces of the older Normal pupils indicated a great advance in thoughtfulness and culture and gave promise of higher civilization for the prairie wanderers.

At the school we were received by the principal, Dr. Riggs, a gentleman of more than usual refinement and culture, and were entertained at a large building of various uses, designated as the dining hall. When our slumbers were broken the next morning by the great bell tolling at 5.30, we realized that one of the (supposed) virtues taught was early rising. The stir immediately began in the small community. We struggled with our desire for sleep, but managed to be in time for the breakfast by lamplight. The great dining room was very cheery, with its pretty

light woodwork, its big windows with birds and flowers, its long rows of tables, set with spotless linen and wholesome food.

The great bell rang again. From the various "Homes" issued files of boys and girls, who entered the dining room in the same order, the boys by the door in one corner and the girls from the opposite door, and took their places at the tables facing each other. A tap from the matron's bell, silence, followed by a blessing asked in Dacotah by Dr. Riggs or one of the older boys.

The children looked happy, and were comfortably, even prettily, dressed in their uniforms, for these are furnished by the school. Occasionally merriment was evident, but it was very quiet and orderly, as seemed natural among the children of the darker race. You rarely hear any quarreling or unkind words among them, or noisy fun even on the play ground.

Each place was supplied with napkin as well as knife and fork, and the awkwardness of recent arrivals proved their use to be strictly "proceeding to the unknown." Indeed the inclination to return to nature's implements for eating was occasionally overpowering when the morsel was tempting and the fork rebellious. And the napkin seemed even more useless and a greater weariness of the flesh to the new comer. But the ordinary ethics of civilized table usages are part of the intended education. In this as in other lines, much that is learned entirely in the home must be taught with great care and patience.

A brief time following breakfast was allotted to devotional exercises, consisting of morning hymns, led by the organ, a selection from Scripture and prayer, all in the Sioux tongue. Then came the announcements for the day any special duties or change in the assignment of work. One of the three Chester Arthurs and Grover Cleveland were sent to the blacksmith's shop, others were detailed to do carpenter work, various farm duties or housework.

The pupils, on their arrival, drop their heathen appellations of Three Feathers, Laughing Water or Great Bear and select Christian names. We

were not sure but the preponderance of presidential names might indicate secret aspirations.

Did you ever think of dish-washing as an educational factor, and that not in the spirit of Dottieboys Hall? The pupils are taught the various uses of water, for their education in this direction has been woefully neglected.

After breakfast we started on our round of exploration, and found the school to be situated on a pretty knoll over the Missouri on the north; their cluster of buildings placed around a large yard at one side of their section forms quite a community of interests.

Our first objective point was the carpenter shop. This is not manual training for intellectual purposes, but for practical use; and this purpose is apparent in the results. Chairs, solid and well made, extension and work tables, picture frames and beautiful inlaid work in chests, and all parts of houses are made by the boys; one effort was a miniature church, complete in every part. A pair of dumb-bells, made by Charles Eastman, a nephew of Mrs. Elaine Goodale Eastman, were brought away from that shop.

One room at the end of the same building was used for the shoe shop. While the boys were taught to make shoes, their principal work was mending. Judging from the long row of boots stubbed out at the toes, they had an opportunity to learn by doing.

The blacksmith shop was equally well equipped, and here are made chains, shovels, crow-bars and various other simple implements, under the direction of a practical blacksmith, who also teaches horseshoeing.

The farm work and care of the stock is assigned to the older boys, under competent guidance. The boys receive ten cents an hour for the work, and are required to pay for their military uniforms, thus inculcating independence as well as industry.

Of the five dwelling-houses for the pupils, we visited first the Bird's Nest, the home of the little girls. Dolls and other toys indicated a happy life for the little folks, "Though sometimes," said Miss Brown, the house mother, "the newcomers sob with homesickness, and cry for several nights for mother and the home teepee."

The funniest sight of all was permitted to the ladies of the party when we penetrated the "sanctum sanctorum" and found three little brown birds in the big bathtub, who immediately hid their heads under their wings. In an adjoining room the waiting crowd were busily giving their shoes the Saturday polishing.

The old adage "Cleanliness is next to Godliness" seems to be impressed in all departments; everything shone. With the exception of the Bird's Nest, all the dwelling-houses are kept clean and in order by the inmates. The girls take pleasure in brightening as well as scouring their rooms; but the scrubbing and mopping is a sore grievance to the masculine dignity.

The girls at the Dakota Home are taught all kinds of sewing and housework, besides what they gain in being detailed to clear tables, wash and wipe dishes, aid in preparing meals, and put the rooms in order at the dining hall. They are required to realize their woman's sphere by doing the fine ironing for the young men.

In the Dakota Home was a sweet faced girl suffering from that scourge of the Indians, consumption. These cases are frequent, and strange as it may seem, these victims often prefer to spend their last days at Santee to returning to the discomforts of their own homes.

One-half of the day is spent in manual training, the other half in school work. The school rooms are furnished with desirable apparatus, and the teachers seem to use good methods. One peculiarity of this school which makes it popular among the Indians is, that training in Sioux is given with the English, that those who choose may return to preach in their native tongue. In the school room, our annoyance of whispering is changed to unwillingness to talk; when a child takes a stubborn streak, it is difficult to make him say even a word. One of the most discouraging features to the teacher is the sluggishness of the young Indian. "He is very indifferent to the explanation of whatever may be strange to him. He is simply content to let it remain strange." All the curiosity that is the boon and torment of the white child's teacher, is dormant in the darker child and has to be aroused.

Their English is another burden, and their mistakes are often amusing. The more advanced pupils are allowed to work in the printing office, when their improvement in language is remarkable. All programs, lesson helps, golden text cards and other necessary printing is beautifully done. In addition they publish two newspapers, "*The Word Carrier*" and "*Iapi Oaye*," devoted to the missions of the Dakotas.

Another point of interest was the queer old church. Here, every Sunday, Pastor Ehnamani preaches in Sioux. He is a strange looking old Indian, a former ringleader of plottings and uprisings, now a leader in good things, and the congregation give him close attention, for he is earnest and impressive.

