

THE NORMAL COLLEGE ECHO.

A COLLEGE JOURNAL DEVOTED TO EDUCATION.

VOL. V.

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HISTORY, CONDUCTIVE TO GENERAL CULTURE.

OF the teacher of history, literature and the related subjects is required, not only knowledge, training and experience, but the power to bring the pupils into contact with the best of life in all ages, so that they will feel and recognize its refining influence. Not only must his imagination be touched by the beauty of his subject, but it is indispensable that he should have a clear consciousness of the profound ethical effects of his teaching.

Back of these studies lies the record of the struggles and progress of human life; and to so teach our pupils that they will recognize the dignity of this growth must necessarily broaden their sympathies. It is difficult at best to appreciate the feelings of another age, but the bravery of some past deed means little unless one knows the motive which prompted it, and the relation of that motive to the conditions of the time. The epic loses much of its grandeur unless we see reflected in it the spirit of its age. The class should feel that deed and poem both represent some exact stage in the progress of human action and human thought. It is a principle of life that the stories told by a people around their hearth fires are neither above nor below their real mental standard. Remembering that it was only in the later centuries the human mind

gained the power of generalization, we know that our ancient races were poetic because they had not yet gained the power to be profound as they said; "like an arrow," because they were not yet capable of the abstract "swift." Taking the American Indian as an example, his story of the god Hiawatha coming to earth to teach the people shows a glimmering of the knowledge of the divinity of life. The craftiness and thieving of this god in his earthly career, as we find it in the true Indian legend, show to just how high a degree their ideal was raised. We cannot teach the pupils to rightly appreciate this unless they learn at the same time to love life, past and present, in its broadest sense. The refining influence of such widened interests and sympathies is inevitable. Horace Mann says the only way to give one's classes this "feeling of universal brotherhood" is to possess it oneself.

Such a feeling cannot fail to make the class liberal in their judgments. We are too prone to fall into the habit of judging by the standard of mighty deeds; and it might perhaps be well to teach the pupils to measure the past by their own difficulty in achieving, or the struggle they would have had in resisting temptation. This dignifies the slightest advance, and gives a true standard by which to measure the slow but steady progress of life. By this analytic self-

study the pupils will gain a new dignity in their own eyes. There can be nothing better than to foster self-respect and self-reliance.

"It is a curse," says Byron, speaking of the poetry of Horace, "to comprehend, not feel his lyric flow; to understand, yet never love his verse." Equally strong language may be used of the teacher who fails to make the truth and beauty of his subject produce their adequate effect upon intellect and heart. Mr. J. A. McLellan, in a lecture before the National Educational Association, describes a lesson upon "The Crossing of the Bar," given by a teacher who had ability, but who did not understand the full object of the work. There had evidently been much preparation on the lesson, he said, but it failed utterly of its purpose. There was much fluent "preparation" and "presentation," questions and expositions upon tides and rivers and formation of bars, on sunsets and twilight and vesper bell; but the beauty and the pathos of the poem touched no chord in the heart, and left no vision of something beyond which eye hath not seen nor ear heard. When the heart feels the spirit of the theme with its faith and hope, what a weariness to the soul are the laws of tide and the formation of bars. We see for a moment indeed the signs of storm and darkness and ship-wrecking sea, and then we pass at once to the higher visions upon which the mind can feed and grow.

Sunset and evening star
And one clear call for me,
And may there be no moaning of the bar
When I set out to sea.

But such a tide as moving seems asleep,
Too full for sound or moan
When that which drew from out the mighty deep
Turns again home.

EDITH STOW.

THE RULING PASSION.

'Twas summer time, and to the quaint old town

Were flocking for vacation young and old,
And some were men of riches and renown,
And some had gained renown without the gold.

And college men and women had arrived
From Normal and from Literary too,
And somehow they had every day contrived
Some small excursion, going two by two.

And as the summer days too quick sped on,
There seemed no doubt that one fair Normal maid

Would ne'er return to school, for he, called John,

Had plainly lost his heart to Adelaide.

John was a recent college graduate,
And thought the world he lived in all his own.

He had no slightest doubt as to his fate,
He felt that she had lived for him alone.

But she had been a Normalite one year,
And very special aims she had in life.
To her, of all things, methods were most dear,
And by them only would she be a wife.

One day there was a picnic near the falls,
And Adelaide and John, of course, were there.

There's no one in the town but still recalls
The direful thing that happened to the pair.

They sat alone high up among the rocks,
The birds were singing in the trees above,
He put aside his hat and smoothed his locks,
And then made ready to declare his love.

From out the pocket nearest to his heart
He took a lovely flashing diamond ring;
He said: "Take this, I pray you, ere we part,
'Tis but a symbol of the love I bring."

One instant, and she arose with deepening frown:

"The symbol ere the idea! what a way!"
And he—they had to bear him gently down,
He's in a home for madmen to this day.

MARY BUTTLES.

"The new woman is fast achieving her rights. In California married women are legally bound to support their husbands when sick and unable to care for themselves."—*New Ideas*.

FORM STUDIES AND THOUGHT STUDIES.

ARNOLD TOMPKINS.

WHAT do our friends mean when they speak of "thought studies and form studies?" I have been unable to make anything of this classification, in the way of pedagogical guidance; and sometimes fear that it is fraught with mischief.

