

THE NORMAL COLLEGE ECHO.

A COLLEGE JOURNAL DEVOTED TO EDUCATION.

VOL. V.

ALBANY, N. Y., FEBRUARY, 1897.

No. 7.

THE OLD GREY MONK.

ACROSS the lonely reaches of the moor
The last faint rays of golden sunlight pass,
And linger where the crumbling convent lies
Wrecked in a sea of waving meadow grass.
The sunken stairs are moss o'er grown,
The corridors, a heap of stone,
And every shadow echoes with the sound
Of loosened plaster falling to the ground.

Beyond the broken gate one sees within
The grassy court yard, where when tasks
were through,
The monks forsook their penance and their
prayer
And rested, walking in the falling dew.
Still through the dusk there seems to pass
A grey-cloaked figure through the grass,
His tired head bent, his long thin hands are
pressed
Wrist over wrist, cross-like upon his breast.

And as he walks he turns and looks at me
With deep sad eyes that lure me, till I see
All of my sacrificed ones slowly rise
And look from those great mournful depths
at me.

'Neath the old cowl my oft denied
Look out, dumb-lipped and sorrow-eyed ;
And with them comes a weight of dead
Regrets, and words one would had not been
said.

EDITH STOW.

THE SNOW.

THERE'S a beautiful garden in Heaven,
And, when gentle Zephyras blows,
From the lovely white flowers
Fall the petals in showers,
And mortals on earth say, "It snows."
G.

THE METRIC SYSTEM.

WHEN SHALL IT BE MADE COMPUL-
SORY IN THE UNITED STATES.

A paper read before the "Albany Institute" January
5, 1897.

BY PROF. A. N. HUSTED, A. M.

[Concluded.]

THE Englishman knows a good thing,
generally, when he sees it, and has a
sharp eye for good business methods.
Great Britain lies in close proximity to
several metric nations. Her system of
weights and measures is almost identical
with our own, except that we have deci-
mal monetary tables, while she has not.
She has, therefore, at least two good
reasons, which we have not, for adopting
the system; yet she has not done so, and
it does not seem very probable that she
ever will.

It has been said, also, that with the
metric system in place of the so-called
"cumbrous one now in vogue," the
school time now devoted to arithmetic
would be lessened by one year. In my
judgment, this statement needs verifica-
tion before we can accept it — especially
as there goes with it the recommenda-
tion that decimal fractions should be
taught before common fractions; an or-
der of presentation not in accord with
the views of experienced educators.

It may also be said that a consider-
able period must be given, in our
schools to elementary arithmetic,

whether the one system or the other is found in the text-book. Time *must* be allowed for the growth and development of the reasoning faculties. Many and various *problems must* be solved, and our tables of weights and measures afford a basis for much valuable work. Indeed the "educational evils," so called, of our system have been characterized by high authority (J. Q. Adams) as "*mostly imaginary*" and "*purely absurd.*"

Referring again to the publications of the Metrological Society, it seems to us that they are quite one-sided, and calculated to mislead the people, rather than to furnish information which may be made the basis for intelligent judgment. In its last bulletin, under the head "Difficulty of Adopting the Metric System," we find references only to chemistry, pharmacy and the like, and instances of the convenience of the metric units for engineers and contractors.

So, also, concerning the opinions of the officers of the United States government as to the wisdom of making the system obligatory in their various departments. These officers were asked (1878), "What length of time would be required to introduce the metric system into your branch of the service?"

The answers varied from "Long enough to distribute orders," by the quartermaster's department, to "twelve years," by the customs department. And this is evidently thought to be a good showing, notwithstanding the fact that the change would be immediately in charge of government officers, backed by unlimited power and ample appropriations.

The bulletin omits a remark by the Secretary of the Navy, that "The metric system would probably involve a

total loss of all the charts and chart plates now in use;" also, that

The Postmaster-General said: "The change to the metric system in the postal service would occasion a very large expense, and would probably lead to great confusion and annoyance."

The War Department replied that: "The proposed change would largely *increase the labor* in all *business transactions*, with consequent liability to errors and losses; that the change would involve great inconvenience and continual misunderstanding and embarrassment; that it would inflict great loss upon manufacturers and mechanics, and involve the loss of millions of dollars."

The Secretary of the Treasury thinks: "That the hasty adoption of the metric system would cause great confusion, many inconveniences and much litigation, and that even its adoption "*to a partial extent* in a revision of the tariff would be of doubtful utility."

The Medical Department of the army replies: "The immediate effect of compelling medical officers to substitute the metric weights and measures would be to force them to make a series of arithmetical computations every time they attempted to use prescriptions or doses laid down in any medical work written in the English language." And that "This thankless and unnecessary labor would waste much precious time, and an error might cost life."

This last report reminds us of the unsuccessful effort of the Albany County Medical Society, a few years since, to persuade its members to use the metric system. An appropriate resolution was passed and effort made to put it in effect. What was the result? The Albany doctors confirmed the opinion of the United States officers, and the metric system was soon relegated to its former

position of "innocuous desuetude," so far as they were concerned.

But we have not yet heard from all the departments.

The Quartermaster-General (Meigs) says, to place it in his department, he has but to "distribute orders." He also says: "Its compulsory adoption would *derange* the *titles* and *records* of *every farm* and of *every city* and *village lot* in the United States. I do not believe it is within the power of Congress. It will inflict great losses. To make the metric system obligatory between individuals, in this country, would be an impolitic and arbitrary interference with the rights, interests, habits and customs of our people."

"Congress has power 'to fix the standard of weights and measures.' It may admit of doubt whether, under this grant of power is included an authority to so totally subvert the system of weights and measures as it existed at the time of the adoption of the Constitution, as would be necessary for the introduction of the French system."

Perhaps the strongest protest of all is that from the "Department of the Interior."

The secretary says:

"All the public lands have been surveyed and laid out by miles, acres and feet; maps have been constructed and deeds given and recorded entirely upon this basis; the substitution of the metrical units would involve immense inconvenience, labor and expense without any corresponding advantage."

Here we have the adverse opinions of men of large intelligence and experience, possessing every opportunity for informing themselves.

Theoretically and scientifically the metric system is doubtless superior to our own, but the practical difficulties in

the way of its universal adoption by the people of these United States have, we believe, received too little attention.

What would the farmer be likely to say when offered so much a hectolitre for his grain and so much a kilogram for his pork or butter? Possibly, he would express himself in words more forcible than polite. Pursuing his investigations a little further, he soon discovers that he must buy new steelyards and new measures; that his great platform scale is no longer of any use to him, for the ton—(Millier or Tonneau he should call it)—the foreign, French ton which Congress has imported and passed a law compelling him to use is only .9072 of the ton he has known all his life.

