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THE PASSING.

THE New Year comes with hastening feet ;
His face is young and fair and sweet ;
And he with smiles would seem to greet
All mortals merrily.

Old year, we sadly turn from you ;
We know you better than the new,
Yet we will try to say adieu,
Hopefully, cheerily.

You brought us care and toil and pain,
Fair skies and sunshine, clouds and rain,
Success and failure, loss and gain,
In varied measure.

But as we look upon the past,
Its cares seem light, its clouds less vast ;
We sigh for hours, that could not last, —
Of by-gone pleasure.

We crave this blessing ere you go ;—
Oh time, may not your wheels move slow,
To cast o'er us a radiant glow
Of future destiny !

Give us the faith we sorely need.
Let braver heart and kindlier deed
In coming days, the old succeed ;
And greater purity.

Then may you pass with less regret.
And though we never may forget
The days whose memories sadden yet,
They were so dreary ;

In these new days of earnest thought,
We'll know the lessons you have taught.
New Year, howe'er with burdens fraught,
We'll not grow weary.

M. L. W. '94.

TWO CHAPTERS IN THE EARLY HISTORY OF THE STATE NORMAL COLLEGE.

II.

OF the seven eminent men occupying seats upon the platform on that December morning of half a century ago, five have been heretofore mentioned as forming the original executive committee of the Normal School. We hazard nothing in declaring that a more wise, able or unselfish body of gentlemen could scarcely have been selected to become sponsors for the "doubtful experiment," as the new institution was then almost universally regarded. The two remaining gentlemen were equally distinguished in their respective spheres of duty, and were the sole representatives of what was to become the future faculty at that simple ceremonial.

David Perkins Page had come from the State of Massachusetts. After a preliminary correspondence with Horace Mann and other prominent educators, he had been selected without hesitation by Dr. Potter, on a personal interview of scarcely half an hour, as the principal of the school, and the choice was promptly ratified by the executive committee. His personal appearance and characteristics are too well known to require any elaborate notice here. He is gratefully and affectionately remembered by thousands who knew but to love, and named but to praise

him, while his likeness is engraved on the hearts of thousands more who never beheld aught but his "counterfeit presentment," or who have read his earnest words of counsel and encouragement in the only volume that issued from his inspired pen. He was a man whose dignity, comeliness and grace of person were so impressive as to compel confidence and affection at first sight. He was indeed the ideal type of a noble man and perfect teacher.

His associate instructor, George R. Perkins, had earned a high reputation as a mathematician and teacher capable of inspiring his pupils with a love for that exact science by his original methods of presentation and discussion that were in marked contrast with the mechanical teaching so prevalent in the schools of the period. In some respects Mr. Perkins was a genius, developing many new and taking ideas as to matter and method in the treatment of his favorite subjects. His teaching was the introduction of the scientific method into the work of the class-room. The publication about that time of his Higher Arithmetic and Algebra added much to his prestige, and gave a strong impetus to the much needed reform in this class of studies.

At the conclusion of Col. Young's address, the State officials and the few outsiders present retired from the room. The subsequent proceedings were of the most simple and unceremonious character. There was no further speech-making. The organization of the school was at once begun by the formal registration of the pupils from the counties represented, and by securing their signature to the required pledge to teach in the schools of the State. Careful attention was bestowed upon the location of the strangers in suitable homes during their residence in the city. They were made to feel that with Mr. Page as their guardian they were not to be under the care of a teacher content with the mere discharge of perfunctory school duties, but were rather to be cheered, comforted and supported by one who felt a sincere paternal and personal interest in their welfare. His ideas and methods were eminently practical. His course on this occasion was evidently intended to impress upon all the necessity of an *orderly* organization of a school as a preliminary to effective work. He began from the first to teach by example.

These necessary formalities having been completed, reading-books were brought forward, a division was made into two sections, and the first drill in reading and arithmetic ever held in the Normal School at Albany was conducted by Messrs. Page and Perkins, respectively. In each

of these preliminary exercises the students had a foretaste of the quality of the training they were to receive, and of the master minds who were to direct their future course. Those first lessons were revelations and served at once the dual purpose of testing to some extent the mettle both of instructors and students. They inspired confidence in the former, and proved to be a step preparatory to a permanent classification of the latter.

In this way affairs moved along for several weeks, the work being confined exclusively to the elementary branches. The exercises were in the nature of reviews and were also conducted as to test the habits of accuracy and the thoroughness of the students, and exemplify the best methods then known of learning and teaching the subjects under consideration. But this sort of thing seemed to many of them like child's play, and they became restive under it. They had advanced far beyond the "common branches" in the academies and union schools before coming here, and they did not relish the notion of going back and "dwelling long among the elements." However, their teachers soon convinced them by their searching questions and criticisms that they had much to learn, even in the despised elements, and this fact, superadded to the tact and versatility of Mr. Page in management, soon dissipated the feeling and the discontent subsided. He soon satisfied the complainants that they were to learn *how* as well as *what* to teach. For this reason, the influence of example must be invoked and the power of "precept upon precept" applied to impress upon them the best plans of professional practice. His familiar and practical lectures covered almost every phase of school work, embracing organization, government and methods of teaching; the spirit of the teacher; his personal habits; his moral and literary qualifications; his professional preparation and kindred topics. These lectures were something unique, suggestive and helpful, and were received with profound attention, doing much toward dissipating the feeling of uneasiness that had arisen.

In the meantime there was a constant accession of numbers, increasing the representation from the more distant parts of the State and adding to the interest in the new movement. The instructors were feeling their way, as they expressed it. The classification of the somewhat heterogeneous materials was being gradually improved and some of the coveted higher branches were introduced. These changes combined with growing enthusiasm inspired by the teachers effectually allayed the discontent, an *esprit du corps* began

to manifest itself, the school was soon in full tide of prosperity and its fame spread abroad to the remotest borders of the State. Mr. Page began to make his magnetic influence felt through his presence at teachers' institutes and conventions, and wheresoever he appeared he was received with enthusiasm.

As a result of these beneficent measures, the school continued to increase in numbers and strength. The second term had been opened with an attendance of about 200, a number many times greater than had previously been brought together in any school of the kind in America—greater than the aggregate in the three schools of Massachusetts, which had been in operation for several years. Father Pierce, as he was familiarly called, began his work at West Newton with only three pupils, and for some time he was principal, assistant and janitor. The State of New York, however, after having deliberately determined to test the value of Normal trained teachers, experimentally at first, resolved, with characteristic liberality, to undertake it upon a more comprehensive scale than had been previously attempted on this side of the Atlantic. The legislature of 1844 appropriated the sum of \$10,000, to be expended annually for five years. A large building was fitted up and provision was made for this experiment in a manner worthy of the resources of the State, which was committed, by years of effort and expenditure, to the doctrine that teachers must be specially trained for their important duties. Teachers' classes in the academies subsidized by the State had been tried, weighed in the balance and had been found wanting. The Normal School was the logical sequence of these unsatisfactory trials.