Thus, in every direction, efforts are put forth to make these untaught boys and girls noble men and women. To inspire them with a desire to raise their own tribes to a higher plane mentally and morally seems the animating purpose of the school.

Thus Dr. Riggs expresses their platform: "For Indians we want American Education! We want American Homes! We want American Rights! The result of which is American Citizenship! And the Gospel is the Power of God for their salvation."

MARGARET MANN.

THE WEEK BEFORE CHRISTMAS.

'T WAS the week before Christmas at old Normal College,

A gentle gloom shadowed that temple of Knowledge;
The students from Chapel passed solemn and slow
And wended their way to the classrooms below.
The teachers alarmed at the general grief
Assigned a few sketches to bring us relief.
But alas! even sketches no longer could cheer
When we thought of the Christmas vacation so near,—
The long dreary weeks we must pass far away
From our frolicsome lessons and College so gay,
And all over the Normal was great desolation
At the thought of those seventeen days of vacation.
All the students were sad when the week's work was
done

And we met in the Chapel at quarter-past one.
The sun shining in with a faint golden glow
Gave a luster of jaundice to faces below—
And soon to our tear-brimming eyes did appear

The form of the Doctor who brought us no cheer;
 For his manner was stern, he was very much vexed,
 He began a short sermon with this as his text:
 "Your complaints have been heard by the great Faculty;
 As result, your vacation's not two weeks, but three,"
 And then in a twinkling there fell on his ear
 The dripping and dropping of each little tear;
 And the wails that came forth from that grief-stricken
 crowd
 Were wild and pathetic and stormy and loud.
 We cried in our sorrow: "Resistance we rue;
 We can't stay away for three weeks! Make it two!"
 Now, fearing effects of this turbulent grief,
 The Doctor, much moved, spoke once more, he was
 brief:
 "As you feel this so deeply, I'll look from your view,
 The weeks of vacation shall not exceed two."
 The tears how they vanished!
 The tongues how they flew!
 The noses resumed their original hue.
 Quite contented to go seemed each student to be,
 For two weeks are very much shorter than three.
 The Doctor looked on till the tumult was ended,
 Then gave a smile as the stairs he descended;
 And the students declared as the end of this verse:
 "Two weeks' rest is hard, but it might have been
 worse!"

JOSEPHINE PERKINS.

THE TEACHER AND THE HUMAN VOICE.

A NATION'S progress in civilization is indicated by the attention which its people give to the fine arts. The American Indian, like a little child, was pleased with a few daubs of gay colors, and correspondingly crude sounds satisfied his uncultivated love of music. But, with modern civilized nations, times have changed. The accumulation of wealth has lessened the struggle for existence and enabled its possessor to gratify his tastes for the harmonious, until now no home is considered complete in which music is never heard, and whose walls are unadorned with beautiful pictures.

Harmonious living being the chief end of education, the study of music or art is certainly commendable; but there is an accomplishment simpler than either of these which, if possessed by the masses, would add more to the sum of human happiness than most people seem to think. That accomplishment is the proper use of the human voice as a means of speech.

One of the characteristics of man by which he is distinguished from the brute creation is his power of articulate speech, and yet it too often serves as a reminder of his close relationship. It is not uncommon to hear men address each other in tones that would better become some wild beast or frightened bird, or nearly as bad, speak in a confused jumble as though they had a grudge against certain sounds.

The human voice is a musical instrument that is just as much under the control of the will as the violin or piano; and as every tone of the piano produces its own effect upon the ear, so each tone of voice leaves its effect upon the mind. Yet there are many people who pride themselves upon their power of mind who, either through lack of ambition or self-control (it is not always apparent which), do not make their sentences distinctly heard or, even worse, absolutely spoil the thought by the way in which it is spoken.

As teachers, these thoughts are worthy of our consideration. Nothing more quickly chills the atmosphere of a school-room than a shrill, snappy voice, while the listless monotone is a sure cure for sleeplessness. Persons must always retain their individuality of speech, but by the judicious exercise of lung power and the use of tones warranted by the occasion, it is possible for us to secure better attention to what we have to say, and to fit our pupils to become better members of society.

While the printing press has to a certain extent superseded the voice as a means of communication, speech is still the foundation of society. Few have never met persons whose voice lent a charm to their whole personality and made their society eagerly sought. Let us, as teachers, resolve, first, to cultivate a rich expressive tone of voice for ourselves, and then to insist that every pupil under our instruction shall speak in clear musical tones with that confidence which should come from such knowledge as every true teacher should impart.

L. M. D.

LET us remember we will receive as much cheer during the Christmas Season as we put into it.

THE
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Contributions and items of interest are earnestly solicited from students, graduates and others.

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THE EDITOR'S SANCTUM.

CHRISTMAS.

THE Christ Child.

LET us adore Him who came to bring joy and peace unto all men.

THE vacation begins Thursday, December 19, at 1:15 P. M., and closes at 9 A. M., Tuesday, January 7.

THE attention of subscribers is directed to the clause in our terms on this page, which reads, "\$1.25 when not paid by January 1st."

Please remember this, and save yourself twenty-five cents by remitting one dollar before 1896.

JUDGING from the severity with which Jack Frost is holding Albany in his grasp at present, we may, with reasonable assurance, look forward to a remarkably cold winter.

THE ECHO sends greeting to the faculty, students and alumni of the State Normal College, wishing all a very Merry Christmas and Happy New Year. May each and every one enjoy the holidays to the fullest extent, relegating to the deepest oblivion, for the time being, all thought of study.

ANNUAL REUNION OF GRADUATES.

NOTHING does us more good in our years of hurry and bustle, when we hardly seem to have time enough to catch our breath, than a return to the scenes of our school or college days.

In the mad rush of our busy life we scarcely can find time to think of our student life, much less tear ourselves away from our cares and duties for a brief visit to our Alma Mater. This is certainly very much to be regretted. The inspiration to be derived from meeting old classmates, renewing old friendships, and walking through the familiar halls and classrooms, will add ten years to our lives and make us feel twenty years younger.