The distinction involved is a fundamental relation involved in all thinking. There can be no thought without form, and no form without its thought, or content. We speak of things and their symbols; but every symbol is at the same time a thing, and every thing is at the same time a symbol. There is no appearance without its essence; and no essence which does not appear. A tree is the form of its producing activity; the activity manifests itself in the form of the tree. There are two sides of the same fact; neither can be thought without the other.

Now, it is said, for instance, that a language study is a form study and natural science is a thought study. How this can be I cannot see. Both words and nature forms are real living things. Both are the forms of ideas, both the manifestation of thought. Sometimes we sneer at the study of mere words; but it is just as easy to study mere forms as mere words; and quite as frequently done. A word is just as substantial a thing as a stone. Neither can be studied without getting at the informing energy. Drawing and history are said to belong, respectively, to form and thought studies; but both are the studies of the forms in which life manifests itself; and both are the studies of life which manifests itself in certain forms.

I have turned this matter over exactly a thousand and one times, and I am un-

able to the last to put some studies on one side of a line and call them form studies, and others on the opposite side of the line and call them thought studies. But the effort has been worth while, for it has impressed more deeply the fundamental relation involved in thinking every subject. Since the reality of everything is in and through the union of form and content, to know anything is to grasp it under the relation of form and content. So that whether one study grammar or psychology, the constant requirement is to distinguish and discern the relation between the form and the content.

This fundamental method, or form, of activity common to all subjects accounts for the fact, usually overlooked, that the teaching of all subjects is substantially the same. The teaching of science, psychology, and grammar is precisely by the same method; and he who understands the teaching of one understands the teaching of the other, provided the subject matter is known. The scientific method used in teaching natural objects is the same process by which grammar or psychology is taught. The differences are merely external. Any detailed statement of the psychological movement in one case answers for the others—is identical with that for the others. This fact ought to keep us from getting lost in the woods in the study of methods.

But the best test, that the classification of which I have spoken is not valid is the fact that it has no guidance for the teacher—has no pedagogical value. Those who make it shelve it the moment it is made. Every definition and every classification should be made for guidance to further thought; they are not ends in themselves, but are tested by their potency in future thinking. By their fruits shall ye

know them. To what end is this distinction into form studies and thought studies? Does it mean that in some studies the form is to be exalted and emphasized to the neglect of the content? If so, it may account for much of the mischief of formalism in education. And does it mean that in another class of studies the content must receive the exclusive attention? If so this may account for the formlessness of thought as the result of our methods of teaching.

All this seems to be a result of a mechanical style of pedagogical thinking; for content and form are set apart side by side and each conceived as if it were not vital to the other. But each is in and through the other; each, in last analysis, is the other. The word *idea* means both form and creative energy. The categories, or forms of thought, are the living process of thought. The form of a triangle is the specified energy which produces it. The sentence, as studied in grammar, is the incarnation of thought; it is form and thought in vital unity; and it cannot exist except in and through this unity. To attempt to study one term of this relation without the other, as suggested by the classification under question, is unnatural and mischievous. What say you?—*The Public School Journal*.

TAKE off your hat to the good and faithful teacher. She is the guardian angel of the Republic. She takes the fledgling right from the home nest, full of pouts and passions—an ungovernable little creature whose mother concedes that she sends him to school to get rid of him. This gentle lady, with an iron hand beneath a velvet glove, will take a whole car load of incipient anarchists, every one of them single-handed more than a match for the parents, and at once put them in the way of being useful and upright citizens.

OUTGROWTHS OF COMPLETE EDUCATION.

THAT a system of education may be judged by its effect upon civilization is shown by the history of countries in which education has been largely religious or purely scholastic. In those countries caste has always prevailed.

In our own country, moreover, under modern education, a touch of caste is not infrequently found traceable more or less to education. A gentleman who resided for some time at the seat of so-called culture, on this continent, said that it was the coldest, most uncongenial place he ever saw for those not inside the "circle of culture."

It would be presumptuous to assail the education of those not trained according to Herbartian methods, but it certainly does them no injustice to compare their usefulness to humanity with that of those whose intellectual attainments are united with a corresponding development of the other powers of the mind. Let us notice some differences.

The former are the literary and scientific recluses whose productions are no doubt an authority, but not in such form as to be most useful. The latter are the men in the same fields whose works teem with life and living illustrations, whose knowledge seems to have a soul. The former are the men whose newspaper articles are written for party purposes rather than upon principles of truth and justice. The latter aim to present the truth. The former are the men who preach theology rather than religion. The latter develop soul and intellect together.

It is, furthermore, worth while for us to consider some results in early years of training such as the child was designed for, or else he would not have been given his complete mental organism. By such training he is brought to see the universe

as a unit and his own relation to everything in it; he sees the schoolroom, not as a place to be endured, but as a place to be sought for learning how to study outside. Filled with the spirit of interest and inquiry the child goes home to talk about what he has learned, and who shall deny that many parents have been educated by following their children through their school work, or that those children will not leave school or be taken from it at the age of ten or twelve? Instead, he finishes his course with knowledge that makes him more useful to society, rather than lifts him above it, makes him a power because of what he can do for others, not because of his ability to crush them. It makes the standard of culture conform more nearly to that set for us at the beginning of the Christian era, a standard that will elevate humanity more than mere scholarship.

THE TEACHERS' LIBRARY.