It is not within the limits prescribed for these brief reminiscences to give anything like even an outline of the history of the institution to the present time. The aim has been rather to gather up a few of the earlier incidents with reference to some of the prominent personages who were identified with its earlier struggles, and who laid the foundations of the marvelous success which it has achieved in the past eventful half of a century. What these worthy pioneers accomplished, made what we now behold possible. The school, by a process of growth and evolution, has become a college, and the first of its kind in America. The inspiration of its example has brought into existence nearly half a score of others in the State all of the first class, and clearly entitling the Empire State to the leadership in the great work of the professional training of teachers, which is the foundation of a rational system of public instruction. The significant

fact in the establishment of the school and its successor, the college, was the comprehensiveness of its equipment and the plan and scope of its work. Since 1844, there have been few, if any, of the smaller type of Normal Schools like the pioneer institutions of Massachusetts established. Other States, in rapid succession, followed the example of New York by inaugurating training schools of the larger and broader type. The good work has thus moved bravely on. The prejudice and opposition that greeted the pioneers have utterly vanished. The Normal Schools have literally conquered a peace. They are doubtless destined to reach a more extensive development in our own than in any other country in the world, since it is really the chief business of this free government to educate the whole people. To this end, the great body of its teachers must be specially trained for their high vocation.

WILLIAM F. PHELPS, '45.

A CHRISTMAS LAY.

THE joyful days we love are near,
And all creation wears a smile;
The lovely snow in beauty rare
Has come to gladden us awhile.

"Awake! and let all hearts rejoice,"
All glorious nature seems to say,
For ere this month shall reach its close,
'Twill bring to you a joyful day.

"But when will this day dawn?" you ask,
"And if it be so joyful, why?"
Ah, surely 'tis the twenty-fifth
Of this drear month with leaden sky.

The merry chimes ring loud and clear,
And tell the good news o'er again,
And echo sends it far and near—
"Peace upon earth, good-will to men."

And then from out the hearts of all,
Should rise a carol loud and gay,
To praise the joyful long ago,
When Christ was born on Christmas day.

And may the Christ child's love for us,
So sweetly tender pure and true,
Enter our hearts this happy day,
And there abide the whole year through.
SETTA ECKERT.

"O THE MISTLETOE BOUGH."

A bashful and modest young Mr.
Went to call on another chap's Sr.
But a mistletoe bough
Hung above them, and now
They say that he blushinglly Kr.

G. M. M.

TED'S SOLILOQUY.

DERE'S a feller dey call Sandy Claws.
 What comes aroun' at night.
 An' peeks way down der chimbley hole
 When our eyes is shut up tight,
 An' we're snorin' an' a dreamin'
 O' the nex' day's sport an' fun,
 Or mebbe havin' nightmares
 'Bout the work we'd orter done.

He's fat an' short an' jolly,
 So my daddy used ter say ;
 But daddy now, he's dead an' gone,
 An' other folks, some way,
 Never seem ter think a feller
 Has a right to laugh an' grin
 An' have a Christmus racket
 Or ter watch the New Year in.

But daddy used ter tell me,
 When he'd come ter me at night,
 T' hear me say my little prayer
 An' tuck me in so tight,
 Dat my ma was up in heaven
 An' could hear me say my prayer,
 An' she'd send Sandy Claws ter me,
 When Christmus day drawed near.

Der fellers say I'm lyin,
 An' dat Sandy is a bluff ;
 But den dey're all got pas an' mas
 Ter giv 'em toys an' stuff.
 But a chap what's by his lonesome,
 An' aint got no ma nor home,
 Kinder looks, when Christmus day hoves near,
 Fur Sandy Claws ter come.

MARY G. MANAHAN.

CHRISTMAS BELLS.

RING out, glad bells, your blithest lays
 In honor of our Saviour's name,
 Join heart and voice with loud acclaim.
 To flood the land with grateful praise.

The music thou dost richly pour,
 In silvery cadence far and near,
 Like angels' singing, charms the ear,
 And all who listen must adore.

This glory shining from afar,
 Through hecatombs of buried years,
 Yet fairer now its light appears
 To point the soul, a guiding star.

Let all to-day his praises sing,
 Proclaim his never dying love,
 Bring praise to him who rules above,
 To Jesus Christ the heavenly king!

Chime on, ye tuneful bells, chime on!
 Proclaim to all His love divine,
 Bow, nations, bow before his shrine
 In praise to Christ, the Glorious One.

G. C. STREETER.

THE ENGLISH ALPHABET—ITS ORIGIN
AND DEVELOPMENT.

"Blessed be Cadmus or whoever it was that invented letters."—CARLYLE.

IT is impossible within the limits of this article to describe in full the development of each letter; indeed this could be clearly shown only by a table showing the forms each letter has had during the whole process of its evolution. The facts here presented are gleaned from numerous and varied sources, principally tables of all the alphabets ever used, from grammars and lexicons of the ancient languages, from philological monographs and essays and such works as Dr. Taylor's, "The Alphabet, Its Origin and the History of its Development."

The alphabet is not an invention, but the product of an evolution lasting through many thousand years. Its earliest form is shown in the attempts of prehistoric races to represent events by rude pictures of the actual event, these picture writings are even now used by some of the most barbarous races. The oldest authentic picture writings are those found in the valley of the Nile, so we may call Egypt the cradle of the Alphabet.

These pictures were also used to represent abstract ideas, as for example if we wished now to picture the idea of the verb "read" we would draw a reed (plant) and perhaps attach to it a picture of a book to avoid ambiguity. From such uses of these pictures they gradually came to represent, not particular objects or events, but concepts and abstract ideas.

The term Ideographs (Idea writings) applied to them, conveys perhaps the clearest idea of their use. The modern "Rebus" is a perfect example of Ideographic writings.

Sometimes then as now these writings were rather ludicrous. The ancient Egyptian name for *lapis lazuli* was "khesteb," the parts of which mean "stop" and "pig;" they represented the name of this stone then by a picture of a man stopping a pig by holding its tail.

As the growth of ideas increased Ideographa became too cumbersome and vague. These pictures were used to represent certain *syllabic*

sounds, representing that syllable which was most prominent in the name of the object, or sometimes the sound made by the object pictured. It thus happened that there were often several characters to represent the same sound.

These syllable-characters constitute the hieroglyphs, the earliest true alphabet. The process of carving the pictures upon stone, or painting them on wood, was certainly laborious and practicable only when there was plenty of time and little to say; but when men wished to write more than meagre records of historical events, characters better suited to rapid writing were necessary. In making this change, the Egyptian priests tried to preserve in some degree the outlines of the pictures originally used. Our letter M is only the ears of the owl, which represented this sound in the hieroglyphs. These new forms are known as hieretics, and in many instances have a faint resemblance to our modern characters.