When he offers his farm at \$25.00 per acre, he is told that land cannot now be legally sold by the acre; the new law, for which his congressman voted, says that land must now be sold by the hectare, which is 2.471 acres, or by the are, which is equal to 119.6 square yards, or, if you prefer, by the centare, which is 1,550 square inches. How many hectare he has to sell; how much he should ask for each, and how he shall get his deed translated into French are puzzling problems which test his patience and deplete his pocketbook.

The tenacity with which people cling to things old is illustrated six days in the week on our own Market Square. Ask a farmer the price of his apples or potatoes, and the chances are more than even that he will answer in *shillings*. This, too, notwithstanding the fact that the shilling was demonetized by the United States Congress more than one hundred years ago, and of the additional fact that it is easier to change monetary units than any other.

Let us next inquire of our friends and neighbors here in the city of Albany:

Do we find any demand for a change? Any complaint as to the inconvenience of the units now in use! I am unable to learn that such is the case. Doubtless the new system could be more easily introduced here than in the country, but the difficulties are much the same in all localities.

Owing to the fact that the dimensions of city lots are generally expressed in feet, which cannot be reduced exactly to metric equivalents, the transfers of real estate in all our cities would be made much more troublesome and expensive.

That the metric system is especially adopted to pharmacy and medicine, and that the obstacles to its introduction in these departments are comparatively few, will not, we think, be denied, and yet, as already noticed, our physicians reject it.

It is doubtless easier for a despotic government to make such a change than it is for a republic. Under a government "of the people and for the people" it cannot be put in force unless the people are convinced that it will promote their interests. The first question they will probably ask is, What will it cost? and the second, What is it worth? In what respects is it better than the system now in use?

The first question is easily answered. We must reply: All scales and measures now in your possession will be useless; the change will cost as much as you pay for new ones.

At a recent interview with an intelligent country merchant, I asked him to estimate the average cost to each family and also the cost to each country store. Here are his figures:

Family	{	Scales.....	\$1 00
		Dry Measures.....	50
		Liquid Measures.....	50
Total.....		<u>\$2 00</u>	

Store	{	Scales.....	\$35 00
		Dry Measures.....	1 00
		Liquid Measures.....	2 00
Total.....		<u>\$38 00</u>	

There are not far from seventeen million families in the United States; at my friend's estimate, the cost to them all would be about \$34,000,000. Add to this sum what it would cost the hundreds of thousands of wholesale and retail dealers in merchandise sold by weight and measure; add, also, the cost to mechanics and manufacturers for new tools and machines, the cost to all our people of new text-books in mathematics, arithmetic especially; the cost of teaching the new system to the present generation, and is it not plain that fifty million dollars is a very conservative estimate of the amount of money which our people must expend in order to fully introduce the French system?

To convince our interrogator that, for him, the new system is superior to the old, will be a more difficult task. The meter is about three inches longer than the yard, he will say that the latter is more convenient—he prefers it and will not make the change.

The litre is almost identical with the quart, the half litre equals the pint, to dispense with the gallon—in which values of so many liquids have been quoted for generations—and put in its place the dekalitre of 2 1-2 gals., seems to him absurd. To substitute the Kg. of about two pounds for the pound as a unit of weight, and thus use demi-kilo, to a very large extent, as we now use the pound, seems to him very like "confusion worse confounded." He is not convinced. What are we going to do about it?

An objection often made to our present system is that we have units of the

same name, but different values, as the Troy pound and the Avoirdupois pound, the dry quart and the liquid quart, and others. The point is well taken; doubtless our system would be much improved by an act of Congress, establishing one pound, one quart and one gallon. These changes could be made at very slight trouble and expense to our people, and would doubtless be welcomed by all except those venders of small fruits, who now illegally sell by the liquid unit measure instead of the dry unit measure of the same name.

The fact that these changes have not been made is sufficient evidence that there is but little dissatisfaction with our present system; the people have not asked for a change.

What science can accomplish in this direction, when untrammelled by established customs, is well illustrated by what has been done in the past few years in the electrical world:

An International Congress of eminent electricians assembled in 1893, and, after full deliberation, reported what has been called "The most perfectly contrived system of metrology known at the present time." This system was established by law in the United States July 12, 1894, and, we have every reason to believe, will soon be universally applied wherever, in all the world, electricity is used, either for light or power. But we should notice that this electrical metrology is for scientists, and also that it has no long-established system to dislodge before it can come in and possess the land.

A few words in conclusion: Is it not plain, in view of what has been said, that History, Experience and Common Sense all unite in saying to our people: Do not sign those petitions; you will find the French system less

convenient than the system you are now using, and its introduction will involve much expense and trouble?

To our Congressmen they say: Do not vote for that bill; your constituents do not want the Metric system, and will not use it; if you pass the bill, they will put men in your places who will speedily repeal it?

But to the scientists we will say: You need the Metric system, and you have it; make it as useful as you can in your several departments; have no fear that by so doing you will at all interfere with the business of our country, but beware of attempting to force it upon the people at large, for they do not want it, and will not have it.

The paper was discussed by several members of the Institute, and the secretary was, by unanimous resolution, instructed to advise the Congressional Committee on Coinage, Weights and Measures, through our representative, of its protest against the passage of the bill.

'Tis not the mission of the teacher to praise the bright boy or girl, and thus urge on their work; 'tis not her mission to help the sons and daughters of the wealthy so that their work becomes easy; 'tis the mission of the true teacher to help and speak kind words to the dull, untrained children who come from homes of poverty and often from dens of vice.

IT very often happens that
 In making ready for the press,
 There is a corner to be filled —
 An inch or two, say, more or less,
 In such a case, with copy short,
 It's handy just to have about
 Some fellow who can write a verse
 Like this, to fill the column out.

THE WORLD OF STRIFE.

WHATEVER our condition in life may be, sooner or later we must enter the wide world of strife. Be we shielded ever so much, still this is inevitable. Life, since the wandering forth of our first parents from Paradise, always has been, and without doubt always will be, existence in a world full of workers. Idleness is said to be destructive to freedom, and it has been ordained by an All-wise Providence that he only who sows shall reap. Thus it is that, willing or unwillingly, we are compelled to accept the knowledge that we are not exceptions, but that with the rest of mankind we must work.

We live in an age of disenchantment, and many of the good old superstitions of the past are rapidly disappearing, destroyed by the logical proofs and demonstrations of the present generation. Are we not more practical than our ancestors? Instead of longing to be "far from the madding world's ignoble strife," we joyously seek to mingle with it.