Therefore, let all the alumni consider it to be one of their privileges for the year 1896 to attend the annual reunion of graduates on Friday, January 3d. On page 10 will be found the program for the day.

PRAISE FOR THE ECHO.

SINCE our last issue we have received the following:

From an alumna of the College, "I highly appreciate all the gleanings from the Alma Mater."

From an alumnus who was one of the founders of the paper, "Allow me to congratulate you upon the interesting issues you are sending out this year."

From a ———, "I appreciated very much the copy of the Echo, as at last realizing what was often talked of in my own Albany days, and as being far superior in its English and proof-reading to anything that my students have produced after five or six years of unceasing effort on my part to lead them from darkness toward the light."

After speaking about the necessity on his part of a careful revision of the proof-sheets, he

continues, "I could do more to improve the appearance of the weekly, if I would apply the red ink to the manuscript, but that is not my province; though the thought suggests to me this gleam of hopeful comparison, that perhaps, some one high in authority does criticise the matter, and read the proof of the Echo. If so, I am comforted a little."

We would inform our readers, as well as this gentleman, that all work on the Echo is done by the students.

THE OBSERVANCE OF HOLIDAYS.

WITH the near approach of the Christmas holidays, our thoughts turn to the proper observance of them. An author once said, "we have not too many holidays, but too many not properly observed." And in the main this is true. It certainly is so in our schools. A great many teachers dislike holidays. "They break up the school work so much. Pupils are restless and troublesome the following day. Lessons are not prepared. It takes two or three days for the pupils to get back to the condition in which they were at the beginning of vacation." These are some of the arguments brought forth in opposition.

Some teachers do not care to hold exercises in observance of these days. Such claim that it disturbs the regular routine work of the school; affects the discipline; creates a certain amount of restlessness among the pupils for several succeeding days. The real trouble lies in the fact that they either don't wish to take the trouble to prepare for the diversion, or don't know how to arrange for the entertainment of pupils and parents. A teacher who may be fairly successful as a routine teacher may make a dismal failure when some special occasion requires some appropriate observance.

NOT all teachers are born teachers. The true teacher can adapt herself to her environment, and in this lies the secret to her success. Probably, in no profession in life is there a greater demand for ingenuity. Almost every movement there is a call for ready invention, for skillful manipulation of the ever varying forces at

her disposal. On the facility with which the teacher can adjust the parts of a conglomerate mass of details depends in a great measure her true status in the profession.

Coming back to the question in hand, the observance of holidays, we are led to believe that this very important problem requires no small amount of attention. Whether it be in the small, one-story, dilapidated shanty, standing as the sole beacon of light on the outskirts of civilization, or, perchance, in the palatial edifices, erected at the present day in the majority of the larger villages and cities of some of our western States, the same problem confronts us with merely a difference of degree. What course shall we take? Ignore it? Our sense of duty towards those committed to our care precludes the possibility of entertaining such a thought. May we not call the special days set apart for our observance, "memory-gems" in our history. The lessons taught us by these days must be impressed on the minds of our pupils, and how better than by appropriate exercises, calculated to make the meaning of each holiday more real to them. Disregard these days? Never! On the other hand, enter heartily into the spirit of them. Select exercises which will include in the participation as many pupils as possible. Give short selections to each one. Arouse enthusiasm among them. Stimulate their desire to excel in fitly celebrating the day. Encourage any suggestions which they may make as to how the day should be properly observed. Place the subject of decorations entirely in their hands. They will feel proud of the honor, and you may rest assured your confidence in their ability to execute the commission will not be misplaced. The more they are led to realize their part in the work, their responsibility for the success of the exercises, the more zealously will they strive to do their best.

In the Christmas exercises see to it that songs, readings and recitations are bright, cheery and entertaining. Let the exercises begin promptly, and have some spirit about their rendering. Each exercise should quickly succeed another. Prepare the program so that there will be no delays. Above all, let the spirit of the gentle Saviour animate your every action, and it will imprint itself unconsciously upon the movements of the children. Thus will Christ, the Child-Lover, our Saviour and Redeemer, who came to bring joy, peace and good will to all men, be worshipped and adored.

AWAY, AWAY, THE TRACK IS WHITE

AWAY! away! the track is white,
 The stars are shining clear to-night,
 The winter winds are sleeping;
 The moon above the steeple tall,
 A silver crescent over all,
 Her silent watch is keeping.

Away! away! our hearts are gay,
 And need not breathe by night or day
 A sigh for summer pleasure;
 The merry bells ring gaily out,
 Our lips keep time with song and shout
 And laugh in happy measure.

—SELECTED.

A SIDE-LIGHT OF COLLEGE LIFE.

MANY different methods of study prevail at the Normal. There are people who write up notes every afternoon, and prepare written papers and next day's lessons in the evening; there are others who attend to their note books once a week, do their hardest studying in the afternoon, and their lightest work—no pun intended—at night; still others who make up for several weeks' laziness by burning the midnight oil at the end of the "ten." The different plans of study all agree in one point though: there is hardly one of us who does not spend a goodly portion of time at the State Library.

Imagine, if you are able, the state of affairs that would exist if the library were moved away or destroyed. Think of the predicament of the crowds who "look up" preparatory to giving special lessons in science and physiography! Picture the faces of the members of a sanitary science class, if they should be informed that the State Library were no longer at their service. What a blow such intelligence would be to the girl who inquires for Bryce's American Commonwealth, and desperately takes notes from a dozen other books on civics! What do you suppose would become of the first year Normalites, struggling in the depths—or, perhaps, only the shallows—of psychology, if they could not dive into apparently bottomless volumes at the Capitol, coming out more hopelessly puzzled than when they went in?