The scene of the alphabet now changes to Palestine, where the Hittites, a Hebrew tribe which carried on a great deal of trade with Egypt, adapted the hieretics to the sounds of their own language; but, unfortunately, only a few specimens of Hittite writings have been found.

From these people, their neighbors, the Phœnicians, who are generally credited with the invention of the alphabet, borrowed the alphabet, but condensed the two hundred syllabic sounds of the hieretics into the sixteen simple, which made up their own language. So far, none of these alphabets have had vowels, merely giving some consonants a smoother and softer breathing than others. The Egyptians wrote in vertical columns from right to left, in the manner of the Chinese. The Phœnicians did not write in columns, but did write from right to left. Remembering this fact, and examining the Phœnician alphabet, which can be found in almost any encyclopedia, the resemblance to our own letters is rather striking. The original sixteen letters were A, B, G, E (short), V, J, E (long), H, I, K, L, M, N, X, O, P, Q, R, S, T.

The Greeks adopted the same characters that the Phœnicians used, but changed V to U, dropped Q, and added characters to represent the sounds Ph, Ps, Ch, and long O. They at first used the method of writing from right to left; then they wrote alternately from right to left and left to right, and finally wrote wholly from left to right. The resemblance of the Greek alphabet to ours is very apparent, as may be seen in any Greek grammar.

The Romans copied the alphabet of the Phœnicians, but also borrowed from the Greeks, and

had at first nearly the same characters as the latter. As the Latin alphabet is nearly the same as the English, we shall study the two together. In early Latin, C and G were used interchangeably; but when the distinction between the sounds represented by these characters became marked, C was given the third place in the alphabet and G the seventh place, the Romans having dropped Z at first. The long E became the Latin H, losing its vowel sound entirely. I, in Latin, receives a dot for the sake of legibility. As it was frequently used as a consonant, J was introduced at a later period to represent this consonant sound. The letter U had also a consonantal use, which, at a late period, was represented by V, but we find, even as late as Elizabethan English, U and V were used not to represent different sounds, but merely different positions, as "Vp to heaven" for "Up to heaven."

It was not until a modern date that V received its present sound. The Teutons had a sound which nearly approximated uu or vv hence called W by the Romans, and written as two U's or V's interlaced. When U was written at the end of a word it received a flourish and became Y. In early English it was pronounced like French u, as the French pronunciation died out the sound degenerated to oo ee and finally to wi. Z which the Romans dropped at first was again taken up and placed at the end of the alphabet. F was derived from v or w in the same way that a Celt pronounces what, phat.

The names of the letters can not be traced quite so far back as the characters, for the original names have been completely ignored and lost. The Egyptian A was called ahom, eagle, the Phœnician was aleph, an ox head. We have a modern instance of such changes in the case of the Russian alphabet, which was adopted bodily from the Greek a few hundred years ago. Here the second letter of the alphabet is not Beta, house, but buki, a beech. If we remember our own alphabetic jingles as O is for orange, S is for swan, B is for butterfly, etc., and imagine the little Phœnicians learning their alphabet by some such jingles, we can see how a change in name might occur.

The Romans and English have taken as names for the letters the first syllable of the Greek names, changing fau, mu, nu, la, into ef, em, en, el, because it is easier to pronounce them in that form. The names of the letters had a meaning in Hebrew and Phœnician, but lost all meaning when adopted by the Greeks. Here are appended the Hebrew and Phœnician names of the letters with their meaning and also the Greek names for

the same letters. Hebrew and Phœnician — Aleph, an ox head; Beth, a house; Gimel, a camel; Daleth, a dow; He, a lattice; Van, a peg; Zain, a mapon; Cheth, a field; Teth, a serpent; Yod, a hand; Kaph, palm of hand; Larned, an ox-goad; Mem, water; Nun, a fish; Samekh, a trellis; Ain, an eye; Pe, mouth; Tsadi a reaping hook; Quoph, a head; Phesh, a head in profile; Shin, a tooth; Tan, a mark (such as is used by illiterate persons in signing their names).

Greek. — Alpha, Beta, Gamma, Delta, E (psilon), Vau, Zeta, Eta, Theta, Qota, Kappa, Lamda, Mu, Nu, Xi, O (micron), Pi, Rho, Sigma, Tau.

If it is remembered that these changes spoken of have been going on for perhaps more than twenty thousand years and have been effected in many different lands and tongues, the only wonder is that the chain of development is still so apparent, especially when we compare the English of 1894 with that of 1794, and that with the English of Chaucer or Gower. Throughout it all it must especially be remembered that only very great changes have been noticed, while in reality they have occurred as gradually as the stone is worn away by the trickling water.

F. W. BROWN.

DIRECT OR INDIRECT, THAT IS THE QUESTION.

QUERY: Should the Normal youth be debarred from asking the "direct question?"

There comes a tide in the affairs of men,
And women likewise;
Which, ta'en at flood, leads on to fame
Through divers pathways.

And since 'tis true of every man,
In equal measure,
Pray, why debar the Normal youth
From that sweet pleasure?

If he, his plan has followed out
By close perusal,
And still has "gumption" left to dare
"The great refusal."

Pray, let him face the fair "co-ed."
(Mayhap draw closer),
And claim the answer for *that once*,
"Yes, sir," or "no, sir."

That method's pat, we'll not deny,
When hearing classes;
But Normal youth tries other means
When treating lasses,

By "journey method" "led to see"
His *direct(?)ion*,
He then the rule doth seek to prove,
By *one exception*.

M. G. MANAHAN.

THE HOLIDAYS.

XMAS now is near approaching,
Bringing happiness and light;
Gifts that render life and brightness
To lone wanderers of the night.
Glorious day-star shining o'er us,
Banish shades of toil and strife,
From our paths dispel the darkness,
Lead our footsteps toward the Life.

Fast away the year is passing,
Growing brighter at its close,
As when sun sets in the heavens,
Brighter far than when it rose.
Slow it passes from our vision,
Leaving lingering rays to cheer,
Bless and help us on our pathway,
Ushering in the glad New Year.

CHARLES J. BAUM, H. S. D.

A PLEASING RECOGNITION.

DR. SHELDON, principal of the Oswego Normal, whom we all remember so pleasantly, has made the following statements in letters written to the *Oswego Daily Times*. While we would not seem to boast, it is pleasant to be so highly spoken of by one whose opinion is based on so many years of experience. "The Albany school has been reorganized on a different basis from the other normal schools. It differs from the others in that no branches are taken up as scholastic studies, only methods of teaching the various branches are considered together with the educational principles that underlie these methods. I only visited the grades below the high school, corresponding with our own and found excellent work being done. Good order, good attention, and good work were characteristic of all the rooms visited. For extent and thoroughness of instruction the Albany school is far superior to ——— in every way. Dr. Wm. J. Milne, the president, is a man well known for his scholarly attainments, as well as for his practical, professional knowledge. For more than thirty years he has been connected with Normal schools of this State as pupil, teacher and principal and no man in the country has had a more extended and thorough preparation for the leadership of a great training institution.

