

THE Normal College Echo

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ANOTHER VIEW OF COMMENCEMENT HONORS.

THE melancholy days have come
 That no stern father loves,—
 Days of ye sweet girl graduate
 And ye Commencement gloves.
 The father groans among the bills,
 Which number manifold,—
 And groaning mutters of such things
 I've ne'er before been told.

“ Why here are bills for gloves and lace,
 And bills for fan and flowers,
 While as for bills for dressmaking,
 They fairly come in showers.
 And duns for class dues every day,
 My leisure hours fill,
 I dread to come to my own home,
 For fear of some new bill.”

Just then his door is pushed ajar,
 “ O father, dear, I want—— ”
 He hears no more, but flees at once,
 While fear his heart doth haunt,—
 He vows a vow: “ I'll settle this,
 Upon my word I will ! ”
 The last I heard he'd kept his word,
 And settled—every bill.

MARION F. BATES.

SOME NOTES ON SUMMER SIGHTS AND SOUNDS.

A SUNDAY or two ago, I went down to the
 brookside for a social visit with the enor-
 mous green frogs which inhabit that particular
 hollow to which I directed my footsteps. They
 were there, though I imagined them already los-
 ing the freshness of their fashionable spring
 costumes, and looked up with a sigh to see if I
 could find any compensation for their dinginess.
 Most generous and complete satisfaction did I
 find thereupon, for, in all their royal purple, the
Fleur de Lis had blossomed since I was there
 before. Is there a more stately flower in the
 meadows than this queenly flag? I never see it
 without recalling Longfellow's poem :

“ Born to the purple, born to joy and gladness.”

It does not look well in the house, however.
 Few of our wild flowers do.

There is a solitary whip-poor-will who serenades us by night with his “A world for thee,” as Mrs. Whitney interprets the notes. Personally, I am in disgust with any attempt to set syllables to bird music. I can find none for that

hilarious *teeter* of six notes which the oriole now repeats so industriously in place of his early whistle. What a flash of color there is as he flies from tree to tree in his black and orange suit! There is a pair of shy yellow birds about, and I find my spirit growing wondrously gentle as I listen to their tender *inward* voices. I can find no other adjective for that soft, soothing strain, as a mother might whisper to a child whose only existence was henceforth in her loving heart. But I cannot find their nest, nor am I sure that I care to give them "a local habitation and a name." I am quite interested, however, in a house which I have discovered in a decaying apple tree. I followed a mysterious rapping one afternoon, and it led me there, but ceased absolutely as I came opposite a round hole opening into a dead portion of the trunk, far above my head. A few days later I came again and saw a brown head with two watchful eyes framed in the dark hollow. At another time I have seen the bird fly, but could catch no details save a light brown body low hung between the strong dark wings, that bore her off far beyond my following.

Strawberries are ripening now. Perhaps the weary inhabitants of the heated city have inferred that fact from the presence of sundry baskets of wilted and acid fruit. But such inference can ill compare with that certainty of ours gained from breezy walks along the brow of the hills or down in the orchard grasses, from daily sun-baths, when the hot rays would make any other exertion than this of our flying fingers impossible, or, last if not least, from the discussion of short cake made from the freshly gathered field berries. But while this fruition gratifies our spring-time anticipations, we have still the fragrant promise of future delights in the blossoming grape vines and blackberry bushes.

But I find most fascinating interests in the ditch previously referred to as the "brook," a euphonious title which truthfulness compels me to yield. Here abound the larger denizens of such places, frogs and newts and mud turtles, but there is more variety in the smaller creatures. Polliwogs in all stages of development from the

egg to the tailed frog; water bugs of many kinds; grotesque larvæ whose graceful and matured relatives, perhaps, hover in the air above their lowly habitation. Water snails creep over the surface of exposed leaves, and the spreading peppermint fills the air with spicy reminders of the sweets of our childhood. On taking up a pailful of this water, or glancing around upon the flowers and ferns and mosses that flourish over the black swamp muck, I find dozens of objects of whose names or life history I am totally ignorant, until I come near to losing my loyalty to the classical education which seems now so much a matter of "words, words, words." Yet, is it possible even for one trained in the old school, to have a loving interest in nature, if not a scientific one; to study out her secrets one by one in her wide-spread laboratories, and to know the dear delights of independent discovery, even of facts well known to others?

We are having a very dry season. Yesterday the clover leaves were so rolled together by the heat, that no opportunity was offered for finding a lucky four. The tree-toads, of whom there seem to be an unusually large number this summer, have perseveringly called for a shower, but so far in vain. Great banks of thunder heads, cream-white and blue and gray, gather toward the east, and sharp flashes of light, with a long rumble of thunder, give us promise of rain, but only a few drops fall upon our heads from the ragged edges as the storm sweeps by to the northeast.

Have you ever heard a tree-toad on a warm summer evening, suddenly startle the air with his loud "tr-r-r-r-r," to be answered by another and another, now in front and now behind, farther off on the right, and sounding faintly around to the left, the echoing responses dying away on the ear, only to continue in the imagination in ever widening circles, until the message of the first prophet had been carried to every one in an indefinitely extended area? I wonder if it is by some such telegraphy that the swallows are warned of the approaching end of summer, and the wild geese summoned from their wide-spread northern lakes? Such speculations, however, carry us too far from the green uplands and quiet June evening where all sounds and movements are hushing save the quiet breathing of the cattle in the barnyard, and the south wind in the trees.

SARAH E. HAWLEY.

COMMENCEMENT ESSAYS.

We print the synopses of the essays read at commencement by the representatives of the Classical, English and Kindergarten courses. We print entire the essay of Miss Reed, the representative of the Collegiate course.

THE CORRELATION OF STUDIES.

NELLIE STACEY FISH.

THE writer introduces her subject by showing how the aims of education have varied at different times, and that the end should be the development of man in his three-fold nature.

The current theory regarding the composition of mind is that it is a unit. If this is true, the best results can be attained only when it is treated as such, will training being the most important consideration. Modern educators believe that this end is best attained when subjects are correlated. That this is true has been proved by interesting experiments. The writer concludes by saying that there can be no real unity in studies unless the teacher understands the child, and works in harmony with that greatest of all teachers, nature.

THE IMPORTANCE OF THE ANCIENT CLASSICS IN HIGHER EDUCATION.

ANNA M. HUSTED.