IF the Department of Public Instruction is raising the standard of qualifications for teachers it is most certainly offering them a great opportunity for attaining that standard in opening for circulation the new teachers' library in which are to be found just the books most needed by the teachers throughout the State. Any book not already drawn may be had, postage prepaid by the State, by any teacher holding an unannulled license, who will prepay the return postage. The catalogue may be had upon application to the Department, and the rules governing the loan are found in each book. No teacher can longer plead a lack of library facilities as an excuse for not securing a higher grade certificate.

TEN minutes spent in preparing a lesson will save twenty minutes in hearing it.

LABOR DAY REFLECTIONS.

NOW that holidays have become such a common feature of our calendar, Labor Day, following so close upon the summer vacation, has little in itself to interest the teacher, but, as the writer was passing the different companies of organized labor, it occurred to him that if so great a man as Charles Dickens used to find it profitable to stand on the London bridge and watch the stream of humanity as it flowed by, here must be food for the teacher's thought, for here were the toiling masses whose children must be educated in our common schools. It was a great day for unions. There were unions of carpenters, of tailors, of blacksmiths and smiths of other kinds, while from the balconys and windows, as well as from the street walks, representatives of a union more domestic in its character, and in a more or less advanced stage of organization, as the case might be, gazed upon the procession marching under the stars and stripes, and to the tune of "Marching Through Georgia." One could scarcely fail to note the mixture of elements that go to make up the American people, and be profoundly impressed with the strength of a government that can assimilate such elements as well as we have done; but he could hardly fail to feel something of the enormity of the work of educating the children of these people, something of a sense of the all around ability and general knowledge necessary to develop into good American citizens the scions of almost as many different civilizations as there are in the world. A seventeenth century monk could fit men for a life of seclusion, but the New York schools demand a teacher of different cast, one to fill our workshops, our business offices and our professions. As the last company passed by came the thought the work is great, but the reward will be correspondingly great.

CHILD STUDY.

A METHOD that will serve the teacher's purpose in studying pupils is the Russell method, so called because it was first used by Principal Russell, of the State Normal School at Worcester, Mass. It has been his plan for several years to turn the observation of young teachers to child life as it appears wholly free from conventional restraints of special educative measures. He has sought to have teachers observe the actions and expressions of children when left wholly free to think, choose, and act for themselves. The great virtue of this method lies in the fact that it puts us more closely in touch with the child's truest self. The child's play can only be the expression of, be prompted by, the thoughts that are most intense and vivid within. Even when the child's activity in play seems to be dominated almost wholly by the spirit of imitation, we are still able to detect what impressions from the environment are uppermost in the child's thought, what class of environing activities appeals to him most strongly, and by what process he is putting himself in touch with the rest of the world. We would suggest a modification of the Russell method for the practical teacher. Whatever facts she can gather for herself by careful observation of physical, mental, and moral traits of children in their independent activity will be of great value; but the method would seem to be most truthfully applied by the teacher when used in the continuous study of an individual. No exercise in child-study could be of greater professional and practical value to the teacher than such an individual study. Very often the teacher finds herself quite unable to reach a pupil, to arouse any direct interest, and to secure his free self-activity.

Here is the opportunity for child-

study. It is idle to assume that, because one's most elaborate measures have failed to touch him, he is incorrigibly stupid or vicious. A great many hidden factors may combine to defeat the teacher's every effort. It is these hidden obstacles which the teacher's work in child-study must seek to reveal, and when they are once revealed the remedy is more easily determinable. Very often the careful observation of the child's physical demeanor in his class or seat work shows that he is physically unable to respond normally to normal measures. (We shall in some future article give a more detailed treatment of the study of the pupil's physical demeanor.) Again the inquiry, so far as possible, into the activities of the pupil out of the school, into his companionships, in fact, into all of the environing scenes and influences that are shaping his habits of action and determining the character and materials of his thoughts, will reveal, not alone the factors that tend to arrest the teacher's influence in the school room, but something concerning the child's native interests and capacities, that must be the teacher's point of departure. Let this be the method, then, for every teacher who feels the need of a closer study of some one or more of the individual personalities before her. What teacher does not feel that need at some time or other? Note, and if possible, keep a written record of, the real events that are taking place for a given length of time in the life of the pupil, whether on the play ground or street, at home or in the school. Let these observations be as detailed as possible. Let them include the thoughts, expressions, and actions of the child under all circumstances. Let them include the names and purpose of his plays, his relations to companions, etc. When a large amount of material has been gathered, see wherein it may indicate

certain constant forces at work in the child, and wherein your knowledge of these forces can affect your treatment of the child. This study will take time, and should not be hurriedly or superficially undertaken. But it will be an excellent test of one's practical psychology, and a single study of this kind will give greater power of sympathetic interpretation in other cases. The teacher will be the stronger and better artist for the effort.—*Public School Journal*.

MENTAL TRAITS OF WOMEN.

WHAT woman loses in profundity she gains in quickness. She excels in tact and extricates herself from a difficulty with astonishing adroitness. In language she is more apt than man. Girls learn to speak earlier than boys, and old women are more talkative than old men. Among the uneducated the wife can express herself more intelligently than the husband. Experience in co-educational institutions shows that women are more faithful and punctilious than men, and at least equally apt. In colleges where a record of standing is kept the women gain probably a somewhat higher average. In the years immediately following graduation the men make much greater intellectual progress. Women reach their mental maturity at an early age, and develop less after maturity. In many kinds of routine work, especially that requiring patience, women are superior, but they are less able to endure protracted overwork.