"He has already organized this school on a broad, comprehensive plan, which can but command the confidence and respect of the public. They make no boastful pretensions or claims, but in a quiet way are laying solid foundations for a teachers' training college of a high order and are sure to fulfill all promises."

THE HISTORICAL PAGEANT.

AN educational exhibit, unique and rare, but interesting and instructive alike to all classes of society, was open to the people of Albany and vicinity for the week beginning December 3. It had a dual purpose and seems to have accomplished both. One of its ends was to bring before the people, in a pleasing way, by means of a few great object lessons, some of the most interesting and important facts pertaining to the past of our city; the other was to raise money for the construction of a building in which shall be preserved and made permanently valuable, in the line of education, the historical treasures, now abundant, but diminishing year by year. An object so worthy, giving promise of so much pleasure as well as profit, at once enlisted hearty and popular support. Nearly a thousand men, women and children had parts in the representation. President Milne represented Benj. Franklin in the Colonial Congress, which met in June and July, 1754, and read the "plan of union," which twenty years later took the form of the Declaration of Independence. Profs. Bartlett, Wetmore and Husted, in the uniform of the continental soldier, appeared in the "Reception to General Washington, by the Officials and Citizens, 27th June, 1782," as "Sons of the Revolution."

THE SENSE OF SIGHT.

SAY — has a child no eyes?
Is he blind as he can be?
That our time should be spent in sketches and plans —
For "leading that child to see?"

We've heard of defective vision —
But the usual remedy
Is a pair of specs astride of his nose
For aiding that child to see.

But the good old ways are dying,
And the Normalite weary grows,
A-wondering how that child can see
Through sheets of method prose.

Arguments will not work;
Methods we dare not shirk —
Forever and ever the rule will be
"Develop and lead him to see."

Hence:

If ever alluring voices, in the stillness of the night,
With hopes of fame should tempt you
To become a Normalite —
Though the voice that tempts be sweeter
Than the music of the spheres,
Adopt the plan of Ulysses —
Stuff cotton in your ears!

ALICE BATES.

THE AGASSIZ ASSOCIATION.

THE College Chapter of the Agassiz Association is at present in a most flourishing condition. The interest in the society is shown by the increased membership, there being at present eighty members, and the large attendance at the meetings; also in the fact that nearly all the meetings this year have been conducted by the students.

Miss Burton took charge of the meeting on November 2d, and in a very clear and interesting way presented the "Development of Color and the Color Sense."

On November 16th, Miss Duckworth entertained the society by a talk on the "Life of Agassiz."

Our expected lecturer, Mr. Byington, was unexpectedly detained out of town last Friday, and the anticipated treat of a lecture on "Photograph," with the whole process illustrated, was deferred. Prof. Wetmore hurriedly arranged his stereopticon and opened to us the beauties of the Yellowstone National Park. The entertainment was entirely impromptu and thoroughly enjoyable.

Ours is a live society, and the executive committee is especially active. Many good things are in store for us this year.

M. N. BEAUDRY, *Sec'y.*

THE QUICKSILVER.

During the last term the Quicksilver has added to its lists the following books:

Lowell's, Longfellow's Holmes', Whittier's and Saxe's poems; Bryant's Iliad; Dante's handbook; Brewer's Reader's Handbook; Masterpieces of American Authors; Last Days of Pompeii; Grimm's Fairy Tales; Folk-Lore.

In order to further increase the usefulness of the Library, Mrs. Mooney plans to have a catalogue made out and placed in the hand of each member of the circle. The members will then have a guide to any further study they may wish to make of the ground traversed in meetings of the circle, a study which, with the suggestions in which Mrs. Mooney is so rich, may be of great value to each one undertaking it.

With this portion of the term the study of German folk-lore ends. The last meeting before the holidays will be given to Christmas literature, in memory of the coming Yule-tide. After this the circle will take up the consideration of early English literature.

S. C. H., '95.

THE
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EDITORIAL NOTES.

MERRY CHRISTMAS!

ALL subscriptions not paid before January 1st will cost \$1.25.

VOLUNTARY contributions by the students are earnestly desired. Do not wait to be asked.

NEW subscriptions are the most acceptable Christmas presents which you can make the ECHO.

ALL are looking forward with pleasure to the lectures which are to be given during the winter.

We are sure that we voice the sentiments of both students and Alumni when we extend to Mr. Phelps sincere thanks for his kindness and interest.

We take pleasure in calling to the attention of our readers the article "Two Chapters in the Early History of the State Normal College," by Hon. William F. Phelps.

We are fortunate in being able to secure this interesting *historical* account from one who was a member of the first class and afterwards identified with the institution.

THE proposed cleaning of the Park Lake is the cause of great disappointment among our stu-

dents who indulge in skating. Certainly the prospects are very poor for a skating season this winter.

If you do not receive your ECHO promptly, inform us of the fact. If your name is wrongly spelled or your paper sent to the wrong address, write and have the mistake corrected. In a mailing-list subject to many changes, mistakes are sure to occur, but they will be promptly corrected if we are notified.

Contrary to our usual custom we print in this issue an extract from "Suggestions on the Architecture of School Houses," published in the *Atlantic Monthly* for December. This is a subject of vital interest to us as teachers, and since it is not likely that all of our readers will have an opportunity to read the original, we take this way of bringing before them some of the important points.

CHRISTMAS.

CHRISTMAS, the gladdest, happiest day of the year, is here! It is the day to which all, old and young, rich and poor, look forward with anticipations of delight. Whatever may have been the disappointments of the past, whatever the uncertainties of the future, all should be laid aside on this day. Each country has its national holidays, but Christmas is *the* day observed in every civilized land. This is right. The story of Christ is the one story ever new. What would life be without it? By song and story, by gifts and sports, the day is observed. A spirit of giving exists throughout the world. We all feel its influence, and all may give something. It may be only "Merry Christmas," but if given heartily and in the right spirit, it is a gift of far greater value, and more highly prized, than costly presents given grudgingly and from a sense of duty. The good will which is measured by the price of a present is not of the kind which makes life sweet. Money is a mighty power in the world, but it cannot take the place of those kind words of greeting which, in their very expression, show the interest felt. How selfish we might become if it were not for this yearly

relaxing of heart, hand and purse! All should be happy. Joy and gladness are the order of the day.

We, especially, should make it a joyful occasion. Studies should be forgotten and everything done toward making Christmas the happiest day of our vacation. The short rest which we are privileged to enjoy should not be made a time in which to make up work. Let the time be one of rest and pleasure; then when we again return to College we may continue our work with renewed zeal.

COLLEGE SPORTS.

THE discussion which has again arisen because of some of the "features" of this season's foot-ball games leads us to hope that something will be done that will eliminate all of a barbarous character and make the game what it should be. One thing is certain, the "New Rules," from which so much was expected, have proved inadequate; in fact, have increased the facilities for incurring accidents.