It is for us to choose whether by work we shall seek for the golden crown of success, or by indulging in idleness reap the harvest of disappointments. Shakespeare has told us that we are actors on the stage of the world, and in reading Epictetus we find the same thought, but he adds that the selection of the part lies not with the individual. How well it is that by our environment we are withheld from selection. If not, with the American desire for fame, we would all probably choose the leading parts, and no one voluntarily would act the very necessary but less desirable ones, and then what a queer world it would be! But since the cast of characters is chosen by another, we have only to be the very best in our own parts.

What a good thing it is that this is a

world of strife! When do we experience more pleasure than when we can truthfully say, "This I have done?" Without labor we could never gain its reward. Rest itself without work becomes the hardest possible labor, and Dryden tells us, "Sweet is pleasure after pain." Perhaps Goethe's definition of "rest" will appeal to you as very near the truth. "Rest is not quitting the busy career, rest is the fitting of self to one's sphere."

The false idea that it is disreputable to work is fast dying a deserved death. Surely we agree with Keats that "a thing of beauty is a joy forever." But how is a thing of beauty to come into existence without labor? Then the originator ought not to be derided, but exalted instead. Besides, what is the result of idleness but crime? The devotees of idleness "as idle as a painted ship upon a painted ocean," like a painted ship never accomplish anything. The results of the Revolutionary War and of the Reformation were not accomplished through idleness. Not one man in a thousand is raised to positions of honor and trust through the efforts of any other than himself. Oliver Cromwell did not wait for a revolution of the wheel of fate to elevate him to the notice of the English people, but by his own efforts he compelled them to recognize his talent and ability.

Besides physical labor, we have the strife for knowledge and mental development. To accomplish this we must have application. Knowledge can be acquired only by personal effort. Each one must fight his own battles, and the victory can be won by unremitting perseverance alone.

L. ELIZABETH REED.

Johns Hopkins University has closed its doors to women.

DEVELOPMENT.

HE had studied the lesson with care,
 And was sure he could do it quite well.
 His point and his matter arranged,
 And a story he wanted to tell.

The horse was the work for to-day,
 And 'twas his intention to lead.
 By careful development work
 His pupils to know the good steed.

His work was quite rapidly done,
 His pupils were kept wide awake.
 He brought out in a logical way
 Each point that he wanted to make.

And pictures were drawn on the board,
 And outlines were made in the books.
 The children were very much pleased,
 If one could have judged by their looks.

He told them some stories besides,
 And tried to impress what they'd learned.
 He finished the lesson and smiled
 With joy at the laurels he'd earned.

Just then a small child touched his arm,
 And he turned his attention to her.
 She asked, with a mystified air,
 Did I ever see a horse, sir?

MARY BUTTLES.

LIGHTS AND SHADES.

I.

PHYLLIS has a jet black eye
 And a wealth of golden tresses,
 Strange, when she is passing by,
 What thought a fellow's heart possesses,
 Spite of all that I can do,
 The sentence presses, "I love you."

II.

Phyllis has an eye of blue,
 And sunshine in her tresses fair,
 What's a fellow going to do?
 Try my best the thought is there,
 Hearts are ruled by powers above,
 'Tis Phyllis number two I love.

G.

"Don't belong to every body. Have
 the power to live your own life as you
 best choose."

OUR EDUCATION MUST BE
 AMERICAN.

AMERICA, alone, of all the great
 nations of the earth, is dependent
 upon the intelligence and loyalty of her
 humblest classes for continued existence.
 Other nations have centralized govern-
 ment forces and inherited prestige of
 authority which make them practically
 secure against the revolt of ignorance or
 disloyalty. We have neither. The only
 appeal is to the vote of the individual,
 and the humble classes are not only the
 more numerous, but they always vote,
 while the prosperous citizens are not to
 be uniformly depended upon at the
 polls. No laws will be enacted, none
 will be interpreted, as none will be
 executed, to jeopardize the united vote
 of the humble classes.

In the past thirty years the wealth of
 America has quadrupled the entire ac-
 cumulated wealth of the previous two
 hundred and fifty years, and every ten
 years adds one-third to the entire popu-
 lation. Millions upon millions are added
 to our population every ten years, who
 know little, or nothing, of our institu-
 tions, and not only care nothing for our
 traditions, but are prejudiced against
 them. They do not mingle with our
 reading classes, and have no affiliation
 with those instinctively loyal to Ameri-
 can ideas.

The public school is the one force, is
 the only force, that can unify all classes
 and conditions of society. Here we
 have the children of the nation in their
 entirety, and we can, if we will, teach
 them in the schools so much of the
 grandeur of our possessions, of the
 heroic in our history, of the brilliant in
 our prosperity, of the fascinating in our
 traditions, that the fathers of the future
 will be willing to vote for, and die, if
 need be, for the American idea; that

the mothers of the future will teach their sons to develop our resources, by industry, to honor the historic heroism of our sires, to project the brilliancy of our prosperity into the future, to cherish, with unwavering devotion, the traditions of the land.

We have no other avenue than the public school by which to reach the men of to-morrow; we need no other, if only we improve the opportunities it affords. We have no school system by means of which we can order patriotism into the schools and feel sure that it will be taught. We have, however, an American common-school idea, and this is more effective for good, is more certain to bring results, than if that idea was harnessed to a cumbrous system.

Let there be engrafted upon, incorporated into, that idea the privilege, the possibility, the responsibility, of teaching the children and youth of to-day what American manhood and womanhood will need to-morrow.

It is said that when General Grant first took command of a large army of troops, he established a rule from which he never swerved, that whenever a battle was to be fought, the last thing before the order of march was to see that every commander had his watch in time with his own. Forty-nine States and Territories are awaiting for the standard time of the American school-idea. Let it be Patriotism, first, last and always; Patriotism in the history; Patriotism in the daily songs that every hour lighten and aid studious toil; in the reading lesson; in the general exercises; in the flags that adorn the school rooms.

If you have a pair of skates
And a little time to spare,
Go over to the Park Lake,
You'll find good skating there.

CHILD STUDY A MEANS.

