

THE Normal College Echo

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SHIELDED BY METHODS.

A SCENE of rocky highlands, and a maiden wandering by;
 By her look of close attention, she is doubtless there to try
 To find a hidden treasure, or discover some new way
 Of photographing objects to surpass the great X-ray.
 But, appearing in the distance, are some vicious-looking men,
 And they gaze upon her fiercely, mutt'ring angry threats,
 and then
 The leader swift advances and demands what she does here,
 Where they allow no trespass — Does the poor girl faint from fear?
 Listen to her answer given while a glow o'erspreads her face:
 "I am, sirs, a young school teacher, not a great way from this place,
 And I came upon this mountain through the brush and brambles wild.
 Since my knowledge of right methods of instruction for the child,
 Told me that I first must teach it, then must name and represent,
 And for stores of fit material I'm on this mission bent.
 Let me now discuss at length, sirs, the great value of this plan,
 And give you a true concept of the reason I began
 By getting from the mountain-side and from the river-bed,—
 Her discourse was never ended — every mountaineer had fled.

MARY A. BUTTLES, '97.

THE WITNESS OF THE NORMAL STUDENT.

"THE Case of Public Schools" by G. Stanley Hall in the Atlantic Monthly for March is not only interesting but worthy of most careful study on account of the many thoughts it suggests. One is required to have spent from one to four years in special preparation before being allowed to enter the professions of medicine, law or theology, and while, perhaps, we cannot strictly speaking, call teaching a profession it is becoming one as the demand for certified proficiency increases.

It is lamentable though nevertheless true that parents have been and still are willing to entrust the education of their children and all it entails—the formation of habits, mental and moral, which are the very foundation of their life characters—to persons so poorly fitted for this trust that they do not deserve to be dignified by the name of teacher. The very fact that no protestation was raised against incompetent teachers made it possible for any one to enter that field when no other means of earning a livelihood presented itself. True, we all know a few excellent teachers who have taken up their work because of their love for it, but as statistics show that one-third of the teachers in the United States change their vocation yearly, we must agree that "many young

men teach as a makeshift for a few years with no thought of making teaching a life work," and this being so, what results could we expect at their hands? Were special preparation demanded it would narrow the field down to a smaller number of earnest workers.

Many say that it is entirely unnecessary to give a year or more to this special preparation: Any one with good common sense needs only a few years of experience in teaching to succeed as a teacher. Did it ever occur to these advocates of "experience teachers" that some one must be the innocent victim during these few (?) years; and in that time let me ask if more harm is not done than can be compensated for in a life time of successful service? We hear one say that in the various departments from kindergarten up to and including college preparatory work, which are connected with our own college, the teaching is done by pupil teachers, who are in reality experimenting upon those in their charge. We answer emphatically *No*. These teachers are putting into practice the principles they have understandingly learned in their method classes, and this under the direct supervision of a critic teacher; in this way the art and science side of normal work is most excellently combined.

Dr. Hall says: "The question is very often suggested whether the graduates of normal schools are of such value to the public school system as teachers as advocates of these schools claim. It is time this question was discussed" and while we cannot here enter into the merits of the case at great length let us glance at it. One of the foremost arguments urged against normal schools is that 'they have become institutions where form is exalted above substance, and often to the lasting detriment of the latter.' We are loath to believe this to be true of any normal institution, and certainly no such accusation can be made against our college; by no means is it claimed that every one of our graduates have made a successful teacher, but the large majority have. There is no institution of any kind in which each of its members is a typical representative of what that

institution stands for. 'The public, unconsciously or otherwise, overlook this fact when a normal graduate does not make a successful teacher, and arguing from the specific to the general, condemn professional training as a whole. Would it not be more just to all to consider whether such a person would not have been less successful without that preparation? Not long ago one of our eminent educators, speaking of the value of a special course in methods of teaching, said: 'In making a choice between a successful teacher of several years' experience and one but recently graduated from a normal school, I might prefer the former, but between these same two a year later, the latter would be the superior teacher.'