We do not agree with those so-called reformers who would do away with all out-door games indulged in by our colleges. The well-educated man must be educated physically, mentally and morally. Who will dispute the fact that proper physical development will make a man much stronger intellectually and morally.

Study the history of any country or of any age and you will find that in every instance some provision—in some more, in others less—was made for physical culture. And it is also a noticeable fact that in those countries in which the youth was trained in no one of these departments to the injury of another, education reached its highest development.

The effect of purely physical development may be seen in the ancient Spartan, but the nature of their training failed to elevate the moral tone. Contrast with this the education of the youth at Athens. Will not the Spartan youth suffer from the comparison?

We conclude that athletic sports are necessary; then the question is: "What shall they be and how shall they be conducted?" Shall foot-ball

and nearly all the out-door games be barred? We think not. The one great advantage of such practice is that it is taken in the open air. This is as it should be. The gymnasium is good, but it has its place.

It is not, then, in the games where lies the fault, but in the manner they are conducted. If this spirit of brutality is developed, as it certainly is in many instances, will it be surprising if the acts of after life are governed by it?

"Just as the twig is bent the tree's inclined."

There must be something vitally wrong in the management when intellectual culture is made secondary to *foot-ball*. We seldom hear of a great battle in which scholarly attainments are the chief factors. How different when the Yale and Harvard *elevens* struggle for supremacy.

We are in favor of college sports, yes, even foot-ball, but let them be of such a character that all may enjoy them.

THE REPORT ON THE CHICAGO STRIKE.

THE report of the commission appointed by the President to investigate the Chicago strike has been made public. It is a disappointing, in some respects a very disturbing, document. In matters of fact its compilation of statistics will prove useful as a permanent record, though everything recorded was known before; but in its theorizings and recommendations it takes many surprising and dangerous positions.

Admit the strict accuracy, the absolute impartiality, of every assertion they have made, in general and in detail, and still the conclusions they draw are such as no other tribunal in Christendom would have drawn; such as can be entertained only by those who first reject the accepted principles of political economy and the entire doctrine of rights and of remedies in our common law.

One good result of the report will be increased hesitation about appointing commissions to inquire into the origin and cause of "labor troubles." There have been several of these commissions, during the last ten years, here, in Germany and in France. They have not only never

found anything out that everybody did not know already, but have, in many cases, done a good deal to aggravate the laborer's discontent and set class against class.

There is hardly any man who is fit to conduct such inquiries unless a judge sitting in a lawsuit. Most investigators are either strongly opposed to all the pretensions of labor, or else their heads are stuffed full of the vague socialistic longings which are already such an affliction to all industry. In either case the report only aggravates the trouble. Labor disputes are generally very simple, and nobody can possibly settle them but the parties to them. They alone know all the facts, and they have the deepest possible interest in coming to terms. The interference of outsiders, unless asked for by *both sides*, ought to be a gross impertinence. Nothing is more needed at this crisis than the practice of treating the working classes as business men, fully capable of managing their own affairs.

AN EXTRACT.

WE quote the following from C. Howard Walker's "Suggestions on the Architecture of School-houses," in the *Atlantic Monthly* for December.

"There is an acknowledged recognition of the fact that man is strongly influenced by his environment, and a natural inference can be drawn that this influence is most active during the early years of his life. Hamerton assumes that the mind crystallizes at the age of thirty-five, and that all subsequent action is along the lines of previous trends of thought. However this may be, the surroundings of youth and of early manhood leave most vivid memories, and the reminiscences of after life are prone to revert to early experiences. The adolescent stage should therefore be even more carefully considered in its relation to public welfare than any other period of man's existence, and the impressions of that plastic time be made beneficial.

"The boy may not feel that his surroundings are anything more to him than a part of the great educational machine that is forming him

for future action; if so, the greater pity for a lost opportunity. He may, on the other hand, develop an admiration for the mechanical perfection of his surroundings, in which case he is likely to underestimate and think poorly of beauty which is unaccompanied by technical perfection.

"Much of the carping criticism, the dissatisfaction with simple means, that is so characteristic of certain types of citizens, can be traced to association with the complex surroundings of modern buildings. The effect of quiet beauty, of walls growing old gracefully with the soft colors that age enhances, of stretches of sward from which vines clamber and cling to projections and spread lovingly over broad surfaces, to gather in swaying masses from stringcourses and label mouldings; the intimate affectionate character of diamond-paned windows, and of postern doorways, which seem to court companionship by the very necessity for close contact in passing through them,—all is absent from the dry formality of the schoolhouse which we build. Perfected methods of lighting, of providing fresh air and of withdrawing vitiated air, of heating and plumbing, receive full meed of attention, the needs of association with beauty little or none. This is well enough so far as it goes, but is not productive of pleasant reminiscence to the pupil. He is taught little by his environment: there are no sermons in the stones of his school; there is no subtle influence teaching him by the best of examples, that of the object lesson, to appreciate light and shade and color, and to grow fond of them, so that he looks back upon them with affection, and demands that they enter into his life in after years. It is the stimulation of this desire for good things that is so important and so abiding a quality in the education of a child. To have only the best about one means that nothing short of the best will satisfy. And this does not imply extravagant tastes or perpetual disappointment. The best things are more a matter of choice than of cost, and they may be quite as frequent as the inferior products, if we only know how to discriminate between the two. To be educated to know good architecture foreshadows the elimination of bad architecture, and the education is all the better for having been imbibed while young."

OBITUARY.

DIED at Floral Park, November 28, 1894, Edward H. Cook. The circumstances of Mr. Cook's death are particularly sad. He was recovering from a severe attack of nervous prostration. While out for an early morning walk he stopped on the railroad track as if dazed by the approaching train, fell toward the engine and received such severe injuries that he expired before the same train reached Queens. His wife and infant child are left alone in the world, save a brother with whom they will reside.

Mr. Cook was a gentleman of singular integrity and conscientiousness.

ECHOES.

CHRISTMAS greetings.

No reunion during the holidays.

A large number of students spent the recent vacation either at home or with friends.

The *quality* of the music sung by the Glee Class is certainly increasing whether the *quantity* of those present is or not.

With this issue the last ECHO of '94 comes before its readers. Let us feel that with the dawn of the new year we have, more than ever before, the hearty support of every student and alumnus of the college.

"A *discovered* fact is as much better than a *developed* fact, as a *developed* fact is better than a *told* fact."

MCLAURY.

PERSONALS.

MISS MARTHA BABCOCK has left College.

R. J. Hotaling is teaching at Normansville, N. Y.

Miss Corey, of the Cortland Normal, visited the college Nov. 27, 28.

Miss Susie McDonald has left college, not to return until February.

Miss Bishop spent a pleasant day on Nov. 29th, with friends in Cossackie.

Miss Bodley has been suffering for some time with a felon on her left hand.