THE writer introduces the subject by referring to the question as a practical problem which is constantly met by the parents of to-day. She then goes on to show that a business education is not really practical, maintaining that everyone needs general culture—an all round development. The discipline which the study of Greek and Latin gives is cited as unique and particularly adapted to cultivate language power. After emphasizing the broadening influence of contact with such languages, the writer concludes by expanding this thought, "To disentwine the warp of the ancient classics from the woof of our modern written thought is impossible."

SPIRITUAL TRAINING IN THE KINDERGARTEN.

MARY KATHERINE PEASE.

THE importance of spiritual training in life.

If man would grow spiritually his spiritual nature must be cultivated from the beginning of his existence.

The kindergarten aims to develop in the children respect for the rights of others, justice, patience, unselfishness and, greatest of all, love—love of all living beings and the good, the true and the beautiful in nature and in art. It lays the foundation for fellowship in church and State and all that makes life worth living.

ETHICAL INSTRUCTION IN SCHOOLS.

THE necessity for moral instruction in our schools is generally recognized. In the quaint words of John Locke—"If virtue and a well-tempered soul be not got and settled so as to keep out ill and vicious habits, education will be to no purpose but to make the worse or more dangerous men." In our day, there are three leading theories as to the best method of producing "well-tempered souls."

The first is that explicit moral instruction in the school is needed and must be based on religious sanctions. This theory cannot be carried out in our public schools, where so many denominations are represented and where the religious beliefs are so varied.

The second theory demands explicit moral instruction, but declares the possibility of making it unsectarian. Dr. Felix Adler advocates this method. He recommends the teaching of what is right and what is wrong without dealing with the reasons. But teachers hold different opinions on this subject, and children would soon demand reasons. Then, if religious dogma may not be referred to, there is necessitated a discussion of the nature of good and evil, and of their origin. Such a discussion could only be comprehended by advanced students.

Of both of these theories it may be said, in the words of a prominent educator—"From the standpoint of practical moral, the inculca-

tion of moral rules is no more likely to make character (or "well-tempered souls") than is the inculcation of astronomical formula."

The third and most general theory is that no *explicit* moral instruction is necessary. Sufficient moral influence is exerted by the general discipline of the school, the personality of the teacher, and the lessons studied. There is more in this than appears on the surface.

In a well-conducted school, habits of regularity, punctuality and a regard for the rights of others are acquired. The teacher's daily commendation of industry, perseverance and achievement is an important moral factor, and only one of the many ways in which a noble character influences for good those brought into daily contact with him. The general influence from the studies pursued is of great value. From the continual search for truth dawns a respect and love for it, wherever it may be found, even outside of school walls.

A strong ethical influence pervades some studies in particular. Physiology teaches the laws of health, the violation of which is the immediate and remote cause of much existing evil. History also may be made a basis of ethical instruction. Indeed, it has been defined as "philosophy teaching by example." Grouped about the lives of great men, it becomes an inspiration. Throughout it one may see and have strongly impressed the fact that he serves himself best who best serves others. Geography presented as Guyot's "Earth and Man" suggests shows a child the evolution of man from his early savage state to his present enlightened condition, and thereby gives him a "moral basis for character, a hope for personal growth." All science is refining and ennobling, if it "leads through Nature up to Nature's God." But, as it deals with fact, not motives, its value to a child, as bearing on rules of conduct, is not great. The study of economics showing the origin of law, and the bond of union between all men, greatly enlightens the moral understanding. As regards the importance of this study, it has been said, "In view of the breakdown of the older motives for morality, the youth of the next

generation must more and more draw their inspiration from a realization of the unity of interest of all in any one, of one in all."

Of all these subjects it must be acknowledged that while their ethical value is great, it requires teachers of exceptional ability to teach them with ethical aims. Also, since they are studies for higher grades, if their influence only were relied upon, the lower grades would suffer. Yet the little children are the most susceptible to good influences and to bad as well.

But there *is* possible a strong moral influence in every grade, which need not depend on the teacher's ability for much of its force. A broad and strong moral influence may be derived from the use of literature as it should be presented.

Of the truth of this statement we have the testimony of experienced educators. Miss Burt found that "a child will take home a lesson of self-sacrifice, when he has discovered the beauty of it by looking at it from a scientific standpoint, when he will revolt against it, if it is preached at him. * * * The meanest myth from the lips of a wondering savage has more of aspiration, more of inspiration in it than the whole world of soulless wonders." She adds, "The highest office of reading is to make the child better understand soul motives and heart needs, that he may more freely give to the heart hungry and more freely receive from the soul full; that he may live out of and away from his meaner self; that he may grow all-sided; that he may look with analytic rather than critical eyes upon the erring; that he may relish the homely side of life and weave beauty into its poverty and ugly hardships; that he may add to his own relation to the eternal." Dr. Hall says, "A precept may be a lie to a child, while a tale of fiction may be the essential truth, the growing soul needs." In the words of Colonel Parker, "Spiritual truths are hidden in the precious honey of stories." Another famous teacher, Hugo K. Schilling, says, "From the simplest fable or fairy tale to the masterpiece of poetic genius, every good work of literature implants ethical ideas, incites to moral action, and gives a healthy impulse to the emotions." Last, but most important, is the

fact that the Herbartian School of Pedagogics in Germany has made the development of spiritual life, by means of fairy tales, a special purpose of education.

Beginning in the lowest grades with these fairy tales and ending in the last year of the High School with the best thoughts of modern prose and poetry, the moral influence of literature steadily grows. In the folk-lore legends, mythology, and fairy tales, the children easily see and appreciate the force of justice, the need of obedience of conscience, and the inevitable return of the wrong deed upon the doer. One grade higher, such stories as that of "Daffy-down-Dilly," showing the ugliness and hardship of idleness; "The King of the Golden River," showing the beauty of unselfishness; Matthew Arnold's "Deserted Mermaid," wherein is seen "the soullessness of the soul that would save itself at the expense of love and duty." All these must have an undying influence on the young readers.