THE gravest danger of the present wide spread interest in "scientific" child-study is that teachers are apt to regard the school as a laboratory for enriching their knowledge of children and of child nature, instead of attending to the enrichment of the minds of their pupils. It is all very well to say that the child cannot be well taught until his mental, moral, and physical make-up is well understood. But this trying to get better acquainted must not consume too much time. Firstly, it ought to be presupposed that a person who is appointed as teacher is already acquainted with the characteristics of child-nature in a general way and is capable of readily diagnosing individualities of children, just as a licensed physician is supposed to be able to give a diagnosis of the physical constitution. Secondly, every teacher ought to have a plan of incidentally gathering the additional observations necessary to form a correct judgment of the peculiarities noticeable in some pupils. After school hours these incidentally collected data may be entered in a special book kept for purposes of gradually obtaining a record of the educational progress and peculiar needs of the various pupils. Child study must not be made an end in itself, so far as the teacher is concerned. It is only one means of learning how to best educate a child. How can I best promote the educational growth of the children? This is *the* question. The scientists who wish to work out a new psychology of childhood—grand as their object is—must not be permitted to substitute their object for that for which the schools are founded and maintained—the education of American citizens.—*Teachers' Institute.*

Write for your college paper.

DO GAMES OF SKILL DEVELOP
POWERS OF MIND?

IT seems to me that there are strong arguments on both sides of this question, but in thinking it over I have come to the conclusion that those on the affirmative overbalance the others, and I shall therefore take that side.

It is certainly true, that if we have not a strong body, we cannot have a healthy and vigorous mind, hence we must direct our attention to the development of the body.

Then the question for us to consider is, "Do games of skill promote health?"

Almost all, if not all, such games are played out of doors, or in gymnasiums, which are always well ventilated, so that the player cannot fail to breathe plenty of pure, fresh air, the first and greatest health giver.

Then in playing many disused muscles are brought into play.

Who that plays a game for the first time has not felt the painful effects of it in every part of his body? The weak muscles are soon developed and the others are strengthened.

Besides the physical development, there are other powers to be gained.

These may be termed, mental and moral.

While playing the most indifferent person becomes enthusiastic and anxious to win.

If he does his best, he cannot fail to gain such powers of mind as are necessary to the success of a student, or of any other person, for that matter. He is always on the alert. He watches every move of his antagonist so as to be ready to meet and guard against all little "tricks" and "plays."

As he does not have much time to think of how he shall act, his decision must necessarily be very prompt. A

person who spends half of his time to think of how he shall act, can never become successful at games of skill. Accuracy follows closely after this. As one gets more practice and gains more determination, he, as a matter of course, becomes more accurate. But above all things he gains independence of thought.

In every game each one must think for himself. There is no other alternative, and as the player comes to realize this, it is surprising what a short time it takes him to exercise this independence. We cannot fail to sympathize with others, especially after we have been beaten a few times and know just how badly the vanquished player feels.

The strongest point in favor of moral development, however, is contempt for dishonesty. Each player works hard to win the game, and when he devotes all his energies to accomplish this end he cannot help but have a feeling of contempt for a person who tries to win a point by little, mean, underhand ways. We soon have much the same feeling for dishonest people in our school or business life. Thus the time spent at foot ball, base ball, basket ball, tennis and croquet is not wasted time, but is well employed upon an important factor of education.

We don't want to buy your dry goods,
We don't like you any more;
You'll be sorry when you see us
Going to some other store.
You can't sell us any shirt-waists,
Four-in-hand, or other fad,
We don't want to buy your dry-goods,
If you won't give us your ad.

M.

Dejected junior,
Face of woe,
Flunk in Latin
Big round O.
Jubilant junior
Face of glee
Studies on horseback,
Way up in G!

The Normal College Echo.

Published Monthly by the Students,

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

CONDUCTED BY

Edgar S. Martin	<i>Editor-in-Chief.</i>
Edith Esselstyn	} <i>Literary Editors.</i>
Mary Buttles	
Ouillia M. Beha	
Walter S. Clark	} <i>News Editors.</i>
Emma L. George	
Alice Jones	} <i>Review Editors.</i>
Emma Nichols	
Laura P. Stafford	} <i>Exchange Editors.</i>
Susan Cutter	
Leon J. Cook	<i>Business Manager</i>

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

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

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

WEED-PARSONS PRINTING CO., - PRINTERS.

EDITORIAL.

DID you receive a valentine?

We wish our graduates success.

Have you prepared that Essay to read at chapel?

When your friends visit the college do not forget to let us know.

Have you given our new students a hearty welcome? Remember your own experience.

On another page will be found an interesting article on "The Metric System" by Prof. Husted, which began in the January number.

IN glancing over the first number of the NORMAL COLLEGE ECHO I found the following in the editorial columns:

"THE NORMAL COLLEGE ECHO comes into existence and takes its place among the various college papers of the land. We do not intend it shall share the fate of many of its kind, which come into being, then suddenly disappear like the fall of a meteor; but we predict for it a bright beginning, a future with a steady, increasing light, a life of constant growth—so that it may become a living organ, a very part in the advancement in our institution."

This plainly shows us that those who had charge of the paper at its inception were very enthusiastic in their work, and every student of the college at the present time should feel it a duty to help carry out the work so nobly begun.

Would you not be pleased to know that the ECHO was one of the leading college papers? You, who are training yourselves to teach, can make it such.

Remember that its success will depend largely upon the interest manifested by you as individual students in subscribing for the paper, by contributing news, by assisting with literary productions.

We also hope to hear from former graduates; as you contribute for the ECHO, old interests and old associations will come flocking back; your Alma Mater will once more become a part, a reality in your life, others of the alumni will become interested. Literary effort will be inspired among the students, loyalty to college life more keenly felt, and the "ECHO" will become a far better paper than you had anticipated.

The "exams" are over and the last half begun. The heights in advance look steeper than before. But resolve will scale them as it has done those behind.

OUR LEGISLATURE.

ONE of the great advantages of our residence in Albany during the winter months is the privilege of frequently being present at the deliberations of our law-makers.

We should hail with delight an opportunity to listen to debates, the outcome of which may affect our educational institutions.

The arguments which will be advanced when the question, of introducing the "Township System," in this State is considered, will be well worth our earnest and careful attention.

Many other bills will be discussed that will be of interest to us; as: The Greater New York Charter, The Raines Bill, and those affecting the Trusts.

We may also see the application of parliamentary rules.

Surely we can give a few hours of our time this winter to witness the workings of one of the great branches of the Legislature.

DURING the holiday vacation I was asked by several college students, about athletics at the State Normal College.

I am sorry that I was compelled to reply that I had not heard the word spoken in connection with the college, they immediately gave me their opinion of the young men who attend, which I will not repeat.

Isn't it about time for the young men to muster enough pride and courage to do something concerning this matter. The vigorous exercise you would take would be a great benefit to you and after taking this you could do your regular work in a shorter time.

Wake up! have an athletic association that the city of Albany will be proud of; that the faculty and students will admire, and that you will take pleasure in supporting.

ATTENTION!