E. C. Delavan, our former business manager, passed through the city Nov. 22.

Miss Sporr, of Schenectady, was the guest of Miss Margaret Aitkin, '95, Dec. 14.

Miss Margaret Morey, of Troy, spent Saturday, Dec. 15, with Miss Mary G. Manahan, '95.

Miss Florence Palmer, of Spencertown, N. Y., and Miss Mabel Husted visited the college Dec. 19.

Miss Ruth Milne, who is attending Smith College, spent the Thanksgiving recess with her parents.

Miss Mead has been absent several weeks, owing to the presence of a contagious disease in her home.

Miss Sarah Tilson Boon, of Watertown, N. Y., was the guest of Miss Florence Williams, '96, Nov. 24.

Miss Mabel A. Phillips, of Castile, N. Y., was the guest of Miss Marie Van Arsdale, Nov. 28-Dec. 5.

Mrs. C. H. Waite, of New York, entertained her niece, Miss Minnie E. Waite, '95, Nov. 29-Dec. 2.

Miss Helen Sewall has been absent from the Kindergarten several days, owing to an attack of la grippe.

Miss Alice Howe, of Prattsburgh, N. Y., visited her sister, Miss Charlotte Howe, during the week Dec. 17-22.

Mrs. Mooney and Miss Russell attended the Institute at Schenectady, the former Dec. 5, the latter on Dec. 6.

Mr. Fred. Reed, of Cambridge, spent Saturday and Sunday, Dec. 15 and 16, with his sister, Miss Bertha M. Reed, '96.

P. Bugbee, Prof. of Mathematics at the Oneonta Normal, and Dr. Keyser of the regents, visited the College Nov. 23.

Miss Aurelia Hyde was absent from school Dec. 11 and 12 on account of the death of her grandmother, Mrs. Moseley.

Miss Anna Robeson spent Thanksgiving at her home in Newburgh, and Miss Katherine Toohey with her parents in Schuylerville.

Miss Mary Toohey, who has been spending several weeks in New York, visited her sister, Miss Katherine Toohey, '95, Dec. 5-10.

Mrs. Treat, who has been giving a series of lectures in Cohoes, addressed the Albany Kindergarten Association at the College, Dec. 8.

Prof. White's elocutionary ability is in constant demand. On Dec. 5 he read at Schenectady, on the 10th at the Middleburgh Institute.

Mrs. H. M. Willard, of Oriskany Falls, and Mrs. Horace Shead, of Glens Falls, were the guests of Miss Blanche Willard, '96, Nov. 24.

The Kindergarten pupils were given their annual Xmas tree on the afternoon of Dec. 20. Parents and friends were invited to be present.

The friends of Miss Charlotte Howe, who has been ill since before Thanksgiving, are hoping that she will be able to return home for the holidays.

Miss Russell gave a talk at the regular monthly meeting of the Albany Kindergarten Teachers' Association, which was held at the college December 15.

On Nov. 29, Margurite May Boylan was married to Ernest Avery Lamb at Richmondville, N. Y. Miss Boylan was a student at the College in '89-'90.

Prof. Wetmore is to deliver, on Dec. 26, the second of a series of lectures to be given in the assembly hall of the Boys' Academy for the benefit of the Child's Hospital and other local charities. The subject will be "Physics."

ALUMNI NOTES.

77. **T**HE new superintendent of schools for California, Samuel T. Black, has shown good sense, for which his term will be characterized, in the choice of W. W. Seamans, of Los Angeles as his deputy.

'85. Miss Ida L. Bedell, of the June class, called at the College Dec. 5. She is teaching in the Albany Orphan asylum on Robin street.

'86. Miss Fannie M. Groat called at the College Dec. 17.

'89. Wm. S. Twitchell has resigned from school No. 3, Paterson, N. J., to accept a position as teacher of music in Paterson and other cities.

Mr. and Mrs. William H. Browne announce the marriage of their daughter, Grace Emma, to Thomas Edward Finegan, on Dec. 10th, at Richmondville, N. Y. Mr. and Mrs. Finegan will be at home after January 1st at 244 Hamilton street, Albany.

- '91. Miss Alice Bothwell, of the January class, spent a few days at her home on Elm street the last of November.
- '92. F. B. Morse was in the city Nov. 24.
Miss S. Alice Smith, who has charge of a kindergarten in Utica, called at the College Dec. 1.
E. E. Daring was the guest of Editor-in-Chief Henry F. Blessing, Dec. 8-10.
Miss Lelia Bennett is teaching at Tarrytown.
Miss Edith Bailey has a position at Williamsbridge.
- '93. Oscar E. Coburn was in the city Nov. 24.
Merritt E. Newbury called at the College Nov. 24.
C. A. Woodard spent Nov. 30 in town.
E. E. Race spent Thanksgiving with friends in the city.
Miss Anna M. Brett spent Nov. 28-Dec. 2 with Miss McClelland.
Miss Grace Seaton is teaching in the Institute for the Blind in New York city.
94. Miss Mary Babbitt and Miss Anna Mackey spent a part of their Thanksgiving vacation with Miss Charlotte Lansing, '95.
W. E. Barnes called at the College Dec. 11.
Miss Helena Curtiss was the guest of her former landlady, on Knox street, from Nov. 28 to Dec. 1.
Miss Anna M. Speidel returned to her home at Rome, N. Y., on Nov. 28 for a few days.
Miss Frances Hamlin was present at the College prayer meeting on Dec. 2.
Miss Dorothy Ehman spent Dec. 14-17 with Miss Sara Briggs and Miss Minnie E. Waite.

EDUCATIONAL NOTES.

THE RHINE PROVINCE of Germany has about twenty Normal Schools, or Seminaries, as they are called, of which all but two are under Roman Catholic authority.

The competition for entrance is very severe, and only good students need apply, so that the worry concerning failure in Exam. is almost eradicated. The students are from seventeen to twenty-five years old, usually eighteen at entrance. At Boppard there is a school of this kind. It is situated at one of the most charming spots along the Rhine. Here they have for the students three large dormitories, each containing about thirty beds, and a large dining room, in which five meals a day are served: coffee at six, breakfast at eleven, dinner at four, tea at six or seven, supper at nine. Each student has about eight hours a day in the class room. The recitation period is one hour, and both learning and reciting are done at this time.

The cost per day to each student is one mark for everything. If he is too poor to pay this sum it is cut in two. Thus it costs him fifty dollars a year, of forty-two weeks, for everything, or half that sum if he be poor. The final Exam. is very rigid, but it does not give the student a life license; he must appear for a second Exam. after teaching two years or not more than five years. If he does not take this second Exam., or if he fails, his license is revoked.—[Condensed from *Normal News*.]

A silver loving cup was presented to Gen. Webb upon the completion of his twenty-five years as president of the College of the city of New York.

The sociology students at Columbia are going to investigate the New York social system by personally visiting the tenements.

AMONG OUR EXCHANGES.

THE *Stevens Life* is one of the most readable papers on our exchange list. The December number contains a very realistic and interesting article on "Deer Hunting in the Adirondacks."