The history of education shows that the study of literature has long been regarded as an important aid to morals. "To love letters," Plato says, "is a long step toward moral perfection." In the early Christian eras Saint Basil contended that the poems of Homer inspire a love for virtue. Amid the darkness of the Middle Ages there were teachers who saw a correlation between pagan literature and Christian inspiration. For centuries the study of grammar, logic and rhetoric, based upon the classics, were known as the "humanities," a name significant of their humanizing and elevating influence, when based upon literature. Fenelon, finding sermons useless for the moral instruction of the Duke of Bourgogne, presented the moral precepts under the attractive guise of fiction. Madame de Serigne speaks quaintly of the moral value of her own romances. "I found that a young man may become generous and brave in seeing my heroes, and that a girl may become genteel and rise in reading Cleopatra."

Ethics deals with conduct or the adjustment of acts to ends. If reading is to have a distinct ethical value it must deal with human relation-

ships, not scientific facts. To make more plain the bond of union between all men, it must be so arranged as to show the continuity of thought from the earliest days to our own time. For instance, a course in Promethean stories from the early myth to Shelley's drama. This kind of study makes it possible for a "growing soul to feel little by little the pulse of centuries throbbing as one great pulse — the pulse of humanity." It enables him in the highest grades to appreciate the most beautiful thoughts of all time, and sends him out into the world full of noble impulses, with the ability to select for his future reading the best productions of the human mind. Thus he is provided with a foundation for infinite moral development.

As it is now, if children leave school without the ability to appreciate good literature, the explicit moral instruction they receive at school or home has little after influence. Temptations assail them in the shape of bad books and bad companions, and they have not sufficient discrimination to choose wisely their reading or their friends.

In conclusion, we know that good taste in literature leads to good taste in the highest sense, which is, according to Carlyle, "A general susceptibility to truth and nobleness, a sense to discern and a heart to love and reverence all beauty, order, goodness, wherever or in whatsoever form and accompaniments they are to be seen."

JOY ASHTON REED.

My conscience, 'tis of thee,
 Thing of nonentity,
 Of thee I sing;
 Where twinges never come,
 Where prickings there are none,
 Where there is ever room
 For ponying.

Thou never troublest me,
 And, for the faculty,
 Alackaday!
 That is the only name
 Resisting while I cram
 My pockets for exam-
 Ination day.

—Exchange.

THE
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EDITORIAL NOTES.

GOOD Bye.

A pleasant vacation.

DID you "accept?"

BE sure to write.

ARE you going to Denver?

How many of those photographs that you promised will you really send?

WE would recommend the Exchange Editor of the future to compile a scrap book of press notices of the ECHO.

VALEDICTORY.

VALE—farewell—the words leave a bitter flavor. How much more readily "welcome, I am pleased to see you," springs to the lips. But life is made up of meetings and separations, and just as surely as we accept the one with pleasure we must learn to expect the other following in its train, bringing oftentimes sorrow—always regret.

It is with these mingled feelings that the retiring member bids farewell to the ECHO, and through its pages to the college which it represents; there is sorrow that good-bye has been said forever to some of our number, who just at our commencement time have passed their final ex-

aminations and entered the higher class, where all questions of doubt and uncertainty are forever set at rest; there is regret that present ties must be severed thus closing the dearest chapter of college life.

We, the present board of editors, accepted the office entrusted to us with a sincere appreciation of its responsibilities, fortified by the determination to make any personal sacrifice necessary to carry on the work. We have striven under difficulties which can never be comprehended by those outside the sanctum, to make the paper a success, and we thank our subscribers for their generous appreciation when we have succeeded, and for their charitable leniency when we have been shortcoming, or as perhaps would be more fitting to say with reference to the "*May issue*," long in coming. We have worked with this aim to raise the ECHO to a higher plane in college journalism, to make its pages so bright, thoughtful and attractive, that it would be not only a pleasure to read, but an inspiration to contribute.

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

Wherein we have failed, we ask you in all sincerity, before pronouncing judgment, to answer the question, "Have you done your part?"

Turn to the list of editors of almost any of the large college papers, count the names and compare it in number to ours, remembering that work increases in indirect proportion. How often have we had to swallow disappointment over *promised* articles, how often have we met with refusal from those who should have considered it a duty if not a pleasure to contribute.

The ECHO has aimed to supply a widely felt want, but one which is perhaps not fully felt by the undergraduates of the institution. It is only when one has severed direct connection with *Alma Mater*, and gone forth from her walls that he looks to the college paper as a link between past and present associations, a veritable "letter

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

EXHIBITION OF SCHOOL WORK IN THE PRIMARY DEPARTMENT.

FOR a few weeks past, the teachers of the primary department have been saving the work done by the pupils. On Wednesday afternoon, May 29, this work was displayed in the primary chapel, the students of the College and the parents of the children being invited to inspect it.

The amount of work covered by the first grade in number was surprising, being greater than ever covered before in the same length of time, while the papers by the third grade, illustrating fractions by divisions of colored circles, were very noticeable. Very business-like bills were displayed by the fourth grade. Maps of New York State were finely executed by the same grade.

The drawings were, for the most part, from nature. The work in color has recently been started, and shows much latent ability on the part of all pupils. Leaves of the pine tree and clover by the first grade, and buttercups and pansies by the fourth grade attracted much attention.

The language work in all the grades consists of practical exercises in the use of English, including letter-writing, descriptions of objects, pictures, and events; reproductions of stories, biographies, and quotations; also short stories from the imagination. The first grade displayed

reproductions of Miss Mullock's story, "The Adventures of a Brownie;" also descriptions of pictures, animals, and plants, all work being profusely illustrated by drawings. From the second grade, we noticed letters and reproductions of the story of Rip Van Winkle; letters of invitation and acceptance from the third grade; also the story of the Golden Touch, were well done. Creditable reproductions of the biography of Lowell, descriptions of pictures and events, and well-known quotations written from memory, were noted among the work of the fourth grade.

The science work of the first and second grades has been of a very informal character, with a view to 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 study has been made of the oyster and clam, and the papers on the lobster were interesting.

Although the work, in many cases, was not of so high an order as to attract special attention, still the marked improvement was very encouraging to those having these pupils in charge. Much inspiration to better work was gained by both pupils and teachers.

FLAG DAY.

FRIDAY, June 14, was Flag Day. Owing to lack of time and the pressure of work preparatory to examinations and Commencement, the day was very quietly observed. The Primary and Grammar Departments held joint exercises, having a short program, but for the rest of the College the celebration of the day consisted in wearing the national colors, admiring the decorations throughout the city, and wishing that we had a flag staff.

When arrangements are made to have Flag Day come earlier in the month, we hope to be able to observe it more fittingly.