In the same article Dr. Hall says: "It must be admitted too, that normal schools have often such crude material to deal with, and have lapsed into formal and theoretical ways in many places." And further: "It is so fatally easy to let method glide into the place of matter, to make intricate what God made plain, to make hard and formal what nature reveals at once to tact and to the native insight of childhood, by judicial hints, that it is perhaps not strange that normal school work tends, as by an iron and universal law, to degenerate. In answer to this, let us again revert to our own college. A high grade of scholarship is required for entrance, and special advantages are offered to college graduates and persons of maturity, especially to those who have had experience in teaching, thus tending to raise the standard. No classes in subject matter, save in Psychology, Philosophy of Education and History of Education, are held. The time is devoted to professional technical work, ample opportunity is given for discussion of plans and methods of presenting various subjects to classes, and in devising these the personality of the student enters largely into his work. These plans are based on certain underlying principles, but differ as widely in detail as do the authors of them; rather than dwarfing individuality wide range is given for its development. One who enters into the spirit of the work must be uplifted by it, and if after such a course, one is a mere theorist, an exponent of methods only, in which personality is swal-

lowed up and subject matter lost sight of, let us not venture to state what he would have been without it.

It is said that the principles here laid down are excellent in theory but poor in practice. This is entirely wrong, for each one of the theories here advocated is successfully practiced in the school connected with the college. The persons making this charge are not only misinformed but they are confusing terms: this recalls to mind a passage from John Stuart Mill's autobiography. Speaking of his father, he says:

"I recollect, also, his indignation at my using the common expression that something was true in theory but required correction in practice, and how, after making me vainly strive to define the word theory, he explained its meaning, and showed the fallacy of the vulgar form of speech which I had used, leaving me fully persuaded that, in being unable to give a correct definition of theory, and in speaking of it as something which might be at variance with practice, I had shown unparalleled ignorance."

Alice Derfla Howes.

APRIL FOOL.

TWO words kept falling on my ear
With a constant patter to-day at school;
We always hear them this time of year
Those silly words "April Fool"!

Doubtless with me you grimly say
Those words should be restrained;
But did you ever stop to think
How much those words contained?

I did last night: I found a game,
A column and a shroud,
An implement that farmers use
And a word which means "aloud."

I found a title learned men
Attach to their addresses,
What bakers sell; what doctors give
And something worn on dresses,

A sparkling gem, an element,
A word which means "to thwart,"
A tiny stream, to tumble,
And a sudden tear apart.

polo
pillar
pall
flail
oral

Prof.
loaf
pill
frill

opal
air
foil
rill
fall
rip

A god the Romans worshiped
And handed down to fame;
A very chilly region
An a pretty female name.

"To lack success," "two of a kind,"
A pious interjection;
The color which a sudden fright
Would leave on one's complexion.

Something we do at people's doors
When the door-bell doesn't ring,
A horse of very tender years
And a way to tie a string.

Both top and bottom of a room;
An evidence of truth;
An adjective which poets use
To laud the charms of youth.

A word which always means to us
That something is the matter;
And which both imply that one
Could be a little fatter

A useful piece of kitchen ware,
What boatmen use for rowing;
A person who in polite terms
Is overfond of blowing.

A ponderous book — a hardy tree
Which grows in rocky places;
And the most impressible features
Which is found on human faces.

An active verb which might describe
The motions of a sail;
A little sheet of water,
And a very brainless male.

A word which means to turn a thing
Around and 'round and 'round,
And one which would describe
An awkward fall upon the ground.

The polished metals over which
Our trolley cars go sliding;
Where "ye electors" cast their votes
For candidates deciding.

And there were fifteen others
Which defied the Muse and I
To serve them like their brothers
In my rythmetical mince-pie.

Good Friends! dissect old April Fool,
You'll find with Webster's aid
That that perennial old bore
Is wonderfully made.

Apollo
polar
Flora
fail
pair
lo
pallor
rap
foal
loop
roof
floor
proof
fair
ail
poor
frail
pail
oar
liar
folio
fir
lip
flap
pool
fop
roll
flop
rail
poll

WHERE THE NOBLE HAVE THEIR
COUNTRY.