We have seen that woman is less modified physically than man, and varies less from the average. The same is true mentally. Women are more alike than men and more normal, as it were. The geniuses have been men for the most part, and so have the cranks.

Woman's thought pursues old rather than new lines. Her tendency is toward reproduction, while man's is toward production. Woman loves the old, the tried and the customary. She is conservative and acts as society's balance-wheel. Man represents variation. He reforms, explores, thinks of a new way.—*Popular Science Monthly*.

COLLEGE NOTES.

FIFTY-FOUR thousand dollars were spent at Yale last year on athletics. Of this, \$10,000 was subscribed by the under-graduates, and the remainder was raised chiefly by the proceeds of base ball and foot ball games.—*The Oneontan*.

The United States is the only country in the world that spends more money on education than on war equipments.—*Ex*.

A woman's gymnasium costing \$50,000 is to be built by the University of Michigan

A needed lesson against hazing was given in the punishment of Cadet Foy of Alabama, of the third class at West Point. For an hour without interruption he had made Cadet Prentiss perform the quickstep movement, the most exhausting leg-motion in the tactics manual. When Prentiss could no longer raise his feet from the ground he was forced by Foy to make the spread eagle movement, placing the hands on the hips and lowering and raising himself. Colonel Ernest directed that Foy should be placed in confinement for one year, be deprived of all his privileges, including four months' furlough next summer, and walk a guard duty every Saturday after the cadets return to barracks in the fall. It is the severest sentence ever imposed upon a cadet.—*The School Bulletin*.

Through the efforts of Harry B. Furber, Jr., of Chicago, the colleges, universities, institutions and schools of France are now freely opened to Americans.—*Ex*.

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

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

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THIS is the time of year when the fertility of the English language is severely drawn upon by the college paper and upper classmen, to furnish advice to the freshman. This is not in accord with our principles. In general, we believe that no student should be told what he can find out for himself. If you, our new friends, will exercise a measure of faith about equal to the size of the historical mustard seed, you will eventually know a lot more than you do now about the theory and practice of teaching, and, unless your experience is different from ours, you will probably unload some ideas that have previously been weighing upon you. In the meantime we heartily welcome you into the ranks of our noble calling.

AT this time of the year more than others perhaps, the teacher feels the need of professional training. She has an entirely new class, different perhaps, from any she has previously taught and how to secure their confidence and interest, how to come to know them thoroughly and then how to teach them so that they shall gain the greatest amount of power and develop the highest moral character. These are serious questions, and the unskillful teacher will blindly take up whatever chance offers and scold at fate for want of success. Professional training is largely a matter of spirit and one must know something of it to be able to judge. The increase in our registration this year, particularly of college bred people, is a hopeful sign that the heaven is working.

PEOPLE with a limited knowledge of the currency question will do well at this time to let the mouth exhibit a Bryan-like firmness and remember Proverbs, 17:28.

THE members of the College, and all supporters, may hold different opinions regarding free trade, but they ought all to believe in reciprocity. To this end let each and all read what our advertisers have to say, and, as far as practicable, give them our trade. The old saw "business is business" applies right here, and we cannot expect support from our advertisers unless we patronize them. And do not forget to mention the ECHO.

No changes in the faculty; no break in the successful progress of the State Normal College. Miss Ruth Sherrill, '93, will, be assistant critic in the High School.

As a matter of comfort as well as æsthetics, all will appreciate the new chairs in several class rooms.

THE ECONOMY OF FOODS.

AMONG the more recent lines of investigation to which scientific men have been turning their attention is that of the economy of foods, of which the most enthusiastic investigator is Prof. W. O. Atwater, of the Wesleyan (Conn.) University. In the *Review of Reviews* for June are some interesting and profitable tables, as well as an extended exposition, setting forth some of the results of the work.

This subject is full of interest, from its practical side, for every school teacher, as well as for the housewife. It is too often the case that the first step in educating a child is to see what can be done to secure for him proper and sufficient nourishment. It does not require very close observation in the slums of almost any city to impress the old truth that half the people are ignorant of how the other half live. Children poorly clothed and still more poorly fed remind one that the ideal state of affairs has not yet come and will not come until the more ignorant masses know more about how to utilize their income and are trained to practice that knowledge. For the families of a large majority of workmen, the wife and mother does all the buying for the table, a task of no slight perplexity, even with those whose purses are larger, who with her more limited knowledge of the nutritive values of foods, knows not how to furnish her table properly. It would seem that unstinted gratitude would be the reward of the school principal who should post himself upon these subjects, and in informal talks explain the simple science of the matter to those who so much need it. It would be an excellent means of promoting the welfare of the community and insuring the success of the school.

PITHY PEDAGOGICAL POINTS.

1. The ability to train pupils to become clear, logical thinkers, depends upon the teacher's power to think thus himself.

2. Out of sympathy with your class, out of the line of success.

3. If your class seem dull and inactive look for similar conditions around the teacher's desk.

4. Teachers often fail in discipline because they lack sufficient scholarship. Scholarship begets confidence and greatly promotes discipline.

5. Count that hour lost whose closing bell of no mental growth in your class can tell.

6. A successful system of teaching must have an underlying philosophy. Every successful career must be based upon a sound philosophy of life. Without this it is difficult to see how a teacher can develop symmetrical character.

7. The use of influence to advance a good cause is commendable, but if teachers would dignify the profession, they should talk less flippantly of "pulls."