EXHIBIT OF WORK IN THE INTER-
MEDIATE DEPARTMENT.

A GREAT treat was given by the pupils of the Intermediate Department on Thursday, June 13, when an exhibit was made of their 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 did 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 during the last quarter in connection with science. The pupils were greatly interested in this work, and although it was but an experiment it has proved so beneficial to the pupils and has been such a success that, without doubt, it will be continued next year.

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. We were much interested in the unique production map, in that nearly all the products displayed came directly from the British Isles.

The penmanship throughout showed neatness, and the thought embodied in all the reproductions was expressed in simple but in good and in 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 betime and come to it with delight."

Those who have been instrumental in bringing about these conditions are to be congratulated.

"Well, Uncle Silas, your boy is home from college."

"Yes, wuss luck."

"Worse luck? Why?"

"He's larned so much he can't plow up nothin' but my feelin's, nor harrer nothin but my soul."—*Ex.*

A DELUSION.

'T WAS on a pleasant afternoon,
When quiet reigned within these walls,
That a gay young Normal student
Went tripping through the halls.

Recitations all were over,
But she'd extra work to do;
So past the silent class-rooms
She went at half-past two.

Now, it chanced that other students
Were also in the place,
As she turned a corner quickly,
She met two face to face.

One there was divinely fair,
And most divinely sweet,
The other — tall and manly,
Was kneeling at her feet.

The girl, who had turned the corner,
Stood aghast at the state of things;
She surely would have vanished
Had she been possessed of wings.

'Twas an awkward situation,
Third persons wouldn't do;
Just then the kneeler rose and smiled,
He'd only tied her shoe.

L. L. A.

ALUMNI NOTES.

- '46. Lucretia Ward, wife of James Richards, died at Desmond, Ill., March 20, 1895.
- '54. Elizabeth Miller, wife of S. J. McDugal, died at Boston, March 38, 1895.
- '82. Florence C. Buffum, wife of A. L. Stockwell, who has lately died, called at college May 20.
- '86. Miss Christina H. Lawson, missionary at Bombay, is home on a visit. She called at the college June 17.
- '88. Daisy Courter Dickinson was married to Irving Parker Mills at Jamaica, L. I., June 5.
- '92. Lilian Robertson died at Cohoes, June 7.
- '93. Cards announcing the marriage of Georgianna Roberts to George T. Campbell, of New York, were received at the office. They will be married at Bainbridge June 27.
- '93. Roxoy Jane Griffin was married to James Dixon Mallory June 4, at Utica.
- '90. Anna Fagan was married to Andrew T. Seaman at Frankfort, June 11, 1895.

THE CALENDAR FOR COMMENCEMENT WEEK.

AS the ECHO went to press early in the week it is impossible to do more than give the various programs in this issue.

June 17 and 18 were occupied with examinations. Would anyone like to hear the questions discussed?

On the morning of June 19 the closing exercises of the Model Department were held in the chapel, and the following program was given. In another column will be found a copy of the poem recited by William D. Grant.

PROGRAM.

- MUSIC — The Return of the Birds.....*Nevin*
- RECITATION — A Soul in Grass and Flowers.....*Lowell*
Bergen Staats.
- RECITATION — A Belated Violet.....
Jessie McGarr.
- MUSIC — a. Every Night.....*Foster*
b. Boat Song.....*Weidig*
- RECITATION — The Bravest Boy in Town.....
Harold Andrews.
- RECITATION — What the Burdock was Good for..
Mildred Bell.
- MUSIC — Piano solo. Polonaise Brilliante.....
Gustave Merkel
Edna Elmendorf.
- RECITATION — The Saga of Olaf the Young.....
Julia Burrus.
- MUSIC — Primary Class,
a. The Little Mermaid.....*Tufts*
b. Sweet is the Voice of the Breeze.*Brown*
- RECITATION — Tommy Looks Ahead.....
Lynde Tucker.
- MUSIC — Swinging.....*Addison*
- RECITATION — The Minstrel's Curse.....
James Stephens.
- QUOTATIONS —
Tom Cox, George Cantine,
Ethel Close, Mabel Ullman,
Reuben Sleicher, Olive Helmes,
Elizabeth Belding, James Cox,
Mary Danaher, Beatrice Merchant,
Louisa A. Wood, Bessie Murray.
- RECITATION — "Good Morning" Round the World,
Mabel Perry.
- MUSIC — a. Lullaby.....*Foster*
b. The Soft-shell Crab.....*Chadwick*

- RECITATION — A Little Quaker.....
Mary Mattimore.
- MUSIC — Primary Class,
a. The Merry Brown Thrush..... } *Brown*
b. The Leaflets..... }
RECITATION — The American Boy.....
William D. Grant.
(Written by his mother.)
- CALISTHENICS — Primary Class.
- RECITATION — How the Dominie Went to Sea...
Laura Wilson.
- MUSIC — a. The West Wind.....*Barnby*
b. To a Daisy.....*Dietrich*
- PRESENTATION OF DIPLOMAS —
a. Primary Department.
b. Grammar Department.
- MUSIC — Child's American Hymn.....*Chadwick*

The chapel was filled on the afternoon of June 20 with the friends of the High School Department, it being their Commencement Day. Their program follows:

PROGRAM.

- MUSIC — Chorus. Spring's Sunshine.....*Reay*
- ESSAY — The Hudson in Literature.....
Millie V. W. Patterson.
- MUSIC — Chorus,
a. The Cossack.....*Russian Song*
b. Eventide.....*Abt*
- RECITATION — Boy Wanted.....
Clara M. Bildhauser.
- ESSAY — Currents.....
Annie L. Cannon.
- MUSIC — Part Songs,
a. At Night.....*Randezzer*
b. Hail Rosy Morn.....*Kinross*
- Sopranos — Misses Goldthwaite, Hall, McGraw,
Miller, Morey, Munn, Nichols, Payne, Van
Allen, Van Derzee.
- Altos — Misses Bildhauser, Breakenridge, Gray,
Lamp, Miller, Murphy.
- RECITATION — Painter of Seville.....
Vera Devoc.
- MUSIC — Chorus. The Violet.....*Selected*
- ORATION — The Canaan of To-day.....
Harris Moak.
- RECITATION — The Norman Baron.....
Minerva E. Hess.
- MUSIC — Quartette. Annie Lee.....*Barnby*
Misses Gray, Hall; Messrs. Moak, Van Denburgh.