If any reader doubts the use of the library by Normal students, let him stand just within the south entrance to the Capitol on any afternoon in the week and watch the people who come in. A large proportion of them, with an air which shows perfect familiarity with the route, will start directly towards a corridor on the left. An observer will note that the signs on that side read, "State Commission in Lunacy"—"Department of Public Instruction"—was it accident that placed the two together?

Once in the Library the people form a more interesting study than many of the books. Some go immediately to the catalogues, and after a short hunt for a particular number, write a slip, hand it to a page and wait calmly at the nearest table. Those are the students who read steadily for an hour or more, and go away with just the material they came for. People who use the books of the State aren't all alike however. There are some who look rather aimlessly through the catalogues and cover their tables with books only to dip first into one, then into another, getting as a result a few pages of notes more like bits of crazy patch-work than anything else. But even that is better than the girl who makes a few half-hearted endeavors to study and ends by burying herself in the pages of the latest magazine or novel. That kind of girl is sometimes at the library in large numbers, but if you are a frequent visitor you will notice that she doesn't employ that same method all the time.

Some experiences which come to all who use the library are invaluable in the opportunities they offer for the cultivation of patience. Is there anything more provoking than to be told, when one's subject-matter is rusty, that all the text-books on that subject are in use in the Regents' Department where examination papers are being corrected? Are we not all acquainted with the condition of mind and body which exists, when we are one of a whole class who have come for the same book, when the lucky four or five who came just before us are apparently never going to finish, and when our supper hour is rapidly approaching?

We grumble sometimes because we are obliged to spend so much time in that big room on the third floor of the Capitol, but what should we do without the library? We have to spend so much time getting to and from it? If it were not for our walk to the library, some of us would not get half of the out-door exercise we ought to have. The State Normal College without the State Library! It's as hard to imagine that, as to think of a sketch without a general aim.

The State Library and study there are two of the most important institutions of life at the Normal; and in years to come some of our most pleasant memories will be associated with the library—the busy yet quiet reading-room; the cosy, cheerful light under the green shades, the hours of hard "digging" and of reading for pure pleasure—all these will come back to us, and we shall appreciate the State Library even more than we do now.

L. L. A.

HOLLY BERRIES.

1. **H**OLLY berries, holly berries,
Red, bright, and beaming,
Thro' the dusky evergreens
Like sprays of coral gleaming;
Ye have pow'r to fill the heart
With memories of glee,
Oh, what happy thoughts can cling
Round the holly tree.
2. When I see the holly berries,
I can think I hear
Merry chimes and carols sweet
Ringing in my ear;
Christmas with its blazing fires
And happy hearths I see,
Oh, what pleasant thoughts can cling
Round the holly tree.
3. Bring the glowing holly berries,
Snow is lying deep,
All the gay and blooming flowers
Till the springtime sleep;
Let them grace our happy homes
With their crimson light,
Mingling with the sombre fir,
And the laurel bright.

—SELECTED.

ECHOES.

MERRY
Christmas!

To you all!

Glee Class instead.

How do you like it?

No seminary Mondays,

Are the High School teachers mad?

Oh! no, they love to write "Plans."

Did you have a good time Thanksgiving vacation?

We hope you will have a still better one Christmas.

February graduates are now preparing their graduating essays.

If your ECHO is damp, it is because there is so much due on it.

The Camera Club gave one of their entertaining exhibitions, Dec. 3.

Bring your skates back Christmas; the Park Lake will be ready for you.

Has our weather this Fall been some left over from last Summer's, or is it a sample of next Spring's?

Music in Chapel:

"Heard sounds are sweet, but
Those unheard are sweeter."

"Of all the cants that are canted in this canting world, though the cant of hypocrites may be the worst, the cant of criticisms is the most tormenting."

Several of the College students, invited by Miss Husted, and chaperoned by Miss Hannahs, attended the home talent presentation of "Pinafore" at Cohoes, Dec. 4.

We see many cameras around College and hope good pictures are being "turned out." Surely with all the instruction we have had in "Development" we ought to expect fine results.

Some time ago, one of our second sopranos in the Glee Class, having "sat beneath the Abeles old" for some time, went to the dictionary to see what "Abeles" are. It will doubtless interest many to know they are simply white poplar trees.

What do you think of this? A member of the Botany class went to a florist's and asked for flowers with stamens. The clerk replied, "I am very sorry but we are all out of stamens. There has been a great demand for them lately. We'll have some next Monday."

Mrs. Frederick C. Curtis of Washington avenue, and her cousin, Miss Bancroft, '96, entertained very pleasantly Miss Isdell, Miss Sewell, Miss Bishop, Miss Hannahs, and the members of the Kindergarten Class, at afternoon tea Saturday Nov. 16.

Several of the college friends of Miss Husted, with others, spent the evening of Nov. 15 at her home on Hamilton street. That Miss Husted and Miss Mabel Husted sustained the fine reputation they have always had as royal entertainers, is a sufficient guarantee of the pleasant evening spent.

The program of Prof. Belding's organ recital was published in last month's ECHO. It is perhaps unnecessary to speak specially of any of the numbers, as we all know from experience that his selections are always the best. The large number present surely testified that we all appreciate and enjoy these entertainments that Prof. Belding so kindly gives us.

DE ALUMNIS.

INVITATIONS have been sent to the alumni of this College for the Annual Reunion of Graduates, on Friday Jan. 3, 1896.

The business meeting is at 11 A. M. Luncheon will be served in the Kindergarten rooms from twelve till two and various class meetings will be held.

Addresses in the afternoon will be made by President Milne, Rev. Milford H. Smith, '78, Rev. Charles C. Pierce, '79, and Dr. Henry E. Mereness, '69.

The day will close with a reception in the evening by President and Mrs. Milne.

'91. Miss Josephine Packer has accepted a position in the *Freeman* Office at Kingston, N. Y.

'94. Many friends of Miss Graham, '94, who has been teaching at New Paltz Normal School, will be pleased to know that she is quite well again after her serious illness.

Miss Sayre, '94, and Miss Smith, teachers in the Kindergarten at Saratoga, visited College Nov. 15.

'95. Miss McNeil, '95, is teaching in the Primary schools of Lawrence Station, Long Island.