8. Is it not inconsistent for us to talk of occupying positions vulgarly called "snaps," in which people get along without much work. Intellectual growth depends upon persistent mental activity.

9. Our ideals mould our character; are we suitable ideals for our pupils?

10. Pupils will give their attention only to a teacher who listens attentively when they speak.

11. Intensity of purpose in the teacher will show itself in the pupil. Try it.

12. If pupils are to acquire the ability to do a lot of work in a short time, they should not be allowed to dawdle.

13. Self-consciousness is a hindrance to teaching; lose yourself in your work, and let your pupils find what you have lost.

WHERE TO FIND OUR '96 FRIENDS
AND WHAT THEY TEACH.

- Laura Owen, Cohoes.
 Rose West, Catskill.
 Cora Trip, Coeymans.
 Bertha Smith, Newburgh.
 Mabel E. Tarr, Oceanside.
 N. Ella Gates, Woodside.
 Clara Selkirk, Woodhaven.
 Katherine Orr, Glen Cove.
 Isabella Beggs, Callanans.
 Martha M. Huggins, Rome.
 Mary C. N. Deane, Deposit.
 Eliza Ann Powell, Peekskill.
 Lucy H. Osborne, Altamont.
 Gertrude Morton, Marcellus.
 Jean C. Hamilton, Newburgh.
 Sarah D. Stewart, Ft. Edward.
 May E. Chace, New Rochelle.
 Lavinia C. Bacon, Oyster Bay.
 Grace E. Mead, Babylon, L. I.
 Daisy Northrup, Flushing, L. I.
 Alice U. Babcock, New London.
 Alice M. Kautz, Woodside, L. I.
 Elnora F. Boland, Mechanicville.
 Mary E. Boughton, Clifton, N. J.
 Ruth E. Forrest, Pd. B., Deposit.
 Estelle Hunter, East Orange, N. J.
 Martha E. Palmer, Glen Cove, L. I.
 Mabel L. Overton, Long Island City.
 Grace B. Stuart, Pd. B., East Albany.
 Susan E. McDonald, Pd. B., Sayville.
 Elizabeth D. Newman, Pd. B., Owego.
 Mary L. Cook, Pd. B., West Winfield.
 Frances L. Leitzell, Pd. B., Waterford.
 Bertha M. Reed, Castleton Corners, S. I.
 Helen M. Hamilton, A. B. Pd. B., Norwich.
 Marion Chubbuck, Pd. B., Evergreen, N. Y.
 Margaret Hunt, Norwich, Teacher, Training Class.
 Mary B. Heard, Walkill, Principal, Graded School.
 M. Genevieve Crissey, Warwick, Assistant Principal.
- Jennie P. Hanna, Preceptress, Graded School.
 L. Louise Arthur, Woodside, Literature and History.
 Helen E. Gere, Ph. B. Pd. B., Sandy Hill, Science.
 Helen E. Pratt, Pd. B., Stamford, Latin and Greek.
 E. Marie Walradt, Watertown, Training Class Teacher.
 William J. Millar, Mt. Kisko, Principal, Union School.
 Myra L. Adams, Elmira Reformatory, Kindergarten work.
 Mary A. Rice, A. B. Pd. B., Morrison, Ill., Natural Science.
 Anna O. Wood, Pd. B., Kingston, Teacher of Training Class.
 Elizabeth P. Sutcliffe, Pd. B., Yonkers, Teacher of History.
 Catherine L. Gomph, Pd. B., Pittsford, French and German.
 Elizabeth W. Bump, Ph. B. Pd. B., Norwich, Literature and History.
 Alice Derfla Howes, A. B. Pd. B., Utica, Literature and History.
 Marguerite B. Mann, Pd. B., Walton, Teacher Training Class.
 A. Blanche Willard, Schuylerville, Science Teacher, High School.
 Lewis K. Rockefeller, Pd. B., Germantown, Principal Graded School.
 William F. Long, Pd. B., Poultney, Vt., Principal Graded School.
 Ida L. Revely, Alfred, Alfred University, Teacher Training Class.
 Louis R. Herzog, Pd. B., Tuexdo Park, Principal Graded School.
 Florence B. Lockwood, Pd. B., Spellman Seminary, Atlanta, Georgia.
 Lillian V. Moser, A. B. Pd. B., Canandaigua, French and German.
 William H. Perry, A. M. Pd. B., Lowville, Principal Lowville Academy.
 Arrietta Snyder, Pd. B., Sandy Hill, Teacher of Training Class and Mathematics.
 Miss Maude C. Stewart, '93, of Greenwich, N. Y., has been appointed to the position of kindergarten trainer in the Plattsburgh Normal School. She is an experienced kindergarten, having been employed in such work in Pittsburg, Cleveland, Albany and elsewhere.

EDUCATIONAL NOTES.

“SUCCESS depends, not so much upon short-lived brilliancy as upon patient, plodding perseverance. It is not the quick, nervous bound of the young colt, but the steady pull of the old wheel horse that moves the load. The continual dropping of water will wear away the granite that threw back the cannon ball like a pebble. Do not look at your work as a whole, and say, ‘I never can maintain the high standard through all these months.’ Maintain it each day. Do not seek to make certain days brilliant, but by a steady pressure each day elevate the whole.”—*The Crucible*.