ESSAY — Beauty and Mystery of the Morning...
Eleanor G. Nichols.

MUSIC — Violin Solo.....
Mr. Posselt.

RECITATION — Relief of Lucknow.....
Netta M. Breakenridge.

MUSIC — Part Songs,
a. Her Lovers.....*Bridge*
b. The Maiden's Song.....*Helmund*

ESSAY — Value of Time.....
Anna Hecker.

PRESENTATION OF DIPLOMAS —

MUSIC — Chorus. Harvest Home.....*MacFarren*

GRADUATES.

JUNE 20, 1895.

Clara M. Bildhauser,	Hattie Luella Lamp,
Netta M. Breakenridge,	Peter Harris Moak,
Annie Loretta Cannon,	Hattie Agnes Morey,
Austin Rose Coulson,	Julia Agnes Maxwell,
Amy Cox,	Frank E. Michal,
Vera Devoe,	Ella Blanche Murphy,
Ella Gillis Galbraith,	Eleanor Gaylord Nichols,
May L. Harder,	Millie Van Wie Patterson,
Anna Hecker,	Gilbert V. Thomas,
Lena Mary Herbert,	Anna Ellis Van Allen,
Minerva E. Hess,	Helen Edith Wilson,
Rosella M. Kraft,	Mary Bailey Van Derzee.

On the evening of the 20th, the members of the Quintilian Society rendered this "Closing" program:

PART I.

MUSIC —
Orchestra.

PRESIDENT'S ADDRESS —
Helen E. Wilson.

RECITATION — Phaeton.....
Charlotte DuBois.

MUSIC —
Orchestra.

SOCIETY HISTORY —
May R. Crawford.

RECITATION — Brier Rose.....
Ella May Lyons.

MUSIC —
Orchestra.

PART II.

(Pen Pictures.)

ESSAY —
Annie C. Hunting.

LANDSCAPES —

a. Lady of the Lake.....
b. Green River.....
c. Snow Storm.....
Netta M. Breakenridge.

HOUSE AND HOME SCENES —

a. The Wayside Inn.....
b. Mr. Piggoty's House.....
c. Beethoven's Moonlight Sonata ..
Jessie B. Gray.

MUSIC —
Orchestra.

PERSONAL PORTRAITS —

a. Dutch Governor.....
b. Dorothy Q.....
c. Ruth.....
Clara M. Bildhauser.

IDEAL PICTURES —

a. Magic Mirror.....
b. Among the Laurels.....
Norine Keating.

SOLO —
Nellie Goldthwaite.

POEM — Living Pictures of the 19th Century....
May Daumont Hall.

Executive Committee.

Helen E. Wilson, May R. Crawford,
Minerva E. Hess, Ella Blanch Murphy.

Marshals.

Charlotte J. Hungerford, Anna M. Wallace.

Ushers.

Mary Ironside, Grace A. Shaller,
Loretta McGraw, Frances Nalley,
Jessie Trimble, Vera Devoe,
Mina Hess, Blanche Murphy.

The Phi Delta Fraternity enjoyed their farewell banquet at the Delavan on the evening of June 19.

On the afternoon of June 21, the College Commencement Exercises were held at Harnanus Bleecker hall.

PROGRAM.

MUSIC — Chorus. Gloria in Excelsis.....*Concone*
Solo by Charlotte E. Lansing.

PRAYER.

Rev. William Force Whitaker.

MUSIC — Welcome Song.....*Dr. E. J. Hopkins*
Ladies of the Glee Class.

ESSAY — Spiritual Training in the Kindergarten.
Mary Katharine Pease.

MUSIC — Chorus. Oh, the Flowery Month of June.
William Jackson

ESSAY — The Correlation of Studies.
Nellie Stacey Fish.

MUSIC — The Image of the Rose.....*Reichardt*
Humming Chorus, with Soprano Solo by
Mary J. Newman.

ESSAY — Ethical Instruction in the School.
Joy Ashton Reed.

MUSIC — Part Songs.
a. Night Sinks on the Wave.....*Henry Smart*
b. Ring the Lily Bells.....*W. F. Sudds*
Solo parts by Misses Husted, Lansing and Newman.

ESSAY — The Importance of the Ancient Classics in
Higher Education.
Anna E. Husted.

MUSIC —
Orchestra.

ADDRESS TO THE GRADUATES.
Hon. Charles R. Skinner.

PRESENTATION OF DIPLOMAS.

MUSIC — Chorus. The Postillion.....*Molloy*
BENEDICTION.

GRADUATES.

JUNE 21, 1895.

COLLEGIATE COURSE.

Nathan Beckwith, A. B., Stissing, Dutchess Co., N. Y.
Fred. W. Brown, B. S., A. B., Brownsburg, Ind.
Sarah Ellen Hawley, A. B., Saratoga Springs, Saratoga
Co., N. Y.
Carrie May McFadden, A. B., West Chazy, Clinton Co.,
N. Y.
Fred. J. Perrine, A. B., Kingston, Ulster Co., N. Y.
Joy Ashton Reed, A. B., Yonkers, Westchester Co.,
N. Y.
Geo. Coombe Strassenburgh, B. L., B. S., Rochester,
Monroe Co., N. Y.
William Alfred Yezley, M. E., Ithaca, Tompkins Co.,
N. Y.

CLASSICAL COURSE.

Henry F. Blessing, Guilderland, Albany Co., N. Y.
Harriet Wright Burton, Albany, Albany Co., N. Y.
Jessie Chambers, Ilion, Herkimer Co., N. Y.
Jane Gillespie, Albany, Albany Co., N. Y.
Laura Edith Holliday, Canaseraga, Allegany Co., N. Y.
Anna E. Husted, Albany, Albany Co., N. Y.

Hattie L. Joslin, Rochester, Monroe Co., N. Y.
Josephine Keeny, Bolivar, Allegany Co., N. Y.
Charlotte Elizabeth Lansing, Albany, Albany Co.,
N. Y.
John C. McLaury, North Kortright, Delaware Co.,
N. Y.
Hambly P. Orchard, Beekman, Dutchess Co., N. Y.
Hazlett James Risk, Palatine Bridge, Montgomery Co.,
N. Y.
Anna Jeannette Robeson, Newburgh, Orange Co., N. Y.
Lena LaRue Siple, Spencer, Tioga Co., N. Y.
Julia Mary Smith, Lyons, Wayne Co., N. Y.
Katherine Toohey, Schuylerville, Saratoga Co., N. Y.
Mary Marie Van Arsdale, Castile, Wyoming Co., N. Y.
Minnie Estelle Waite, Watertown, Jefferson Co., N. Y.
Jennie Agnes Wiley, East Albany, Rensselaer Co., N. Y.
Ellen Wade, Albany, Albany Co., N. Y.