Mr. Blessing, '95, called Nov. 4 and 5 and again Nov. 15.

Mr. McLaurry, '95, visited friends in Albany Nov. 22-25 and called at College.

Mr. Brown, '95, called at the ECHO office during the Thanksgiving recess.

Miss Sara Briggs, '95, who has for so long been dangerously ill, is on the road to recovery.

Miss Balcom, '95, spent Thanksgiving with friends in the city.

The many friends of Mr. Strassenburg, '95, will be pleased to learn that he has a responsible and lucrative position at Haverstraw-on-the-Hudson.

Mr. Perrine, '95, has accepted a position at Springs, N. Y.

PERSONALS.

MISS O'BRIEN, of Catskill, called Nov. 14.

Mrs. Stowe, of Clyde, visited Miss Stowe, '97, Nov. 8-12.

Miss Hanna, '96, spent Thanksgiving in New York city.

Miss Reed, '96, has returned after a two weeks' absence.

Miss Clark, from the Regents' office, visited College Nov. 19.

Miss Snell, of St. Johnsville, visited Miss Tarr, '96, Nov. 12.

Mr. Sprague, '96, visited relatives in West Troy, Nov. 27 to Dec. 2.

Miss Dunn, '97, visited relatives in Cohoes during the vacation.

Miss Pratt, '96, spent Thanksgiving with cousins in Amsterdam.

Miss Robb, '97, spent the week of Nov. 4 at her home in Staatsburg.

Mrs. Perkins, of Amsterdam, visited Miss Perkins, '96, Nov. 4-8.

Miss Morton spent Nov. 27 to Dec. 2 with her aunt in Schenectady.

Miss Russell attended the Institute at Irvington, Saturday, Nov. 16.

Miss Moser, '96, spent the Thanksgiving vacation in New York city.

Miss Beaty, '97, visited her aunt in Johnsonville during the vacation.

Miss Weston and Miss Morey have returned to complete their course.

Mr. C. A. Van Auken visited College with Mr. Van Allen, '97, Nov. 4.

Mr. G. S. Becker, of Valatie, spent Nov. 3-4 with Mr. Rockefeller, '96.

Miss Alice Hunt, of Warrenville, visited her sister, Miss Hunt, '97, Nov. 27.

Mr. William Sproul, of Fairport, spent Thanksgiving with Mrs. Sproul, '97.

Miss Stoneman took Miss Hine's place in the drawing department Nov. 12-15.

Mr. John Martin, of Springville, visited College with Mr. Krull, '96, Nov. 25.

Miss Howes, '96, spent the Thanksgiving vacation with her sister in Carlisle, Penn.

Miss Alma Fraats, a former student of the College, called at the kindergarten Dec. 6.

Miss Todd, who was obliged to leave College on account of ill health, visited us Dec. 9.

Miss Mary MacDonald, of Johnstown, spent Dec. 5-6 with her sister, Miss MacDonald, '96.

Miss Anna Wood, '96, spent Nov. 27 to Dec. 2 with Mr. W. A. McConnell and wife at Kingston.

Miss Wilson, '96, visited Miss Helen Hamilton, '96, at her home in Greenwich, Nov. 27 to Dec. 2.

Mrs. Dodds, a former graduate at the College, is taking a course in the kindergarten department.

Miss Frances Hayes, supervisor of the public kindergartens of Albany, visited our kindergarten Dec. 5.

Miss Stetson, '97, has left College, having trouble with her eyes, but she expects to return in February.

The family of Mr. Krull, '96, has returned to Albany after a visit of some weeks at their home in Clarence Centre.

Mr. Sime, '97, resumed work Dec. 4. We are glad to see him back after his enforced vacation of several weeks.

Hon. W. J. Youngs, a member of Legislature, wife and daughter, from Oyster Bay, L. I., visited the Kindergarten Nov. 19.

Mr. Ben Moore, of Wolcott, visited his cousin, Miss Bradshaw, '96, and accompanied her to New York city to spend Thanksgiving.

Mr. Long, '96, and Miss Long, '96, were called to their home in New Scotland Dec. 2 for a few days on account of their mother's illness.

Mr. E. C. Delavan, who attended college last year, was married early in November to Miss Eva Reese, at Evans Mills. They are living in Ilion.

Among those who had the privilege of being home Thanksgiving, we have learned of the following:

Misses Willard, '96; Crissey, '96; Northrup, '96; Orr, '96; Deane, '96; Cain, '97; Fitzpatrick, '97; Boughton, '96; Gagen, '96; Huntley, '97; Lyon, '97; Moir, '97; Birch, '96; Moss, '96; Sullivan, '96; Geirsback, '97; Hayes, '97; Cassidy, '97; Young, '96; Snyder, '96; Wood, '96; Montfort, '97; Hunter, '96; B. Smith, '96; J. Hamilton, '96; Pickens, '97; Gibb, '97; Senior, '97; Tarr, '96; Desmond, '96; Oakley, '97; Bacon, '97; Foote, '97; McClintock, '96; Gregory, '97; Kelley, '97; Veeder, '96; MacDonald, '96; Breen, '97; Toohey, '96; May Toohey, '96; Eckerly, '97; Daly, '97; Wingate, '97; Goodman, '97; H. Hamilton, '96. Messrs. Rockefeller, '96; Dougan, '96; Millar, '96; Parker, '96; Center, '96; Ferguson, '96; Woodard, '96; Bloomer, '97 and Armstrong, '97.

MERRY bells are ringing now,
 Ringing loud and clear;
 Music wakes the sleeping earth,
 Christmas time is here.
 Let us catch the tuneful strain,
 Let us join the sweet refrain,
 Christmas time has come again
 Merry Christmas time.

—SELECTED.

HIGH-SCHOOL NOTES.

MISS SCHNEIDER has been absent about two weeks. Miss Greenhalgh visited school Nov. 11.

Mr. Radley is absent on account of illness.

Quite a number of the class-rooms have been changed since examinations.