An evidence of the prosperity of a country is to a great extent indicated by the amount of attention paid to educational affairs. The South, which was so badly shattered by the civil war, has not been looked upon as an important educational center. At present this portion of our country is surely becoming more prosperous, and statistics show that greater attention is being given to education. It is said that there are one hundred and forty colleges located in the southern States.

Education is growing in this age of invention, and this growth in education must be along individual lines. The child must grow along the line of his own individuality. The whole process is natural and easy as long as the individual, self, is considered of more importance than the class.—*New Ideas*.

It makes little difference what you study, but it is in the highest degree important with whom you study.—*Emerson*.

Patience is the rope of advancement in all the lines of life.—*Ex*.

Education is a better safeguard of liberty than a standing army.—*Edward Everett*.

 GEORGE C. STRASENBURGH.

IT seldom falls to our lot to record a sadder event than the death of George C. Strassenburgh, '95, who was drowned July 3, while canoeing in Lake Ontario, a short distance from Troutburg. He was an expert as well as enthusiastic canoeist, and was enjoying his favorite sport at the time his canoe capsized and he met his death. Some men were working near the place where the accident occurred and saw him go down, but before they could reach him it was too late. The body was found two weeks afterward fifty miles from the scene of the accident.

It was our pleasure to know Mr. Strassenburgh personally, and to find him at all times a warm friend and a gentleman of marked all around ability. He took two degrees from Hobart college in '92, and the degree of Pd. B. from this college in '95. He possessed in a large degree the faculty of making friends and of keeping them. During '95-'96 he taught very successfully in Haverstraw, and at the time of his death had been elected principal at North Parma. In his death those who knew him lose a firm friend and the profession a promising teacher.

 FRANCES E. CAFFYN.

AT Palmyra, N. Y., July 4, the spirit of Frances E. Caffyn passed to its reward, and her former College associates unite with her family in mourning her loss.

It seems hard for the friends left behind to become reconciled to the loss of those even who have lived a long and useful life, but when a life is cut short in the days of promise, we can only accept in blind submission. To those near to our departed friends we can only add our testimony to their worth as friends in the hope that it may yield a bit of comfort.

DE ALUMNIS.

A. D. WARD, Ph. D., Pd. B., '94, now located at Plainfield, N. J., has secured a position as principal of a new normal school in the State of Washington.

Miss Nellie Fish, '95, is teaching at Woodhaven, L. I.

Henry F. Blessing, '95, paid us a call September 19.

Miss Rodman, formerly at college here, is studying in New York.

Mr. J. C. McLaury, Pd. B., '95, is now principal at Clifton, N. J.

Harriet J. Carpenter, '94, called at College on her way to Deposit last week.

Miss Frances M. Kemp, '92, has been the guest of Mrs. Mooney for a week.

Miss Alice Burroughs, '92, has a fine position in one of the Brooklyn schools.

Helen S. Daly, '94, who is now teaching at Newton, N. J., called upon us Sept. 4.

Mr. Paul E. Rieman, '93, will spend the year at the Lawrence Scientific school.

Katharine Toohey, '95, is teaching in Wilkesbarre high school, with a salary of \$650.

Dr. Anna F. F. Donoghue, '88, spent a week with her sister, Miss Donoghue, '98.

Mrs. Georgia Roberts Campbell, '93, of New York city, visited us a few days since.

Miss Evelyn Birch, '96, has returned to College for the study of Kindergarten methods.

Miss Media M. Buck, '91, will teach the primary department at Port Richmond, Staten Island.

A. V. B. Howell, '93, has resigned his position at Locust Valley to take up the insurance business.

Mr. Evan Willard Jones, '86, was married Aug. 19, to Miss Fanny White, of Holland Patent, N. Y.

Miss Anna Y. Falton, '91, was married during the month of August, to Archibald Palmer, of Gloversville.

Miss Helen E. Arnold, '93, of Palmyra, was married recently to Mr. Hermann Luther, of Dolgeville, N. Y.

Mr. C. A. Van Auken, '92, who was located at Tarrytown last year, will teach this year in Tuckahoe, N. Y.

Miss Payne and Miss Jennie S. Harper, '97, of East Orange, N. J., were in Mrs. Kelley's recent party of tourists.

Mr. Robert G. Patrie, '93, and Mr. George C. Lang, '89, have returned to study the Classics for two years.

Miss Lucy E. Smith, '92, A. B., Pd. B., has been appointed teacher of music, drawing and French, in the Hudson high school.

Mr. M. D. Greene, '92, is principal at Liverpool, N. Y. Mr. Greene was last year a solicitor for a Watertown business college.

Miss Marie Van Arsdale, '95, who taught last year in the State Institution for the Blind, at New York, will teach at Woodbridge, N. J. this year.

On June 18th, occurred the marriage of W. H. Doty, '88, to Carrie L. Mickle, of Poughkeepsie, N. Y. Prof. Doty is teaching at Newburg.

Salome Purroy, '63, died August 1st, at her home in New York. She had taught since graduation in New York, and for many years was principal of grammar school 53.

Prof. Daniel Jordan, B. L., Pd. B., '93, visited College September 10 and 11. Prof. Jordan is now teaching French for the third year in a New York preparatory school.

Miss Luella Hazen, '92, and Louis R. Herzog, Pd. B., '96, were married August 27, at Central Valley, Orange county, N. Y. Mr. Herzog is located at Tuxedo Park this year.