THE BUSINESS MANAGER desires to call your attention to the following: All subscribers attending the College are expected to call at the office and get their papers. If your name has ever been on the list of subscribers, and you have *not* ordered it taken off, it is there still, and it is expected that you receive the paper, and you will also be expected to pay for the same. If you do not receive the paper, and wish your name removed from the list, please call at the office and attend to the matter at once.

All subscribers are requested to notify the business manager of any *change of address*, and thus avoid unnecessary delay and trouble.

Don't forget to send us items of news and other matters for publication.

Your subscription is due. Please remember that it takes money to print the ECHO.

You will support your College paper, confer a favor on the business manager and aid him in his work if you will patronize our advertisers. Reciprocity is as good for individuals as for nations.

Notice will be given when each issue is ready for distribution.

Business manager's office hours:
11:30 to 11:45 A. M. and 1:15 to 1:25 P. M.

ALL who noticed the class-rooms last Thursday found the black-boards of many decorated; would it not be a good plan for us to keep a note-book in which we might note the devices used to arouse a patriotic spirit in the young people? It would be handy some time in the future to refer to when we were very busy and our minds occupied with many other things.

WE shall be pleased to receive news from the High School students at any time. Judging from the work done the evening of the Quintillan Society's reception, we should not be surprised if some of the young ladies could write an interesting article for the "ECHO" ? ? ?

WE wish to call your attention to the Review Department. Publishers are sending us their latest educational series, and the book reviews of every issue will contain something of interest to you.

This Department will aim to give, in the small space allotted, the author's purpose, the contents of the book and its own estimate of how the author has attained his object. All opinions expressed will be unbiased estimates. Should the department not feel capable of pronouncing an opinion on a book the estimate of those in the institution qualified to know will be sought.

"WE want good roads" say the bicycle manufacturers, and they say well. If the faithful horse had been gifted with speech and cunning of the modern politicians, this question would have been settled long ago.

THE chairman of the Board of Public Education says that bills relating to the establishment of Normal Schools introduced during this session of the Legislature will not receive favorable reports.

"CAN you tell me, sir, what space is?"
The stern professor said,
The pupil answered, "No, sir,
But I have it in my head."

X.

Observatory parties and sleigh ride parties are in order.

AT this season of the year the student has but little to take his attention from his regular school work. The winter season is best adapted to good, earnest, faithful study. The evenings are long, the air bracing, and even nature herself seems to have taken on that peculiar robe of solitude which cannot fail to delight the heart of the earnest student. Let every student take advantage of this time and put forth his best efforts.

TOWNSHIP SYSTEM.

THE Superintendent of Public Instruction is preparing a bill to be introduced during the present session of the Legislature concerning our present school system. He proposes to consolidate all weak schools with the stronger ones, thus giving the children of the rural districts the same advantages of securing an education that the children have who attend the Grammar school or Union school. He believes that it is the better policy to transport pupils to a school where they have the best advantages, rather than plant weak schools at their doors, and in this way equalize the school tax, put an end to the question of State publication of text books, make it easier to enforce the Compulsory Education Law, secure permanency in the teaching force of the State, and have the affairs of the school districts managed with business system. Next month's issue will contain a discussion on this subject.

PHI DELTA.

THE Phi Delta Fraternity elected the following officers Friday evening, February 11.

C. W. Armstrong	<i>President</i>
J. Turner	<i>Vice-President</i>
C. L. Reed	<i>Secretary</i>
E. F. Green	<i>Treasurer</i>
E. S. Martin	<i>Financial Secretary</i>
Geo. C. Lang	<i>Marshall</i>
L. J. Cook	<i>Inner Guard</i>
L. M. Dougan	<i>Outer Guard</i>
C. B. Bookhout	<i>Chaplain</i>

GRAMMAR DEPARTMENT EXHIBIT

AN exhibit of the work done in the primary and grammar school grades for the last twenty weeks was held in the primary and model chapels on Feb. 4th and 5th. The work exhibited was of an excellent nature, and when we consider that all the exhibits were those that the pupils produced in their regular class exercises, it reflects much credit upon the splendid work done by the pupil teachers of this institution.

The exhibit was so arranged that the work done in each grade was placed together, and it was pleasing, indeed, to compare the different kinds of exercises which pupils in the grammar grades are expected to do.

Among the best exhibits noted were the maps, both physical and production, mounted specimens of various kinds, and pencil sketches, which showed much skill along this line.

The large number of people who visited the exhibit, as well as the students of the college, were very much pleased with the results accomplished in the model department.

THE QUINTILLIAN RECEPTION.

SATURDAY evening January 30th, the Quintillian society gave a reception to the faculty and students of the college and High school. The rooms were tastefully decorated with palms and the society's colors, an orchestra rendered music during the entire evening. President Loretta McGraw on behalf of the society welcomed the assembled guests and announced the following program :

Vocal solo.....Miss Mae Farrell
 Recitation.....Miss Mamie Lynch
 Reading.....Miss Anna Carroll
 Vocal solo.....Miss Nellie Goldthwaite
 Recitation.....Miss Florence Martin
 Prophecy.....Miss Mae Crawford.

Much credit is due the Quintillian society for having afforded such a delightful entertainment.

HIGH SCHOOL NOTES.

MISS LACY is reported ill.

The leading question now is "Did you pass?"

Mr. J. F. Putnam spent the vacation in Johnstown, N. Y.

Where are all those sleighrides the Adelphi were planning?

Mr. Harris Moak '95 was present at the Quintillian reception.

Hereafter the High School will have morning exercises in their own chapel instead of with the college.

Doctor Jones is trying to cure the disease of chronic lateness from which some of the students are suffering.

The following students have returned: Miss Mary Meeker, Miss Kathryn Whitehouse, Mr. Harry H. Blauvelt.

Miss Charlotte Du Bois has been ill during her vacation and was unable to be in school for the past few days of the new term.

The Misses Goldthwaite, McGraw and Ulman, will attend the soiree to be given by the Union College Sophomores in Schenectady, Feb. 19.

We miss some of last term's students, but are glad to welcome back those who have been ill, among these are J. H. Brannan and C. B. Meggs.

George Kirk who has been confined to his bed for the past eight months has undergone a successful operation, and is now slowly recovering. He hopes to return to school for the last quarter.

Some of the students taking Latin methods can attest the truthfulness of this verse :

Tell me not in mournful numbers,
 Latin's but an empty dream,
 For it doth disturb my slumbers,
 And a mounted nightmare seem.

ALUMNI NOTES.

'53. Miss Mary L. Beatty died of pneumonia Feb. 3.