Mr. Hunt, who has been teaching at Sampsonville, is with us again.

Miss Carrier of Pittsfield, Mass., visited Miss Ambler Nov. 22-25.

The H. S. clock has passed its examination and is now in its usual place.

Miss Ruso and Miss Morey are absent on account of illness.

Miss Taylor, who has been absent some time, has returned.

Mr. Vandeburgh has resumed work after a week's absence.

Mr. Putnam spent Thanksgiving at his home in Pittsfield.

Miss Nichols and Miss Ambler are unable to be with us on account of illness.

We are glad to see Miss Du Bois back, after an absence of some weeks.

Four new members have lately been initiated in the Adelphei society.

Miss Archibald visited our classes December 9.

Miss Nellie Harding was with Miss Murray Nov. 13.

Miss Maude Keator has gone to New Paltz.

Mr. Nicholas De Voe and Mr. W. Tygert are not with us on account of illness.

ALL SORTS.

JOY, joy forever! Our tasks are done!
 We're going home; vacation's come.

May — Just think, Bob is playing on the Yale football team!

Clara — That's jolly. What is he, half-back or quarter-back?

May — Neither. He's a draw-back. Charley Pruyenne says he is the greatest draw-back the team ever had.—*Youth's Companion*.

A good, highly recommended tonic for delinquent students—catchup.—*The Calendar*.

Query: Does the student who habitually has the night-mare disobey the rule if he takes a ride?

"Johnny," said his teacher, "if your father can do a piece of work in seven days, and your Uncle George can do it in nine days, how long will it take both of them to do it?" "They'd never get it done," said Johnny. "They'd sit down and tell fish stories."—*Academy Graduate*.

To single blessedness inclined,
I pay my way;
When thoughts of marriage fill my mind,
I weigh my pay.—*The Vidette.*

Heard in the geometry room:

"All ye who enter here leave hope behind,
Blessed is he who taketh not geometry."
—*School Bell Echoes.*

A hammock hung in the dim, dark shade,
Its occupant is just one maid.
A college fellow, a likely son,
He lost his heart, and the maid won.
A few months later the deed is done,
Some brief words spoken—they're made one.

Professor in Cicero—"Give the parts of 'occido.'"
Advanced student—"Occido, occidere, o(k)iddi,
o(k)jiss 'um.—*Ex.*

Purdy—"Was that you I saw buying fifteen dollars
worth of handkerchief's yesterday?"

Mills—"Yes, it was, why?"

Purdy—"Nothing, but wasn't that a pile of stuff to
blow in?"—*Ex.*

"The melancholy days have come,"
Of which you have often read,
When folks get in their winter coal
And the butter will not spread.

—*University Herald.*

"Do you like geometry?" she asked. "Yes," he
replied, "when I am allowed to prove that nothing
bounded by a curved line is equal to bliss."

She heard them giving the college yell,
For joy she scarce could speak;
She cried, "Oh, father listen to
The boys a talking Greek."—*The Cue.*

A student of chemistry wants to know if a man who
has fallen into a tub of white-wash can be considered a
white precipitate.—*Ex.*

In chemistry class—pupil at the board ready to
work:

Teacher—"What do you take up first?"
Heard from the back seat, "Chalk."

Professor in mineralogy—"What is one of the most
important ores nowadays?"

Student—"Stroke ore" (oar).

Teacher—"Give the derivation of the word 'equi-
nox.'"

Pupil—"Oh! that's easy enough. It comes from
the Latin *equus*, meaning horse, and *nox*, meaning
night. Therefore, the words mean night-mare.

A CHRISTMAS DECISION.

'T WAS close to the Christmas vacation,
With the problem of gifts near at hand,
When the funds are most carefully counted,
To be sure supply equals demand.

And up in a small cozy chamber,
(The wind told me this—I'll tell you)
A maiden sat thinking intently,
As to "what in the world" she should do.

"I *must* get papa a nice present,"
She murmured in tones sad and low,
"And Bess and mamma and the others,
'Twon't do to let any one go.

My purse is 'most empty already,
I've bought so much candy this fall,
I haven't the time to embroider,
Oh! what shall I get for them all?

I almost believe I must give them
Some old things I've had given me;
They won't know but what they are new ones,
What have I a lot of? let's see."

Again there was a silence—she pondered
Her possessions she tried to recall,
"What have I the most of? I have it!
A *method* I'll give to them all."

MARY BUTTLES, 97.

EDUCATIONAL NOTES.

PICTURES AND STATUARY of high order are
silent educators—sources of inspiration that lead
us from the sole thought for our mortal clay to higher,
nobler action.—*Normal Exponent.*

It is high time that a general protest should be made
against the enormous amount of written work, note-
taking, outlining, etc., that it is now the fashion to re-
quire in nearly every grade of school work. We believe
in getting the very best text-book to be had on a given
subject, and then in mastering that before the pupil is
burdened with written outlines, supplementary notes,
etc., etc. In the majority of cases this outline and sup-
plementary work is all twaddle and nonsense and worse
than useless. In this day of rapid and cheap printing
and book-making there is no good excuse for so much
note-taking. Life is too short for pupils to waste it in
such foolishness. If there is no text-book in your sub-
ject good enough for you, write one yourself and have
it printed, but do not, if you have any love for human-
ity, attempt to foist it upon already overburdened pupils
in the shape of notes and outlines.—*The School Record.*

The aim of education is broad. But there are embodied in it many special aims that must be recalled from time to time, particularly when the conditions of the times demand it. One of them needing especial consideration just now is, that the schools must, through training, instruction, and government, develop patriotism.—*The Teachers' Institute.*

The new Temperance Law was discussed at the Superintendent's Council meeting at Newburgh. *The School Bulletin* contains an account of that meeting.

"The efficiency of a teacher, then, does not depend so much upon the knowledge he imparts as upon the habits he induces."—*The Crucible.*

The Constitution of the State of Utah grants women the privilege to vote.

AMONG OUR EXCHANGES.

MERRY CHRISTMAS TO ALL.