Miss E. Gertrude Payne, '86, visited college September 2d. Miss Payne spent the summer in Europe and was on her way to San Jose, Cal., where she has been teaching for the past four years in the State Normal school.

At the home of the bride's parents, in Cobleskill, N. Y., on Wednesday afternoon, at two o'clock, August 19, occurred the marriage of Miss Minnie Scripture, '93, to Loren C. Gurnsey. The bride and groom will spend the next two years in Germany.

On looking over our accumulated mail, we were pleased to find the annual circular of the Lowville Academy, Lowville, Lewis Co., N. Y., of which William H. Perry, A. M., Pd., B., '96, is principal. Among the faculty we note the name of Harriet Rich Perry, B. S. (Mount Holyoke College), teacher of French and German. Although late, our congratulations to Mr. and Mrs. Perry are no less sincere. The wedding occurred August 12, at the home of the bride in Morrisville, Vt.

PERSONAL MENTION.

AMONG our friends who have called during the week are :

Evans Parker, '90, Geneva.

Aella Greene, Springfield, Mass.

Supt. J. E. Young, New Rochelle.

Charles M. Lillie, '96, Gilbertsville.

R. W. Wickham, '88, principal at Greenbush.

Oscar E. Coburn, principal of school 4, Saratoga.

Miss Daisy Northrup, '96, Jordanville, Herkimer county.

Miss Arrietta Snyder, '96, training class teacher, Sandy Hill.

Miss May E. Chase, '96, kindergarten teacher, New Rochelle.

Miss Helen Gere, '96, science teacher, Sandy Hill Union school.

Miss Ella Dailey, '97, is teaching this year in Bennington.

Miss M. Edith Stevens is teaching at Glen Cove, L. I.

Miss Mary E. Wilcox, '94, is teaching in the Albany Orphan Asylum.

Miss Margaret Morey, '96, has a position at The Glen, Warren county, N. Y.

Our former chief, William J. Millar, '96, is now filling a fine position at Mt. Kisko.

Miss Julia A. Babcock, '92, has been appointed training class teacher in Union, N. Y.

The new class numbers 168, and 152 former students have returned, making a grand total of 360.

Miss Hattie Wilcox, who was a member of the college in '94-95, has re-entered to complete her course.

Miss Ruth Everts, '92, paid the office a call September 17th on her way to Englewood, N. J., where she will teach during the coming year.

Miss Russell and Prof. James Robert White returned September 7 from a three months' tour in Europe in company with Prof. Bothwell and party.

We have in the College representatives of thirteen colleges and universities, including: Cornell, Syracuse, Rochester, Ohio Wesleyan, Wesleyan University (Middletown, Conn.),

Kalamazoo, Alfred, Union, Mt. Holyoke, Wellesley, Williams, Smith, Vassar.

The following students in former years have returned after an absence of some weeks: Miss Alice I. Adams, Miss Edith L. Albertson, Miss Regina Donoghue, Miss Eugenie Hintermister, Miss Alice Jones, Miss Jennie H. Moss, Miss Eudora M. Tanner, Edith P. Weaver.

The engagement is announced of Miss Susan E. MacDonald of Johnstown, to Dr. Gillespie of Schenectady. Miss MacDonald is one of this year's graduates of the Normal College. Dr. Gillespie was graduated from the Albany Medical College this year and is connected with the choir of St. Peter's church in this city.—*Albany Journal*.

The New York *Tribune* for September 12, contains a very complimentary notice of Principal J. M. Edsall, '84, of Bath Beach, in connection with the reorganization of the schools of that town. In the issue of the 10th is an interesting account of a difficulty over whether colored pupils at Jamaica, N. Y. shall attend school with the white pupils. Superintendent Ballard of Jamaica is an Albany graduate of '94.

Without a dissenting voice all the High School teachers have voted Miss Sherrill, the new critic a master of her art, and a very excellent help in time of need.

THE difference between a wise man and one who is not blessed with wisdom consists less in the things known than in the way they are known. The educated man knows what he knows, knows when he knows, and knows that he doesn't know; the uneducated man doesn't know what he knows, neither does he know that he doesn't know.—*Ex.*

THE Somerville board of education propose to meet the difficulties that arise from female teachers marrying and leaving their classes suddenly during the school year; they demand the teacher to agree not to leave unless (1) she gets a better place; (2) matters beyond control come up. This rule has set the town to talking. Teachers that did not expect to marry for six months will have to hand in their resignations this spring.—*The School Journal*.

DELTA OMEGA SOCIAL EVENTS

THURSDAY evening of Commencement week the Delta Omega Society received their friends in the large play-room of the Kindergarten. The guests were received by Misses Willard, Stewart, Deane, Payntar and Husted. Miss Florence Williams presided at the frappé table. Lemonade was served by Miss Lyon, assisted by Misses Buttles, Lynch and McClintock.

The decorations, consisting of palms and potted plants, were the work of Florist Goldring. Gold and white, the colors of the society, were found in the daisies which gracefully twined the pillars; and the orchestra—stationed behind a screen of daisies and palms—added greatly to the enjoyment to the occasion.

The guests dispersed at a late hour, voting the Delta reception a complete success.

ON Saturday afternoon, September the 12th, the Kindergarten rooms were the scene of a most enjoyable occasion, it being the afternoon of the tea given by the Delta Omega Society. At about four o'clock the guests assembled to the number of 100 or more, and were hospitably entertained by the sisters. The receiving committee were Misses Payntar, Hyde, Stewart and Collier. The rooms were prettily furnished and decked with golden-rod.