ENGLISH COURSE.

Margaret Aitken, Johnstown, Fulton Co., N. Y.
Carrie Cecil Balcom, Oxford, Chenango Co., N. Y.
Maud Nadeau Beaudry, Westchester, Westchester Co.,
N. Y.
Edna Alcie Bliss, Ph.B., Alfred, Allegany Co., N. Y.
Sara Furman Briggs, Rochester, Monroe Co., N. Y.
Marian Christine Chubbuck, Wellsville, Allegany Co.,
N. Y.
Roberta M. Cochrane, Hudson, Columbia Co., N. Y.
Louise May Coughtry, Slingerlands, Albany Co., N. Y.
Elizabeth Wright Courtney, Newburgh, Orange Co.,
N. Y.
Ella May Dewitt, Chittenango, Madison Co., N. Y.
Alice Evanell R. Duckworth, Ilion, Herkimer Co.,
N. Y.
Caroline Dunn, Pataukunk, Ulster Co., N. Y.
Annie E. Finnegan, Waterville, Oneida Co., N. Y.
Nellie Stacey Fish, Saratoga Springs, Saratoga Co.,
N. Y.
J. Harry Forrester, Buffalo, Erie Co., N. Y.
Anna M. Hourigan, Schenectady, Schenectady Co.,
N. Y.
Charlotte Wells Howe, Plattsburgh, Steuben Co., N. Y.
Mary E. Hull, Spencer, Tioga Co., N. Y.
Aurelia Hyde, Poughkeepsie, Dutchess Co., N. Y.
Katharine Cecelia Kennedy, Cohoes, Albany Co.,
N. Y.
Margaret A. King, Ph.B., Cairo, Greene Co., N. Y.
Mervin Losey, Woodhull, Steuben Co., N. Y.
Mary Genevieve Manahan, Saratoga Springs, Saratoga
Co., N. Y.
Mary Laetitia Marsh, Ballston Spa, Saratoga Co., N. Y.
Agnes McCullough, Newburgh, Orange Co., N. Y.
Mary McNeil, Argyle, Washington Co., N. Y.
Mary Frances Meagher, Amsterdam, Montgomery Co.,
N. Y.

May Miller, Utica, Oneida Co., N. Y.
 Mary J. Newman, Cold Spring Harbor, Suffolk Co.,
 N. Y.
 Jessie Nims, Rushford, Allegany Co., N. Y.
 Cora B. Partridge, Albany, Albany Co., N. Y.
 Helen Cecelia Sheehan, Troy, Rensselaer Co., N. Y.
 Margaret Edith Stevens, Bridgewater, Oneida Co., N. Y.
 Agnes Stow, Clyde, Wayne Co., N. Y.
 Anna Isabella Thompson, Canandaigua, Ontario Co.,
 N. Y.
 Florence Van Duzer, Newburgh, Orange Co., N. Y.
 Alice M. Waldron, Schenectady, Schenectady Co.,
 N. Y.
 Celia Augusta Williams, Corning, Steuben Co., N. Y.

SPECIAL COURSE.

Ella M. Brigham, Fairport, Monroe Co., N. Y.
 Mary E. Durkee, Fort Edward, Washington Co., N. Y.
 William Henry Good, Holly, Orleans Co., N. Y.
 Rose Mildred Hamill, Utica, Oneida Co., N. Y.
 Anna S. Joslin, Springville, Erie Co., N. Y.
 William Ainsley McConnell, Pulteney, Steuben Co.,
 N. Y.
 Martha Sibyl Putnam, Johnsburgh, Warren Co., N. Y.
 Elizabeth T. Regan, Wellsville, Allegany Co., N. Y.
 Katherine DeWitt Romeyn, Kingston, Ulster Co.,
 N. Y.
 Lodiski L. Williams, West Italy, Yates Co., N. Y.

KINDERGARTEN COURSE.

Jenny Lillian Arrison, Oxford, Chenango Co., N. Y.
 Emma Harcourt Charles, Albany, Albany Co., N. Y.
 Grace Foster, Albany, Albany Co., N. Y.
 Lillian Foster, Albany, Albany Co., N. Y.
 Martha Logan Martin, Albany, Albany Co., N. Y.
 Mary Katharine Pease, Albany, Albany Co., N. Y.
 Jessie May Pulis, Troy, Rensselaer Co., N. Y.
 Amelia Marcena Simmons, Cohoes, Albany Co., N. Y.
 Laura M. Sutherland, Cohoes, Albany Co., N. Y.

The Class Day Exercises of '95 were omitted on account of the death of Miss Duckworth.

THE AMERICAN BOY.

WHAT land like Columbia?—so goodly, so vast,
 One foot on old Plymouth, the other far west;
 In her right hand Alaska; with her left plucking flowers
 From that "Garden of Eden"—fair Florida's bowers.

We'll not speak of her rivers, her mountains of gold,
 In song and in story the tale hath been told;
 Her sea-coast, Niagara, with voice like the Lord,
 Of these have we learned from historian and bard.

In fullness of time, o'er the waters there came,
 A band of true freemen; and New England they name,
 Wild, rock bound and dreary the asylum they found,
 But well was it called, long ago, "Holy ground."

God sifted the nations and mingled in one
 The blue blood that flows in America's son;
 No cowardly, plebian vassals are we—
 Our birthright unquestioned, the sons of the free.

For each boy in our land there's a sceptre and throne,
 Some wrong to be righted, some victory won,
 Every boy is a prince, every son is an heir,
 No elder, no younger—all equally share.

Every year adds new lustre to Washington's crown,
 By resisting oppression he earned his renown;
 Now crowned heads applaud him, and give him a place
 'Mong the bravest and truest and best of our race.

And who can, unmoved, look far back in the night,
 In a barren log cabin, with a pine-knot for light,
 And behold in the flicker a strong, manly face,
 Now chiseled in marble, it fills the first place.