The New Education contains many hints for teachers.

The love story in the *High School Reorder* was very interesting.

There is a whole peck of advice in "Our Girls," in *Rocky Mountain Collegian.*

One very pleasing feature of *The Calendar* is the department, college correspondence.

Surely all the teachers who read *The School Journal* are filled with Christmas thoughts.

The *Art Education* could not have chosen a more appropriate name, for the paper is verily an education in art.

The Racquet is smaller than some papers, but what it does have on its pages is always of an excellent quality.

From the article "Dangers that Threaten our Government," in *The Hermonite*, we judge that the author is, or will be, a "properly qualified" voter.

Much has been written about Dr. Pasteur since his death. *The Normal College Echo* of New York city has an interesting article concerning the value of Dr. Pasteur's work, with reference to its value to the scientific world.

We acknowledge *The Omnium Gatherum*, *The Polytechnic*, *University Forum*, *The College Forum*, *The Student*, *Our Times*, *Youths' Companion*, *The Monthly Visitor*, *Princeville Academy Sol*, *The Tattler*, and *The Skirmisher.*

We regret that the *Pacific Wave* had cause for criticizing the September issue. Taking into consideration the form in which the article appeared, we feel that they had just cause for so doing. However, we hope that the

succeeding numbers have convinced them that it was a mistake, not a theft.

The *Normal Forum* is filled with good material. "What men want is not talent; it is purpose" interested us. "Success is the natural result of well-directed action. Purpose is man's helm, guiding him in his every movement toward his goal. Without it all his powers, be they ever so great, cannot keep him from being turned and drifted away by storms and waves, and he must be turned into port by others."

If we would but pause and think, there are two chains in our lives, the golden chain of happiness of which each link represents a passed pleasure, and every day we are adding a link. For one has said, "The links of small pleasures complete the great chain of happiness." The other is the leaden chain of unhappiness. Each link presents to our minds a disappointment or sorrow, that perhaps some one has forced upon us thoughtlessly; these links are also added to every day.—*The Stranger.*

Almost every day we meet men that intellectually have gone to seed. Their remarks are dry, uninteresting and pedantic, and their company is not inspiring. The trouble is, they have dried up all the fountains of spirit and enthusiasm by too close relationship with the arid plains of abstruse science, far-fetched philosophy and theoretic psychology. Such men should be closely confined in asylums where they cannot pour their buckets of cold water down the back of the enthusiastic majority. Young men, avoid such a mental condition; steer clear of pedantry in every form; keep yourselves alert and active and in touch with the progressive element in the world.—*The Normal News.*

"A College Library" is the title of an article in *The People*. This article is full of suggestive thoughts. We clip the two closing paragraphs:

"Our libraries are to be our colleges after we have left our Alma Mater; if we make good use of books now, our education by their means later on, will be rendered more easy. If, on the contrary, they have been neglected by us, we shall be compelled, if we wish to acquire even the semblance of an education, to go back over the same road we should have traversed years before, under the added disadvantage of being obliged to undo the carelessly performed work of our earlier years.

"In college we are but beginning to train for our real education, which does not begin until we have won our degree. And just as when an athlete is training for a race of any kind, he endeavors to take that exercise which will best fit him for success in it, so ought we, as we are but beginning to train for our real education, to take such mental exercise in the use of a library as will help us to be learned men. If the proper training is neglected, then we cannot expect success but defeat."

COLLEGE NOTES.

IT IS expected that fifty more pupils can be accommodated at Sage College than before it was enlarged.

Two hundred American colleges publish papers.

The American students in France number nearly 2000.

The Yale Medical Course has been extended to four years.

The number of A. B.'s who have graduated at Bryn Maur is 145.

The study of all branches except that of English is optional at Harvard.

On Nov. 22, the state inter-collegiate press association met at Syracuse.

The president of the University of Rochester, David J. Hill, has resigned.

Vassar has graduated twenty-nine classes. The total number of graduates is 1182.

The library and herbarium of the late Prof. D. C. Eaton have been given to Yale.

The University of Chicago now admits high school graduates without examination.

The work on the new building for the medical department of Syracuse University is progressing rapidly.

Sheffield Scientific school at Yale has a chemical laboratory completed a short time ago, the cost of which was \$135,000. Many pieces of apparatus have been exported from Europe to fit it up.

REVIEWS.

The *Review of Reviews* for December, in its "Progress of the World" department, plunges as usual into the discussion of important current topics. The assembling of the Fifty-fourth Congress, at home, and the disturbed condition of Turkey and some of the European powers at this moment present questions which call for extended comment this month. The editor also devotes several paragraphs to the boundary dispute between Great Britain and Venezuela, and the results of the recent elections in various States are reviewed and summarized.

England's claim to be considered an "American power" is questioned, the *Review* taking the ground that the mere holding of possessions in South America does not in itself constitute Great Britain a South American power.

A striking and suggestive article by Robert J. Finley in the December *Review of Reviews*, on "The Cartoon in Politics," gives the outline of the recent campaign in New York as it appeared in current caricature.

The extraordinary interest in Senator Sherman's book is amplified by the sixteen-page review of that work. Simon Pokagon, of the Potawatomi, contributes a brief statement of his views about the Indian Territory "Squaw Men" and the question of Indian reservations. His article is sententious and direct and withal not lacking in the picturesque phraseology of the Indian's language.

The subject of this month's character sketch in the *Review of Reviews* is Mr. Herbert Spencer. The sketch was written by an intimate friend whose identity is not disclosed. It is the most complete record of the great philosopher's life and achievements that has yet appeared.

The complete novel in the December issue of *Lippincott's* is the "Old Silver Trail," by Mary E. Stickney. It deals with Colorado mining life, with strikes, plots, and various underground proceedings, as well as with scenery and mountain breezes. The hero loves his enemy's daughter, and his pluck and manliness triumph over many obstacles.