ABOVE the grandure of the sunsets
Which delight this earthly clime,
And the splendors of the dawns
Breaking o'er the hills of time,
Is the richness of the radiance
Of the land beyond the sun,
Where the noble have their country
When the work of life is done!

Welcome there, and there forever
Free from artifice of earth,
Shall the noble of that country,
In its things of real worth,
Read the wisdom of the Father,
From whose all-creating hand
Are the beauties, and the glories,
And the people of that land.

There, magnificent with forests,
Is that country of the skies,
Far excelling in its bird-songs
All the earthly minstrelsies.
And that country hath its mountains
And is resonant with streams
That are sweeter in their music
Than the rivers of our dreams!

Blooms of finest form and lustre,
Fragrant on the eternal hills,
With their odors bless the zephyrs,
That, harmonious with the rills,
Sing, to give the angels pleasure
Who were fit to sing the birth
Of the Savior of the sorrowing
And the sinful of the earth.

And, His mission here completed,
He abides with them above
To instruct them in the wonders
Of the country of His love,
Where He giveth them an entrance
And that higher work to do
That shall keep them ever growing,
And the charm of living, new.

And His name throughout the ages,
As the æons circle by
To the trend and to the cadence
Of their own eternity,
Shall be theme and inspiration,
In the land beyond the sun,
Where the noble have their country
When the work of life is done!

Springfield, Mass.

AELLA GREENE.

HORACE MANN.

HORACE MANN was one of the first men in this country to interest himself in the education of teachers. He was born in Franklin, Massachusetts, in 1796. His early education was confined to the district school and a few books found in his own home. But by his persistency he was able to enter the sophomore class of Brown University at the age of twenty.

For a time after graduation he tutored in his "Alma Mater," studied law, and was admitted to the bar in 1823. He commenced the practice of law in Dedham, Mass., where he remained ten years, six of which he was a member of the Massachusetts House of Representatives. He then moved to Boston where he was elected a member of the Senate.

After holding this office for four years, in 1837 he was made Secretary of the Board of Education. Mr. Mann, by his good judgment and great courage, did much in building up the school system of Massachusetts.

Rev. Charles Brooks, while traveling through Europe, made a careful study of the normal schools, and returning home, his new idea was taken up with great enthusiasm by Mr. Mann, who succeeded in having a bill passed for the establishment of two normal schools, one for men and the other for women.

About the same time the idea that teachers should be educated in the art of teaching also took form in the State of New York. In 1842 Horace Mann attended a convention of county superintendents held in Utica, at which he and several others advocated a normal school, which project was approved by the superintendents. In the convention held the following year the superintendents reported in favor of a normal school for the State of New York. Such a school was opened December 18, 1844, at Albany, with David Perkins Page, who had been appointed at the recommendation of Mr. Mann, as principal.

In 1843, while still a member of the Board of Education, Mr. Mann went abroad at his own expense to study the school systems of Europe. The schools which impressed him most seem to have been those of Germany, Scotland and Prus-

sia. In the schools of Germany he observed many of the principles which are adopted by intelligent teachers to-day, although when they appeared in his report he was severely criticised for them. In Scotland he was pleased by the interest which was manifested by both pupil and teacher. He said that there were six times as many questions put and answers received in the same space of time as he had ever heard given in any school of his own country. The study of botany and the other sciences in Prussia was commended by Mr. Mann, as the knowledge was gained from the thing, not the text-book. Although he did not think it desirable to introduce all that he saw into the schools of this country, yet he did wish to infuse them with the spirit of the best.

Mr. Mann resigned his position as Secretary of the Board of Education in 1848 and shortly after was elected to Congress to fill the vacancy caused by the death of John Quincy Adams. In 1852, he was chosen President of Antioch College in Yellow Springs, Ohio, where, after seven years of energetic work, he died August 2, 1859.