At the sweet name of Lincoln the tear-drop will start,
 He who severed the chain cutting Liberty's heart.
 Dusky millions enthroned him; now true is our song:
 "The land of the free"—the glad strain we prolong.

"See'st thou a man diligent? He'll stand before
 kings."

Lo, Robert is sent to the court of St. James;
 And in the near future when we boys vote as one,
 Highest place will we give to the rail-splitter's son.

When dire rebellion did lift its foul head,
 Who was it our armies to victory led?
 The son of a tanner, a noble man true,
 Who saved our dear banner, the red, white and blue.

Not for conquest, for the life of his country he fought.
 "Advance!" was his watch-word—"this land dearly
 bought

With the blood of our fathers must and shall be pre-
 served."

From this righteous purpose his soul never swerved.

Then courteously, kindly he gave back the sword
 To the conquered of trophy spoke never a word—
 But the voice of the people, aye the voice of the Lord,
 Placed him higher, still higher, with wondrous accord.

And now all the land from the South to the North
 Vie in doing him honor—extolling his worth.
 Hark! listen! the echoes have scarce died away
 Of the words fitly spoken—"Memorial Day."

Of a long glory roll, we have no need to tell
Household words by the hundred; we know them right
well—

May we speak of our Morton? a poor yankee boy he—
Three cheers, fellow students, let us give three times
three.

We stand on the watch tower and gladly proclaim
That true worth depends not on station or name;
That knowledge—the handmaid of truth—will dispel
All darkness where error and ignorance dwell.

On a rock stands our Goddess—enlightning the world,
All kingdoms shall totter, all oppressors be hurled—
With the rubbish of ages—and the glad bells shall ring,
Announcing the tidings that “Freedom is king!”

Enwrapped in our banner—Jehovah our guide—
What can we wish in the wide world beside?
Our wealth? all uncounted and free from alloy—
Oh, who would not be an American boy?

E. M. DAVIS-GRANT.

ECHOES.

EXAMINATIONS.

Flag day.

Success to our graduates.

Have you packed your trunk?

Shall we see the rest of you in the fall?

The Camera club gave an exhibit May 30.

Have you taken your last ride around on the Belt
line?

Normalites at every corner are holding post mortems
on the exams.

Mrs. Mooney's new book, *Foundation Studies in
Literature*, has arrived.

Did you make your drawings for your “standing” or
for your “understanding?”

Several members of the Delta Omega enjoyed a short
sail down the Hudson, June 8.

Did your physics apparatus work? Would your in-
sects classify?—and say, could you make the antennæ
stay on?

Photographers are now groaning. They are besieged
by normal students who are proverbially poor and par-
ticular.

There was a dearth of the Normal element in Albany
Decoration Day. Those who hadn't note books to
write up, and a great many who had, went picknicking.

The Optimist—“Now as to woman, generally speak-
ing—”

The Disagreeable Man—“Yes, she's generally
speaking.”

PERSONALS.

PROF. JOHN H. REIGART, of the New York City
Normal college, called June 14.

Miss Nettie Goulden, '96, is very ill.

Miss Shafer, of Troy, called June 5.

Miss Greason visited college last week.

Miss Marietta Boughton, of Troy, visited college
June 5.

Miss Cora Tibbetts, of West Troy, visited college
June 12.

Miss Woodward, '94, and Miss Utman called at col-
lege June 17.

Supt. Skinner has received the degree of LL.D.
from Colgate.

Miss Grace E. Spurr was among our visitors since
our last issue.

Miss Evelyn Birch spent Sunday, June 2, at her home
in Amsterdam.

Miss Katharine Whitman spent Sunday, June 2, with
Miss Thompson.

Miss Joslin, of Rochester, is visiting her sister, Miss
Hattie Joslin, '95.

Miss Coughtry, Feb., '95, has been visiting college
during the last week.

Miss Setta Eckert, who has had an attack of typhoid
fever, is rapidly recovering.

Miss Mary Wilcox, '94, who has been teaching at Am-
sterdam, called at college June 8.

M. Randolph Spicer, who has been teaching at River-
head, Long Island, visited college June 8.

Miss Ida L. Hull, of Cornell, '96, spent commence-
ment week with her sister, Mary E. Hull.

Mrs. S. W. Siple, of Spencer, spent commencement
week with her daughter, Lena L. Siple.

Miss Martha Bennett, of Canandaigua, is spending
the week with her friend, Miss Anna Thompson, '95.

Mr. and Mrs. Charles F. Fish, of Saratoga Springs,
and daughter Florence, attended the commencement
exercises.

Miss Manahan entertained her aunt, Miss Franc A.
Holmes, and sister, Miss Margaret E. Manahan, during
commencement.

Miss Anna Joslin, Miss Thompson, Miss Heard, Miss
Hattie Joslin and Miss Raynor spent Decoration day
at the Helderbergs.

Miss A. M. Spiedell, '94, who has been teaching at
Canajoharie during the last year, was in Albany during
commencement week.

Tidings of Dr. Hurst, who was for some time a mem-
ber of the college, belonging to the class of '91: Dr.
Frank H. Hurst will leave the city to-morrow for Eu-
rope, where he goes to perfect himself in surgery
and gynecology, which he will make a specialty.
Dr. Hurst was graduated from the Medical college
this year, and has studied with Drs. Vander Veer and

McDonald. After his graduation he received appointment in the Albany hospital, but has resigned to go abroad. He expects to study at Berlin and to visit the medical schools of London, Paris, Berne and Vienna. He will return in two years to practice in Albany. Dr. Hurst will spend a week in New York and sail for Hamburg on the steamer Prussia.

OBITUARY.

WHEREAS, Our Heavenly Father has taken unto Himself our former president and much loved friend, Charles M. Frost; and,

WHEREAS, By his death, we feel that one has been taken from us whose kindly disposition and noble aims gave promise of a bright and useful life,

Resolved, First, that we, the class of '95, do hereby express our deep sorrow at his untimely death.

Resolved, Second, that we ever keep in our minds the remembrance of his life, so full of cheerfulness, kindly deeds and self-forgetfulness.

Resolved, Third, that we extend to his bereaved family our sincere sympathy and trust that they may receive comfort from the thought that God has called him to a higher work.

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

NATHAN BECKWITH,
KATHERINE TOOHEY,
ANNA E. HUSTED,
HENRY F. BLESSING.

DIED, at her home in Nyack, June 15, 1895,
Florence M. Gardner.