Tea and wafers were served and a social time enjoyed by all.

EXCHANGES.

NURSE—"Willie, in your prayers you forgot to pray for your grandmother's safety."

Willie—"Has she got a bicycle, too?"—*Ex.*

"And this is silver ore, is it?" asked a female Freshman, as she examined a piece of curious looking mineral.

"Yes," replied the Senior, who was conducting her through the laboratory.

"And how do they get the silver out?"

"They smelt it," knowingly replied the senior.

"Well, that's queer," she added, after applying her nose to the ore, "I smelt it, too, but didn't get any silver."—*Ex.*

ALL SORTS.

THE world may owe every man a living, but the majority of them are too lazy to hustle around and collect it.—*Ex.*

Grammar Teacher: "Miss C——, you may parse the word 'kiss.'"

Miss C——: "Kiss is a noun, though generally used as a conjunction. It is not more common than proper. It is not very singular and is generally used in the plural number, and it agrees with me."—*Ex.*

Definition of a storm: A storm is a violent emotion in the atmosphere.—*Ex.*

A young man shooting at the College clock was asked why he did it. "To kill time," quoth he.

After man came woman—and she has been after him ever since.—*Ex.*

A Mother—"What are you crying for, my child?"

The Child (6 years old), sobbing—"I told Alice I knew my French history. She says I don't know it, and I do know it."

Alice, larger (9 years)—"No, she doesn't know it."

The Mother—"How is that, my child?"

Alice—"She told me to open the book anywhere and ask her any question there was in the book, and she would answer it."

"Well?"

"She didn't answer it."

"Let us see. What did you ask her?"

"I opened the book anywhere just as she said, and I asked the first question I found."

"And what was the question?"

"It was, 'What happened next.'"—*Les Miserables.*

Teacher—"You may tell something about Plymouth Rock."

Bright Pupil—"My father has lots of 'em in the hen barn."

Dean Hole while traveling in this country heard the following rhyme. Afterward he said that he considered it to be the best bit of American humor he ever heard.

"Little Willie had a mirror,

And he licked the back all off,

Thinking in his childish error,

It would cure the whooping-cough.

At the funeral Willie's mother

Smartly said to Mrs. Brown,

'It was a chilly day for Willie

When the mercury went down.'

"The days are getting longer now," smiled the professor, as a consolation for lengthening the German lessons. — *The Hobart Herald*.

A small sister of one of our Senior A's remarked when she heard that her sister was to write an essay on Commencement, "Oh, I'd like to see your brain and see how many convulsions there are in it." — *Normal Exponent*.

A Senior in the first grade gave one of the children the word lettuce to use in a sentence. The little fellow stopped to think a moment, and then pertly answered, "Let us go out and play." — *Normal Exponent*.

Cornell & Dickerman say that if you let them deliver you twelve perfect photographs, you will surely send them twelve more customers, because they give you the best photographs in the city at their studio, 672 N. Pearl St., class photographers for last two years.

AMONG OUR EXCHANGES.

WE are glad to be back among our exchanges.

"Colorado is rapidly becoming the greatest gold producing State in the Union. In the Independence and other mines hidden millions await the enterprising hand of man." — *The Crucible*.

There is an excellent article on the "Aim of Physical Culture" in the *Rocky Mountain Collegian*. "It is the desire of every woman to be beautiful and of every man to have fine physique. The most healthy women are the most beautiful, for they don't have sick headaches, nor do they have the 'blues,' nor are they always morbidly thinking about themselves and their aches and pains; they are always bright and happy, ready at all times to cheer and comfort the suffering."

Herbert Spencer says: "Make a good animal of your child and then educate him."

The article finally closes by saying: "The aim of physical culture then is to give a healthy mind in a healthy body."

Students interested in Drawing will find good articles on the subject in the *Art Education* which is to be found on our Exchange table.

HIGH SCHOOL NOTES.

HARRIS MOAK, '95, enters the Albany Medical College this fall.

E. W. Van Hoesen, '96, is registered at Union College.

R. A. Garrison, '96, is teaching near West Sand Lake.

W. H. Jones, '96, has secured a position at the iron works, Breaker Island.

Mr. Bloomingdale, '96, is a bookkeeper for a New York firm.

H. I. Devoe, '96, is still at Fishers Island as clerk in one of the large hotels.

L. T. Hunt spent the summer with J. F. Putnam at his home near Johnstown, N. Y.

At the first regular meeting of the Adelphei Society the following officers were elected: President, N. Devoe; Vice-President, Wm. H. Fitzsimmons; Secretary, Wilbur Durr; Treasurer, L. T. Hunt; Chaplain, W. J. Adams; S. M. C., J. F. Putnam; J. M. C., Thos. C. Murray; Sergeant-at arms, Raymond Jones.

George Kirk, who is unable to return this fall on account of illness, is in Vermont.

The presence of a piano adds to the appearance of the High School Chapel.

Wm. O'Brien and Harvey Radley will return at the beginning of the next quarter.

The following graduates of '96 have entered the College: The Misses Shaller, Wallace, Keating, Gray, Lyons, Begnol and Wells. We regret that our poet, Chas. J. Baum, has left school.

Mr. Van Denburgh, '96, spent part of the vacation at Richfield Springs, N. Y. He intends to take up the study of music in Boston the coming year. We wish him success in his chosen profession.

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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.

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