In the November number of the *Nassau Lit.*, Wilbur M. Urban has a very scholarly essay in which he deprecates the morbid intellectual tendencies of the people which cause them to rave over books of such character as "Ships that Pass in the Night," and "Lady Nicotine."

The *High School Recorder* has taken another step in advance. The November number contains two articles very well illustrated for a college paper.

NIGHT.

Purple shadows swiftly fall,
Eerie sounds the wise owl's call.
The deep bass soundings of a frog
Echo from a neighboring bog.
Silent bats on velvet wings
Float along in circling rings.
Nightengales in flute-like song,
Woo and win in passion strong.
Twinkling stars with gleaming light,
Laugh at Phœbus' hurried flight.
Luna, pale, with mellow ray,
For her mistress points the way,
Drawn by steeds of blackest hue,

Shaking off the freshening dew
From their flanks and heaving sides.
While behind them swiftly rides
With her nymphs, in pressing throngs,
Chanting soft and heavenly songs
Round the onward rolling car,
The goddess, crowned with a star,
Draped with tresses, sombre, black,
Frowning brow and eyes that track
Out her path, through widening space
As the hours roll on apace,
Proud, erect, with haughty mien,
Night appears, the Heavenly Queen.

St. Paul's Chevron.

The women now are so preferred
It is becoming quite absurd,
Of Christmas Eve so much is heard—
Of Christmas Adam not a word.

The following, clipped from the *Nassau Lit.*, shows decided poetical genius:

LOVE.

"Love is but a ray of light
That falls upon the soul;
A vision veiled, within the night,
We see a part, but feel the whole."

JOY.

"Joy is a bird with dazzling wings,
With plumage bright and gay;
Caged in the heart it trills and sings
A merry roundelay."

SORROW.

"Weeping sorrow, dull-eyed sorrow,
Dismal is thy home;
Waiting ever for the morrow,
That will never, never come."

J. MERRITT MATTHEWS, *Nassau Lit.*

AMONG THE COLLEGES.

THERE are twenty Hawaiian students at Yale.

Yale lost about \$1,000 on her athletic trip to England. The Harvard Library contains pictures of all its classes since 1752.

Cornell has discarded term examinations and decides rank by daily recitations.

The Johns Hopkins foot-ball team disbanded on account of lack of interest.

The University of Chicago has formed a glee club consisting of sixteen women.

The students at Columbia are making a strong plea to have dormitories at their new site.

A military company has been formed at Harvard under the name of the Harvard Rifles.

Between 1,100 and 1,200 newspapers are sold daily to students at Memorial Hall, Harvard.

Cornell is to send a crew to England next year to meet the best oarsmen of English universities.

The Senior class at Princeton will hereafter wear the cap and gown on Sundays during the entire year.

The Williams eleven will be presented with a solid silver cup in honor of having scored against Yale.—Ex.

The Italian government has recently ordered English to be added to the list of studies in the colleges of that country.

Cornell has recently lost over a million dollars from the burning of some pine lands belonging to the university.

The practice of compelling students to attend the Sunday afternoon vesper service at Amherst has been dropped.

A plan has been proposed to divide Harvard into several small colleges, somewhat after the Oxford University plan.

The University of Pennsylvania now offers a two-years' course in newspaper practice to Freshmen and Sophomores.

The students of North Western University are required to pledge themselves not to take any part in the hazing or cane-rush.

The friends and graduates of the University of Michigan have purchased for it the great organ which stood in Festival Hall at the World's Fair.

Emperor William of Germany has offered a trophy valued at 5,000 marks to be competed for by the crews of the different German Universities.

The following universities publish daily papers: Cornell, Brown, Harvard, Leland Stanford, Princeton, and the Universities of Michigan, Wisconsin and Pennsylvania.

The faculty of Leland Stanford University believe in college athletics. They have organized among themselves a base-ball nine which has defeated every team the students have formed.

The following extract from the Harvard *Monthly* speaks for itself: "No thoughtful critic can deny that in the erection of the Fogg Art Museum an irreparable injury has been done to Harvard. That this glorified mouse-trap should stand as an art museum—a monument to Harvard's highest culture—is one of those ironies of fate, that many feel a more intelligent governance might have avoided. Fancy if you can the outcry the department of Latin would raise if some of the inscriptions on Memorial Hall were found to be ungrammatical. The Latin would be thought a disgrace to the university. The fault in architectural grammar with the Fogg Art Museum is not less flagrant.

HIGH SCHOOL NOTES.

MISS ALLEN called upon Miss Bussing December 15th.

A new library is being founded for the department.

J. Fay Putnam spent Thanksgiving with relatives in Cohoes.

Miss Kelly, a niece of Mrs. Mooney, has entered the High School.

The Literary Societies are contemplating a public in February.

Mr. Hallenbeck, '94, visited the High School department December 7th.

Henry Devoe and Wm. O'Brien called upon old friends November 26th.

Rev. Mr. Fallon of Greenbush visited the High School, Monday, December 10th.

Many pupils of the High School department are anticipating a glorious time during vacation.

Miss Eleanor Nichols was detained at home, December 13th, through the illness of her mother.

Miss Helen Wilson acquitted herself very creditably as "Court Lady" during the recent pageant.

Miss Ada Graves was seen surrounded by a host of friends in Room 301 at recess, December 13th.

Many of the students were pleased to meet Prof. A. D. Warde, their former teacher, the latter part of November.

On December 14th the Adelphi Society elected the following officers for the ensuing semi-term.

President Ralph Garrison.

Vice-President Arthur Moyer.

Secretary C. B. Van Denburgh.

Treasurer Eben Morgan.

The society will meet December 30th to elect officers for the February closing.

MAGAZINES.

THE ATLANTIC MONTHLY.

The Christmas number of the Atlantic is an excellent one. Among the leading articles are, "The New Criticism of Genius," by Almi Gorren; "Some Personal Reminiscences of Walter Pater," and "Ghosts," by Agnes Repplier. "Ghosts," she says, "enjoy a curious popularity in England to-day. Years ago they fell into unmerited disfavor; and for a century and a-half they battled with scant success against that arrogant wave of reason and common sense which chilled the fair fields of poetry, swept romance from the land, and left the sombre glades of superstition tenantless and bare of every horror." She cites many instances of fabled and storied ghosts which show them to be perverse and wavering, unprogressive, and not to be tamed by physical researches. There is not even a great deal gained by calling them in the scientific language of the day, "phantasmogenetic agencies."

C. Howard Walker, in a very sensible article, presents some practical "Suggestions on the Architecture of School-houses." He protests against building school-houses to look like factories or ornamental boxes.

The Atlantic both publicly and editorially impresses its deep sense of the loss of Dr. Holmes, who for thirty-seven years had been a constant contributor. Especial emphasis is laid on his intense patriotism and identification with his city of Boston.

REVIEW OF REVIEWS.