The necessity for the preparation of teachers which was almost entirely denied in his time is now almost universally accepted. As has been seen his work was not confined to his own state so in this great movement we must consider Horace Mann the leader.

J. A. D.

THE ICE GORGE.

THE ice gorge in the Hudson at Stuyvesant has lately afforded much interest to students of geology.

In the modern glaciers there found was a reproduction, on a small scale, of the conditions found in an exposed gravel bank not more than 100 feet away. There in the ice, at the bottom, was a stratum of coarse pebbles, torn from some hillside between there and Canada. Above this was a layer of finer sediment and on top one of fine mud, all teaching us that although not on such gigantic scale, the forces of nature operate just as they did long before the historic Hudson was known to work such havoc along its banks—and in the stomachs of suffering Albanians.

THE TEACHER.

ONE who, with no knowledge of psychology tries to be a teacher, puts himself in the place of a little tug-boat, pulling and tugging and puffing with might and main to get his pupils in the right direction, while he who goes at his work understandingly, takes the place of the rudder and guides his pupils in the right direction to help themselves through the rough places. Those who are engaged in the professional training of teachers, must not think their task completed when they have filled their pupils with theories. As well might they lecture on the science and art of swimming and at the end of six months cast their pupils off Brooklyn bridge and expect them to swim ashore, as to expect such pupils to do good work in the school-room.

Practice must go hand in hand with theory. No student in a medical college can secure his diploma until he has passed a certain number of weeks in a dissecting room. And if he makes a mistake with his delicate instruments, so much as a prick of his finger, blood poisoning may set in, causing great inconvenience if not death.

Neither should a student in a Normal College receive his diploma until he has had a number of weeks in the class room. We sometimes think it a pity that the mistakes of the pupil teacher in the class room do not, like those of the student in the dissecting room, fall back on themselves instead of upon their innocent little subjects. Were this the case there is no doubt but that thousands would be avoided.

"Oh! let not then unskilled hands attempt to play the harp,
Whose tones, whose living tones are left forever in the strings;
Better far that heaven's lightnings blast his very soul
And sink to Chars' lowest depths,
Than knowingly, by word or deed,
He send a blight upon the trusting mind of youth."

WM. M. GIFFIN, Pd. D. '73.

*Cook County Normal School,
Englewood, Ills.*

If you saw a picket lying on the ground, what would you do?" Pick it up.

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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.

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EDITORIAL.

WE do not know how the faculty feel about the matter, but to a majority of the students, notices of lost pens, books, rubbers, etc., are becoming monotonous.

ADVOCATES of the correlation of studies will often find an opportunity for relating civics and physical geography, by watching the barometer on the door of the Assembly Chamber.

ONE of our alumni, a gentleman of liberal education before entering this institution, writes that he is experiencing difficulty in choosing a position from those offered him. Such is the result of a year spent here to those who enter with superior qualifications.

TWENTY years ago a young man in New York swallowed a screw which lodged in his lung. By means of the X rays it has just been located

and its removal made possible. It is earnestly to be hoped that this wonderful ray can soon be used to tighten some of the loose screws in the anatomy of pupils who refuse to be developed.

We take pleasure in announcing a series of professional articles running through the remainder of the year. Among the number will be one from the pen of Prof. C. T. McFarlane, of the Ypsilanti, Mich., Normal school, on the subject, "Illustrative Sketching and Blackboard Work in Teaching." Also one by Miss Payntar, of our practice school, showing the results of experimental work in the correlation of studies in teaching.

PLEASE read and comply with the first of the three notices immediately above the editorials.

THERE is always a sacredness attending worship that forbids associating with it any matters that can just as well be avoided. And in line with the thought before expressed that the office ought not to be asked to act as a bureau for the recovery of lost articles, we notice that many other matters now, of necessity, announced after religious exercises in the chapel might, in good taste be omitted, if there were any other means equally effective in bringing notices before the students.