'61. Miss Sarah E. Gibson of this city died of heart failure Feb. 1.

'90. Prof. Orin J. Flint who has been principal of Union School District No. 1, Athens, for the past five years, has been appointed to the office of school commissioner for the first district of Greene county.

Recent visitors — J. Herbert Campbell, Troy Polytechnic Institute, Jan. 29; Miss Hattie Lacy, Watervliet, Jan. 31; Miss Bertha Wilkes, Feb. 3, all '92 people.

'90. Mr. Richard Van Bensekom, class of '94 of Union College, who has been pursuing a course of study in medicine at the Albany Medical College has been elected valedictorian of his class.

'97. Where our Feb. '97 graduates are: Miss Jennie H. Moss, Flushing, L. I.; Margaret P. Sullivan, Brooklyn; Kathleen Pierce, Utica; Edith Sherwood, Ballston; Josephine Burlingham, Cooperstown.

S. N. C. NEWS.

—The regular election of officers for the College Prayer-meeting was held January 24th. The following officers were chosen: President, L. M. Dougan; vice-president, Myra Smith; secretary, Edwin F. Green; treasurer, Mrs. F. S. Nelson; pianist, Laura Hasbrouck; precentor, Estelle Punnett.

—There is weeping and gnashing of teeth within our peaceful college walls. The fiat has gone forth that all shall write essays and be ready to READ them from the rostrum in chapel exercise. The class of '97 has almost an ague fit over it, for the indications seem to be that they will be given the terror-fraught precedence.

COLLEGE RECEPTION.

THE class of '98 gave a reception to the faculty and students of the College and High School on Friday evening February 5. The royal manner in which the class entertained all present reflects much credit upon those who had the matter in charge. The hall was prettily decorated with green and white bunting, the adopted class colors, and presented a charming sight. An orchestra rendered many choice selections during the evening and added much to the enjoyment of all.

The program of the evening consisted of:

1. Address, C. W. Armstrong.
2. Quartet by Messrs. Clark, Green, Armstrong and Lang.
3. Mandolin solo, Miss Donnelly.
4. Reading, Mr. Green.
5. Vocal solo, Miss Fawcett.
6. Reading, Miss Bertha Bagg.
7. Piano duet, Misses Dwyer and McKitterick.

At the conclusion of the program an enjoyable hour was spent in dancing and becoming acquainted with the new students.

The Albany Camera Club gave a Lantern Slide Exhibition at the Normal College Chapel, Tuesday evening, Feb. 9, which was very interesting, consisting of four sets of slides from the Toronto, Hamilton, Oregon and Minneapolis camera clubs. This exhibition was more largely attended than any previous one.

Prof. White was ill last Friday and could not attend his duties at the Normal.

Mrs. Shepard, wife of Senator Shepard of Penn Yan was an interested visitor on the 9th.

Miss Sherrill spent a week at her home in Palmyra, N. Y.

ALL SORTS.

A man may run in debt but he seldom comes out faster than a walk.—*Ex.*

A young gentleman who seeks a situation isn't as likely to succeed as the man who hustles for a job.

THE OTHER SIDE OF IT.—Herr Bleithaler (Professor of English in German University)—“Herr Breitenstein, conjugate ‘I have a gold mine.’”

Herr Breitenstein — “I have a gold mine, thou hast a gold mine, he, she or it has a gold his, her or its, we, you, they, have a gold ours, yours or theirs as the case may be.”

Herr Bleithaler — “You right are. You may to the head of the class up go. Oh, how a time I would have nice, if all as Herr Breitenstein so bright are.”—*Ex.*

An Illinois freshman has the reputation of having thus outwitted a pert senior:

Senior — “Do you know why our college is such a learned place?”

Freshman — “Of course; as the freshmen bring a little learning here, and the seniors never take any away, it naturally accumulates.—*Ex.*”

The usual board of arbitration between a bad boy and his father is a shingle.—*Ex.*

TWO THOUGHTS.

They stood beside her father's gate;

He talked of pure, undying love,
As constant and inviolate

As were the stars that shone above.

They parted, and she thought, “Kind fate!

His love shall be my life's pure pearl!”

He thought, “I'm sorry it's too late

To go and see my other girl.”—*Ex.*

“If you want to be miserable, think about yourself, about what you want, what you like, what respect people ought to pay you, and what people think of you.”—*Ex.*

Don't try to play duets on the piano with your sweetheart—your hands will be sure to get mixed.—*Ex.*

Thirteen is an unlucky number to have at table—if there's only dinner for twelve—*Ex.*

At threescore winters' end I died,

A cheerless being, lone and sad;

The nuptial knot I never tied,

And wished my father never had.—*Ex.*

Life is short—only four letters in it. Someone has noted that, curiously, three-quarters of it is a “lie” and half of it is an “if.”—*Ex.*

Young freshman—Say, professor, who makes the photographs that are guaranteed and always please?

Wise old professor—Why, Cornell & Dickerman, 67 North Pearl street.

ASTRONOMICAL.

“What are the stars that never set?”

The learned Prof. inquired:

“Roosters!” the answer that he met,

While Prof. and class expired,

The following is for boys only: The young ladies are requested to omit the following when reading the paper. It is reversed in order that no mistake may be made:

This verse is just a little guy.—*Ex.*

To show how foolish girls will be;

A thing that isn't meant for them,

Is just the thing they're sure to see

Senior—What are your class colors?

Junior—(Green and White.) Don't you think they make a good combination?

Senior—Yes; but they must have been made before Jan. 1. Green is bashful.

Let none falter who thinks he is right.
Lincoln.

To persevere in one's duty, and to be silent, is the best answer to calumny.
—*Washington.*

COLLEGE NOTES.

AFRICA seems to be taking the lead in educational matters. It has the smallest educational institution in the world, consisting of five students and fifteen instructors, it also has the largest, which is at Cairo, Egypt, and has 10,000 students.

An examination of college catalogues issued this year shows that the colleges are adding more requirements in English for entrance.

Princeton is soon to have a new library building. The capacity will be over a million books and the outlay called for by the plans, \$600,000.—*Ex.*

Rutgers has received a gift of \$5,000 from Vice-President-elect Hobart.—*Ex.*

English colleges, unlike those of America, have no college journals.—*Ex.*

Oneonta Normal has a feature that other schools may well adopt. It is a well drilled and equipped fire department. Their neat uniforms and superior training have earned many warm words of praise.

Cornell has an enrollment of 1,763 students this year. The faculty has been increased to 175. Nine different degrees are granted by the university.

The American University now in course of erection at Washington, D. C., is designed for post-graduate study and research. All who enter must have diplomas from some institution of recognized standing. There will be twenty-six university buildings which will occupy ninety acres of ground on a picturesque height four miles from the city of Washington.