The Review of Reviews for December brings to the attention of its readers a remarkable state of things in South American international relations. It has been known for years that Great Britain has persistently encroached on territory belonging to the little republic of Venezuela; but few Americans have been aware of the extent of those encroachments. The editor of the Review of Reviews asserts that England is now occupying a vast region which only a few years ago she acknowledged to belong to Venezuela, and that in fact she has no lawful claim to any territory whatever west of the Essequibo river, although she has acquired the coast lines as far west as the Orinoco. The editor's charges seem to be supported by the statements of reliable English publications; the Cyclopaedia of Geography, for example, computed the area of British Guiana a few years ago as 50,000 square miles, while

the present area is given as 100,000 square miles by all British statistical works, although there have been no cessions to England in that region. As Great Britain has refused arbitration of the points in dispute, the Review of Reviews advocates the appointment of a joint commission by the United States, Mexico, and the South American republics to investigate Venezuela's claims, and that such as may appear well founded be sustained by the united American powers against England.

Besides editorial comments on the general results of the recent elections, a detailed review of the campaigns in the different States is furnished, pointing out the issues involved and the determining influences at work in the different sections of the country.

The prospects of a re-establishment of Olympic games, as a promoter of peace among nations, are discussed by Dr. Albert Shaw.

LIPPINCOTT'S MAGAZINE

FOR JANUARY, 1895.

The complete novel in the January issue of Lippincott's is "The Waifs of Fighting Rocks," by Captain Charles McIlvaine. The scene is laid in the mountains of West Virginia, and the tale is one of adventure, love, and jealousy among the mountaineers.

"By Telephone," a stirring newspaper story, by Francis C. Regal, shows how a plucky reporter defeated a conspiracy and brought the criminals to justice. "A Question of Responsibility," by Imogen Clark, deals with delicacy vs. life-saving in a lodging-house.

The other stories belong to Christmas, and are offered at the right time instead of a month beforehand, as is the usual magazine custom. These are "Mrs. Santa Claus," by Marjorie Richardson, "A Prodigal Friend," by S. Elgar Benet, and "Mrs. Risley's Christmas Dinner," by Ella Higginson. Each of them is in the spirit of the season, though the last is in a minor key.

"Christmas Customs and Superstitions" are collected by Elizabeth Ferguson Seat. Edgar Fawcett recalls "New Year's Days in Old New York," and Edith Duff "Empress Josephine's Happy Day," ninety years ago.

In "The Ducks of the Chesapeake" Calvin Dill Wilson tells all about the canvas-back before he is shot and after. Gilbert Parker offers a study of "Herbert Beerbohm Tree," the actor. F. M. B., in "With the Autocrat," recalls some notable private utterances of Dr. Holmes, and M. Kaufmann discusses "Socialist Novels."

The poetry of the number is by M. S. Paden, Alice Brown, Kathleen R. Wheeler and Susie M. Best.

THE TEACHERS' INSTITUTE.

The December number of The Teachers' Institute, contains a short biographical sketch of Nicholas Murray Butler with portrait. The Christmas suggestions are excellent and the material furnished for a program of exercises is of a very high order.

There are tableaux, songs and recitations, which are bright and original and well adapted to the purpose of school entertainment.

OUR TIMES is an eight-page résumé of the news of the month. It is a bright little paper, just the thing for teaching Current History, and deserves a place in every school-room.

LITERARY NOTES.

Macmillan & Co. have in press a new edition of Dr C. Ellis Stevens' *Sources of the Constitution of the United States*. The work has been thoroughly revised, with numerous changes and additions, and has been supplemented by four appendices in which the subject of the early State constitutions is taken up more fully. Citations are given from the colonial bills of rights, and the Articles of Confederation, as well as the Constitution of the United States, are given in full. The result will be to make the work of even more practical value to students, both as a text-book and as a book of reference.

No movement in the history of the nineteenth century has had fewer chroniclers and more scanty records than that of co-operative production. To preserve the experience and knowledge of those that remember some of

the earlier efforts in associated industry, and to search such scanty records as are extant, is the task which has been undertaken by Mr Benjamin Jones in his *Co-operative production*. The work, a volume of some eight hundred pages, has just been issued by Macmillan & Co., and it will undoubtedly prove of the highest interest to those whose aim is the removal, by some form of associated management, of the evils which beset many of the present methods of industrial organization.

In *German Society at the Close of the Middle Ages*, Mr. E. Belfort Bax, the author of many works dealing with questions of history and philosophy, gives a general view of the social condition and popular movements of Germany during the period of the Reformation. The volume is limited, roughly speaking, to the period bounded by the closing years of the fifteenth century on the one side, and by 1525, the year of the great Peasants' Rising, on the other. It contains a narrative of the earlier popular revolutionary movements at the close of the Middle Ages, and deals also with the underlying causes, economic, social and juridical, of the general disintegration of the time. This volume, which is published by Macmillan & Co., will be followed by others treating more in detail the years 1524 to 1526, and giving a history of the Anabaptist Movement in Central Europe.

NEW PUBLICATIONS.

A Hand-Book of Mythology. By E. M. BEREUS, New York. Maynard, Merrill & Co.

This volume is most tastefully gotten up. It is printed in large, clear type, and is well illustrated, having a number of wood-cuts, and in addition twenty-one half-tone reproductions of some of the most beautiful antique statues. A pronouncing index of the proper names is given, in which the English system of pronunciation is used.

It is not necessary to dwell upon the importance of the study of Mythology. Every standard literary work teems with classical allusions, and one can make no pretension to culture without having at least a superficial knowledge of the myths. But it has been observed, that often merely a vague idea of them is gained from even the most diligent study of the classics, doubtless because such references are scattered through the text so as to give no connected idea of the whole.

The reader of this Hand-Book, which embodies the principal legends of antiquity, cannot fail to obtain a clear and vivid idea of the religious beliefs and practices of the ancients, and to have awakened in his mind a desire to become more intimately acquainted with classical productions. We recommend it to all students of literature.

Our Wonderful Bodies and How to Take Care of Them. HUTCHINSON'S PHYSIOLOGICAL SERIES. Maynard, Merrill & Co.

This work, issued in two volumes, presents the leading physiological facts and principles in a style bright, attractive and eminently well adapted to the respective grades for which it is designed. Careful consideration has been given to the subject of stimulants and narcotics, and the requirements of State law have been fully met in relation to teaching these subjects.

The Use of Life. By SIR JOHN LUBBOCK, New York. MacMillan & Co.

The "great question" which has, in all times and places, occupied the mind of the sage and the philosopher, has been clearly treated in this work.

Here is the key-note — "The most thing to learn in life is how to live. There is nothing men are so anxious to keep as life, and nothing they take so little pains to keep well."

In this problem the author considers the factors of education, recreation, patriotism and the cardinal virtues. We notice many appropriate quotations from the American and British poets.

Mayell's Mackintoshes
and Rubbers,

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