The scene of "Bennett's Partner," by James Knapp Reeve, is in a wild and lonesome part of the great West, which lends itself naturally to exciting adventures. Harry Stillwell Edwards, in a striking tale, shows "Where the Clues Met," which was in Georgia. "Three Fates," as outlined by Verna Woods, are varying fortunes which would, or might, have befallen the California heroine, according to which of three suitors she married. "The End of Captain Ferguson," by Beulah Marie Dix, is a brief but vivid sketch, in the modern heroic manner, from old wars in Germany.

"English Mediæval Life" is pleasantly described by Alvan F. Sanborn, and "Athletic Sports of Ancient Athens," apropos of the coming revival of the Olympic Games at Athens, by Thomas James de la Hunt. Lyman Horace Weeks gives an account of "Japanese Sword-Lore." As a pendant to these foreign topics, William Cecil Elam tells of "Gunning for Gobblers" in Virginia, and Lawrence Irwell of "Orchids," now so much cultivated among us. Calvin Dill Wilson enumerates the various kinds of "Meats" eaten in all parts of the earth.

Under the title "Opposing View-Points," Frederic M. Bird considers the question whether editor and contributor are natural enemies.

"Shrived," by Margaret Gilman George, is an unusually successful revival of the old ballad style, handling a delicate subject with vigor and feeling. The other poems of this number are by Elizabeth Harman, Alice I. Eaton, and Carrie Blake Morgan.

With characteristic timeliness *The North American Review* for December opens with a symposium on "The Work of the Next Congress," which is discussed by such eminent authorities as M. W. Hazeltine: Representatives Thomas C. Catchings, of Mississippi; Jonathan P. Dolliver, of Iowa; George N. Southwick, of New York, and John C. Bell, of Colorado. Mrs. Lynn Linton writes on "Cranks and Crazes," vigorously depicting the various fads of modern times, and Prof. N. S. Shaler contributes a thoughtful paper on "The Last Gift of the Century." The Rt. Hon. Lord Norton who has devoted a great part of his life to the study of mendicancy in Great Britain, tells "How London Deals With Beggars." The "Results of the Bering Sea Arbitration" are carefully considered by the Hon. John W. Foster, ex-Secretary of State, while Prof. Goldwin Smith, in "Christianity's Millstone," eloquently contends that the books of the Old Testament are simply historical books devoid of any religious inspiration. "Our Benefits from the Nicaragua Canal" are logically set forth by Arthur Silva White, and in the "Personal History of the Second Empire," Mr. Albert D. Vandam appropriately devotes the twelfth and concluding installment to "The End of the Empire." Dr. Louis Robinson furnishes another clever paper on "Wild Traits in Tame Animals," this time choosing as his subject "The Pig." An important paper is that by the Clerk of the House of Commons, Sir Reginald F. D. Palgrave, K. C. B., who in "The House of Representatives and the House of Common" defines the difference in the procedure between these two great bodies. Other topics dealt with are "Congress and the Next Paris Exposition," by Theodore Stanton; "Some Memories of a Great Lawyer," by W. Watson, and "A Plea for the English Wife," by E. M. Nicholl. A carefully compiled index to the one hundred and sixty-first volume accompanies the number.

"Elementary Lessons in Zoology," written by James G. Needham, is intended for use in those schools desiring to follow the scientific method in the study of elementary zoology. It is designed to serve more as a guide in the study of animal life, structure and environment, than as a text to be committed.

The purpose of the book is to enable the student to obtain a knowledge of animal life and structure through original investigation; and to bring him in actual contact with nature, that he may see it with his own eyes, not through a text-book.

The first work consists in a microscopical examination and study of four simple types, the amoeba, the slipper animalcule, the fresh water sponge, and the hydra. From the study of these four types may be learned the names and the purport of cell, protoplasm, tissue and other terms necessary to the intelligent study of any of the higher animals. Following are studies on insects, crustaceans, worms, mollusks and vertebrates, and in conclusion is added an appendix of useful information.

Under the study of each animal are given directions for obtaining it, illustrations, that it may be easily recognized, with suggestions and directions for observation and study.

The teacher will find in this book a valuable aid, the pupil will find it a guide, stimulating to personal investigation.

"Psychology in Education," is published by the American Book Company. It is written by Ruric N. Roark, Dean of the Department of Pedagogy, Kentucky State College, Lexington, Ky.

The book is intended, chiefly, for the use of teachers, the purpose of the author in writing it, being to quicken the interest in mind study as applied to education.

Because of long experience in training teachers, the writer in presenting the subject, is enabled to combine practical experience with the knowledge of the needs of teachers as learned from observation. He claims that psychology sustains the relation to education that anatomy, physiology and pharmacy sustain to the practice of medicine; and that the teacher should know why he teaches any subject, and why he teaches it in a certain way, as the physician should know why he prescribes in a certain way for an ailment. And as the physician should know the effect of a medicine upon the organs of the body, so the teacher should know the effect of a branch of study upon the faculties of the mind.

Attention is called to the following characteristics in the treatment of the subject:

1. The full outline of the topics to be discussed, arranged in logical order to serve as a guide in the study of this book and similar ones.
2. The care taken in defining all terms technical to the subject matter.
3. The distinction made between the faculties of the mind and the operations performed by them.
4. The stress laid upon the necessity and the means of carrying psychology into every day school work.
5. The fact that speculative metaphysics are avoided, only as suggestions are given to serve as stimulants to any desiring to pursue the study in others than the educational relation.

The terms used are such as will not confuse in any case, and are for the most part those in accepted use by other writers on the subject.

The work is well worthy the careful inspection of every teacher and all interested in mind study, and would prove a most valuable acquisition to any library.



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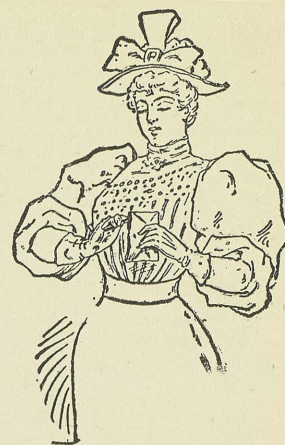
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