The University of Chicago has received ordinary gifts during the past five years amounting to \$2,550,000, and gifts for endowments and general purposes, \$11,509,550.—*Ex.*

Cornell University has for some years had the finest archæological museum of any American university, and has now added to this a collection of rare specimens of ancient Greek pottery, which shows the development of the art from the beginning, about 1500 B. C., to its perfection, about 450 B. C. This collection was gathered for the university by Prof. B. I. Wheeler, while in charge of the American school at Athens last year.

A new gateway has recently been completed at Cornell. It was presented by ex-President Andrew D. White.

Several large gifts have been received by Yale University, the revenues thus having been increased by \$400,000 within the year.

Upon the new gateway at the entrance to the Cornell campus will be placed these inscriptions: "To enter that daily thou mayest become more learned and thoughtful; to depart, that daily thou mayest become more useful to thy country and to mankind." And,

"The Lord bless thy going out and thy coming in from this time forth forevermore."

It is a telling fact that from the thirty per cent of non-tobacco using students of Cambridge, England, come nine-tenths of the honor winners, and Professor Fisk, official physician at Yale, says: "Of a class of 147 students, the highest fourth in scholarship were almost all non-smokers, and the lowest fourth almost all smokers."—*Ex.*

"There is nothing either good or bad, but thinking makes it so."

"To be thrown upon one's own resources is to be cast in the very lap of fortune; for our faculties then undergo a development, and display an energy of which they were previously unsusceptible."—*Ex.*

EDUCATIONAL NOTES.

THE heights by great men reached and kept,
 Were not attained by sudden flight;
 But they, while their companions slept,
 Were toiling upward in the night.

—*Longfellow.*

Much interest has been aroused in the educational world by the action taken by the Harvard University with reference to providing for an unusually extensive course in English. It has often been observed that those who have finished a college course with honors cannot speak English as correctly as those who have received a much inferior education. At length the eyes of the people are beginning to open to the fact that we should give more attention to mastering our mother tongue.

Beautiful, free France! The teachers in France have recently petitioned the government for the poor privilege of holding a congress to discuss some educational and social matters personal to themselves, and have been refused! Deputy Mirman, hearing the announcement, declared that "Liberty is only a hollow name in France! Even in Germany, teachers gather when and how they please!" Just think of a body of American teachers petitioning the government for permission to hold an educational meeting! We may have grievances, but the denial of the privilege of talking and passing resolutions is not one of them.

They are fining teachers in Milwaukee for tardiness or neglect of duties. The fines range from four and one-half mills to three and seven-tenths cents a minute. We anxiously await the result.—*Ex.*

Those who believe in teaching number, reading, spelling, writing, and drawing, through science work, will like to see the course of study of Lockport, Ill., which Joseph E. Hooton will be glad

to send them. It is the practical application of some of Prof. Jackman's ideas.

There are many failures among teachers whose scholarship is above par. I think the worst manager I ever saw was a college graduate who had stood at the head of his class. He had no system whatever; when the Latin grammar class was through the boys had a recess; while they were out two boys recited in Homer, and the length of the recess depended on the difficulties they encountered. His school was small. His successor was a man with half his ability, and yet the school doubled in size. It grew because he had an orderly way of doing things.—*From "School Management" in The Teachers' Institute.*

The long vexed question of denominational schools in Manitoba, which has occasioned much controversy in the courts and in the legislatures of the province and the Dominion of Canada, has been settled, so far at least as the governments are concerned, by an agreement which provides for religious teaching in the public schools at the close of each day's session. Attendance upon this religious teaching is not to be compulsory, and in schools where there are both Catholic and non-Catholic pupils the time allotted for religious teaching is to be equally divided. There is to be no separation of pupils by religious denominations during secular work. Where the average attendance of Catholic children reaches a certain number, at least one Catholic teacher is to be employed; and a corresponding provision is made regarding non-Catholic children. Provision is also made for teaching in both French and English, under certain conditions. The Roman Catholic hierarchy does not accept the settlement, and will endeavor to prevent its going into effect.

AMONG OUR EXCHANGES.

Several of our exchanges contain interesting programs and suggestions for the celebration of the famous days which come in this month. We were especially interested in those given in the *Teachers' Institute* and the *Teachers' Program* from Norwalk, Ohio.

All young men hope to achieve success. What is their idea of success? Is the acquisition of material wealth to be considered the only object in life? Go ask the man of opulence who has had a meager education. If he does not deplore his deficiency, the world at least pities him in his narrowness. All his energies are absorbed in amassing a fortune, which becomes a care, and oftentimes a curse. There are other things of more value than any material success. A broad view of life and the great ends to be attained, a knowledge of our fellowmen and the ability to devise means for their betterment, an acquaintance with Nature and her wonderful secrets, all point to true success.—*Ex.*

Four boxes govern the world: The cartridge-box, the ballot-box, the jury-box and the band-box.—*Ex.*

We enjoyed the article entitled "Types of Ideal Womanhood" in the January *Oneontan*. Among the characters mentioned we would suggest that Portia find a place.

The *Student* contains an interesting article on the Chicago University.

We are always glad to welcome the *Hermonite*.

"Perceptions of Deaf Mutes Compared with those of Normal Children" is the title of a very interesting article in the *State Normal Monthly*.

Write for the college paper.

All who are interested in Armenia and the treatment that she is receiving at the hands of Turkey, should read *The Hails*.

BOOK REVIEWS.

Houghton, Mifflin & Company have recently published "Talks on Writing English" by Arlo Bates. He discusses communicable and incommunicable power—"that which may be taught and that which is in-born." The former must be acquired by years of study and intelligent observation, by phrasing thought until it becomes habit. The object of this is to master the three principles of structure: Unity, mass, coherence; and the three principles of quality: Clearness, force and elegance.

Annie E. Wilson, author of "Handy Helps in the History and Literature of the United States," has given to lovers of history a new treasure in her "Compendium of United States History and Literature with Contemporary Events." The title shows the book to be of great value along the lines of correlation. In a column on the left are given the dates, and correspondingly on the same page appear the skeleton facts of American history, while on the opposite page are ranged contemporaneous events in England, France and Germany. D. C. Heath, publisher.

School Music published by the American Book Company, is an excellent little journal for those who are interested in teaching music.

"Essays on Educational Reformers," By Robert Herbert Quick. C. W. Bardeen, Syracuse, N. Y.