Died, in Albany, June 18, 1895, Alice Evan-
elle Duckworth.

Commencement week has been inexpressibly saddened by the death of two students. Both were in College a few weeks ago, and it seems impossible to realize that they are really gone from us.

The class of '96 sent flowers and messages of sympathy to Miss Gardner's home.

On the evening of June 18th, short services were held at 290 Lark street, before the body of Miss Duckworth was taken by her parents to their home at Ilion N. Y.

This is a time when words seem useless, and we think that the air of gloom hanging over the

College, instead of the usual happy commencement atmosphere, and the saddened faces of faculty and students, tell far more plainly than written words the depth and sincerity of our sorrow.

REVIEWS.

The June number of the *North American Review* offers a table of contents extremely varied, timely and interesting. The opening pages are devoted to an important paper upon the "Power and Wealth of the United States," by Michael G. Mulhall, the noted foreign statistician, who forcibly maintains that the American people possess the greatest productive power in the world. Senator Henry Cabot Lodge, of Massachusetts, discusses "England, Venezuela, and the Monroe Doctrine," in an article of political interest, while J. Henniker Heaton, M. P., writes most entertainingly concerning "A Cable Post," and the possibilities of Atlantic submarine communication. General John Gibbon, U. S. A., asks "Can West Point be Made More Useful?" suggesting certain modifications in the rules at present governing that famous military academy, and in the second and concluding portion of "Glimpses of Charles Dickens," the last days of the great novelist are pathetically described by Charles Dickens, the younger. A valuable contribution on the "Military Lessons of the Chino-Japanese War," by the Hon. Hilary A. Herbert, the Secretary of the Navy, will commend itself to everyone interested in the recent warfare in the East. "The Silver Question," is treated this month by Count Von Mirbach, of the Prussian House of Lords and German Reichstag, who considers "Germany's Attitude as to a Bi-Metallic Union," and by the Mexican Minister at Washington, who describes the effect of "The Silver Standard in Mexico." The former Governor General of Canada, the Marquis of Lorne, furnishes "Some Thoughts on Canada," and the sixth instalment of Albert D. Vandam's "Personal History of the Second Empire," is devoted to "The Renovation of Paris." "Nordau's Theory of Degeneration," is vigorously dealt with in a symposium which includes Kenyon Cox, the artist; Anton Seidl, the popular music director, and Mayo W. Hazeltine, the well-known literary critic of the *New York Sun*. Other topics considered are "The Modern Woman and Marriage," by Elizabeth Bisland; "Poor City Boys in the Country," by Alvan F. Sanborn; "Harnessing the Sun," by Prof. Peter T. Austen, and "The Silver Question in Ancient Times," by Plain-Speaker.

Foundation Studies in Literature. By MRS. MARGARET S. MOONEY, Teacher of Literature and Rhetoric, State Normal College, Albany, N. Y.

The aim of Foundation Studies in Literature is primarily to give an idea of the *unity* of the literature of the world, and to furnish for both teachers and students a method of study which will lead to definite and valuable results, among which may be mentioned, a better appreciation of artistic merit in poetry, and a knowledge of the relation of the mythology of Greece and Rome to the poetry of every European nation and language of modern times.

The comparative method is used throughout, and will, it is believed, generally commend itself. The illustrations, all copies of celebrated works of art, will form a valuable feature of the book.

As a text-book or a book for reference, Foundation Studies in Literature is especially adapted to classes in high schools, academies, reading circles and literature classes generally.

One of the most beautiful and artistic school books we have ever seen is Mrs. Margaret S. Mooney's Foundation Studies in Literature, just sent out by Silver, Burdette & Co. From first to last, it is a veritable artistic gem of book-making. Its dainty cover in olive green, with a classical head and appropriate titles in maroon; its fine paper and clear, large, accurate type, and, most of all, its numerous beautiful photogravures so successfully illustrative of the text, all go to show the exquisite taste and skill of the authoress and her publishers. Especially worthy of atten-

tion are the illustrations, "The Holy Grail," "The Madonna and Child," "The Sleeping Ariadne," "Cupid," "A Reading from Homer," "The Orpheus and Eurydice," "Aurora," and "Nyx;" and certainly they will prove a never-failing source of inspiring pleasure.

But there is much more than mere mechanical art. It has a purpose, and we are bound to say that, unlike so many books, it attains what it aims at. From introduction to finish, every word and every selection has its place given it by Mrs. Mooney's long experience and wide familiarity with general literature. It would be a stupid teacher, indeed, who would not find this splendid volume a mine of invaluable suggestion and information. In her introductory essay she shows that there is a great need for some means of acquainting the student of literature with those earlier forms upon which all our best modern literature is based, and proves her point by several very apt quotations for the understanding of which an acquaintance with earlier myths and stories is absolutely necessary.

She then takes up all the most important classical myths, telling first the story; then following that by numerous selections, mostly entire poems, from various authors, interspersed with historical and critical comments. First comes "Some Self-Evident Nature Myths," "Nox," "Aurora," "Apollo," "Diana," "Ceres." Then "The Giant Forces of Nature," "Prometheus," "Saturn," "Pandora," "Events Preceding the Trojan War," "The Trojan War and Ulysses," "Cupid," "The Blending of History and Mythology," "Paganism Overthrown by Christianity," "King Arthur and His Knights," are the succeeding inviting chapter-heads.

Within the covers of this volume will be found extracts from the works of every important English, American, German and Greek poet, in large number and most interesting variety. No selection has been admitted which is not entirely pertinent, and the result has been a book which, for conciseness, cannot be excelled. The tales are told in a most engaging way, and the comments are made with a succinctness that is refreshing in these verbose days. Her students, to

whom she has dedicated her book, have every reason to be proud of the authoress and her work. As an aid in the study of literature, it is indispensable to every good teacher and to every earnest student, and we hope and believe it will meet with the cordial reception it so well merits.

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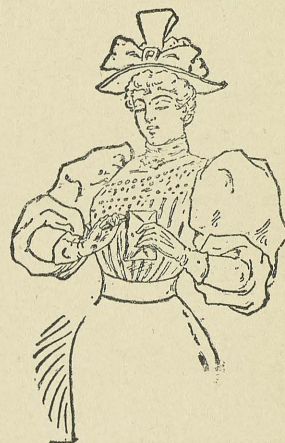
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