These essays take up in chronological order the great educational reformers, showing in a clear interesting manner the theory of each and what each accomplished. As the author states in his preface, several of the essays are nothing more than compilations, but the very fact that he so frequently gives the opinions of these great authors in their own words makes the book all the more valuable to us. Instead of epitomizing all the views of each author he confines himself to their most valuable and essential views, thus gaining space to give these fully. This work can not be prized too highly as giving an introduction to the authorities in teaching with which every intelligent teacher must be familiar.

"School Interests and Duties," by Robert M. King, instructor in Indianapolis High school, published by the American Book Company, is a practical book developed from Page's "Mutual Duties of Parents and Teachers." The titles of some of its chapters give an idea of the information to be obtained from it — School Hygiene, Arbor Day Celebrations, School Etiquette, Pupils' Reading Circles, The Teacher's Relation to Public Opinion, Outlines of Reading Circle Work, etc., etc.

"The Problem of Elementary Composition: Suggestions for its Solution," by Elizabeth H. Spalding, Teacher of English in Pratt Institute, Brooklyn, N. Y. D. C. Heath & Co.

This little book consists of a series of bright and helpful talks to teachers. "To enable a student to grasp another's thought and appreciate the force or beauty of another's language; to enable him also to utter himself either by voice or by pen, — this should be the chief aim of the teacher of composition." In what way the teacher may best attain this end is shown by this eminently practical book. Especially suggestive are the chapters on "Letter Writing" and "Descriptions."

"School Recreations and Amusements," by Charles W. Mann, A. M., Dean of the Chicago Academy. American Book Co.

This book consists of chapters on various subjects, such as "Morning Exercises," "Singing Games for Little Pupils," "Geographical Recreations," etc., and will be found useful by teachers who desire to add variety and interest to school work.

"The Sources of Spenser's Classical Mythology." By Alice Elizabeth Sawtelle, Ph. D. Silver, Burdette & Co.

This work was prepared as a doctoral thesis by Miss Sawtelle in the English department of Yale University. She says, "To see each author not in relation to his own age only but also to those divine men of old time is the aim of all worthy literary study; for them, and them only, can he be fully understood." This book groups the passages in Spenser's

various poems, comparing the poet with himself, and refers us directly to the original sources of his inspiration.

A new edition of Tennyson's "Princess" has lately been presented to the public by Andrew J. George, M. A., department of English, Newton High school, Massachusetts. The accompanying notes are full, explanatory and historic, suggesting constantly new lines of thought to the student. A biographical sketch and list of references are given with the poem. D. C. Heath, publisher.

MAGAZINE REVIEWS.

The February Reviews of Reviews contains a character sketch of the late President of the Massachusetts Institute of Technology, Gen. Francis Amasa Walker, who died on January 5. Davis R. Dewey also writes an article on Francis A. Walker as a Public man. Charles D. Lanier writes "A Sketch of Rudyard Kipling," illustrated by portraits of Kipling, drawings of his house, one in Vermont, the other in India, and by a *fac-simile* of his fine clear handwriting. Dean Farrar's address on "The Significance of Browning's Message" is given in this number. He speaks especially of the beauty of the wedlock of Mr. and Mrs. Browning; and by beautiful quotations from the works of both poets shows how they have glorified their pure and holy love. He also illustrates a striking characteristic of Browning's poetry—its optimism.

The complete novel in LIPPINCOTT'S for February is "Under the Pacific," by Clarence Herbert New. Mr. R. G. Robinson writes an article entitled "South Florida Since the Freeze," a protest against the one-crop policy in Florida, the result of which was that after the freeze in '95 orange-growers were obliged to start again on wholly different lines, as new trees could not be grown under five or six years. Mr. Robinson gives a long list of things than can be grown in Florida, showing that it was unnecessary, as well as disastrous, to grow only one crop in Florida.

Has it ever occurred to you

That the Normal College Echo is from our press. An Indiana couple, after a courtship of twenty-five years, were married the other day. It takes some people a long while to make up their minds. Make up your mind at once that we are the best printers for you and turn your order over to us. College work a specialty.

WEED-PARSONS PRINTING CO.,

39 and 41 Columbia St., Albany, N. Y.

**Read What our Advertisers Have to Say,
IT WILL INTEREST YOU.**

EYRES,

Special prices given to Students on Designs and Cut Flowers.

L. D. TELEPHONE 208.

11 North Pearl Street.

TELEPHONE 104

To **Goldring Bros.,**

For Flowers.

We have the largest and choicest collection of Flowers in Albany County
28 N. Pearl St., Albany.

State Normal College Pins

Can be obtained at \$1.50 each

From **A. S. GARDNER & CO.,**
21 Maiden Lane, New York...

Manufacturing Jewelers and dealers in
Diamonds and Watches.

The Fisk Teachers' Agencies.

EVERETT O. FISK & CO. (Incorporated.)
New York, Boston, Chicago, Minneapolis
Los Angeles, Toronto.

Number of Positions Filled, 9,235. Aggregate Salaries, \$6,000,612.00. 1,752 Positions filled in New York State.

Referring to these Agencies, the EDUCATION (Boston), says editorially: "The Fisk Teachers' Agencies have now become the most extensive and influential of all the Teachers' Agencies in the country."

SEND FOR BLANKS AND 100 PAGE MANUAL.

H. E. CROCKER,
W. D. KERR,

P. V. HUYSSOON,
W. O. PRATT,

Managers of New York Office,
70 FIFTH AVENUE, NEW YORK.

VISITING CARDS - SPECIAL OFFER.

Engraving Plate (name only) and Printing 50 Cards	\$0 90
Printing 50 Cards, when Plate is furnished	50
Engraving Plate (name only) and Printing 100 Cards	1 25
Printing 100 Cards, when Plate is furnished	85
Engraving Plate (name only) and Printing 50 Mourning Cards	1 25
Printing 50 Mourning Cards, when Plate is furnished	80
Engraving Plate (name only) and Printing 100 Mourning Cards	2 50
Printing 100 Mourning Cards, when Plate is furnished	1 55
Engraving Address, or Reception Day, per line to Plate	35
Card Envelopes, per package	15

"MANNING," Art Stationer and Engraver,

Telephone "Chapel," 1062.

92 North Pearl St., Albany, N. Y.

SPRING, 1897 HATS ARE READY.

IN SILK, STIFF, AND COLLEGE SOFT HATS.

POPULAR PRICES RULE.

You are invited to buy your next hat

At **BOYCE & MILWAIN,**

Hatters to Young Men.

66 and 68 State Street,



COTRELL & LEONARD,

472 and 474 BROADWAY.

Hats, Caps, Furs, Cloaks, Trunks, Etc.

Special discount to students of Normal College.