Such an end would certainly be subserved by a bulletin board in some convenient place. Upon it could be posted notices of examinations, lectures, class and college meetings, lost articles, etc., all of which now invade the chapel. If such notices were always to be found there a certain length of time previous to taking effect, no reasonable excuse could be given for not being informed regarding them, except absence from college. It is not only embarrassing but inconvenient for students having notices that they desire announced to be compelled to invade the office with them.

As a suitable place we would beg leave to suggest the end of the hall beyond room 219. The presence of a crowd around a board there could not cause any trouble, and it is moreover a place of easy access to all. In all sincerity we ask that the experiment be tried.

HONOR EXAMINATIONS.

SEVERAL of the leading colleges of the country have adopted the honor system of examinations, and in each and every case it has proved to be a success. If, then, among the class of students found in literary colleges, this plan can be successfully carried out, why can it not be among a class composed entirely of prospective teachers?

This plan has more merit than appears on the surface. It does not involve the tattling, so repugnant to every school boy. It simply transfers the responsibility from the teacher to the candidates who are being examined, and provides that any one who does not conduct himself in an honorable manner shall be tried by the college, and, if found guilty, his expulsion recommended to the faculty. Under such a system, if any one should be detected in fraud, which, of course, is not to be supposed, to bring the matter before the proper tribunal would be simply administering justice. Each would then feel in duty bound to himself and his college, if possessed of a single spark of honor, to conduct himself honorably.

Such a system, we believe to be not only in accord with the spirit of the times, but particularly consistent with the system of education of which we are advocates. It would conduce not only to individual honor but college spirit and loyalty. Let all who hold the same opinion, or are willing to be convinced, join in asking for a trial of the honor system of examinations.

THE department of public instruction has recently decided that, after September 1896, no more mileage shall be paid to students attending any normal school or college in the State. It is held that the practice of paying mileage to students has outgrown the purpose for which it was begun and that an expenditure of \$9,000 of the State's money, in this direction, is no longer called for. There are, however, many other ways in which the Normal College could profitably use its share.

APPRECIATION.

IT is said by a good authority that one of the essentials of a successful journalist is appreciation. When we consider the work of the journalist and its similarity to that of the teacher, we see the truth of the assertion and the vital importance of this element in our profession.

Current history, too, proves the statement. Those who possess this all important power are rapidly rising, while those who lack it are falling by the wayside. It matters not what you call it, whether good judgment, common sense, or a sense of the "eternal fitness of things," as it is sometimes designated. It is, by popular consent, the power to place a correct value upon the things around us, whether material or otherwise, and, according to this value, to act as the situation demands.

The teacher is constantly being confronted with new problems that call for the keenest appreciation to enable him to cope successfully with them. Without this power he will, however well he may be informed in methods, finally adopt the old text-book method, and, as far as his work goes, the pupil and knowledge will stand in much the same relation as oil and water. They may be temporarily shaken up in the presence of each other, but if allowed to stand for a few minutes, they will be found entirely separate.

As exponents of normal methods, it is well for us to remember that the success of a good method depends upon three things; a proper spirit, good judgment, and broad information, all combined in keen appreciation, which will enable the teacher to be seldom at a loss for material or language to make clear a point; never to be disconcerted by an unexpected question, answer, or misconduct, and to maintain proper relations between himself, his pupils and the people of the town in which he may be located.

THE ability to teach well differs somewhat from the greatness that Shakespeare had in mind. People are, apparently, often born with this ability; some achieve it; but it is *very* seldom thrust upon one who does not earnestly seek it.

THE OMNIBUS BILL.

THIS now historic title has been borrowed from Henry Clay's famous bill of 1850 and applied to the act now before the legislature to amend the consolidated school law. Among the changes proposed we note one to reduce the school age limit from 21 years to 18 as it is in most states. As very few pupils over 18 years of age attend the public schools, it is useless any longer to keep down the ratio of those of school age actually attending school to the total number of school age.

Another important provision is that to enable districts having fewer than ten pupils to contract with other schools for tuition and to provide transportation, if necessary, to and from such schools.

To many small schools near large graded ones, this will be a great advantage, as it will enable the children of these districts to obtain at a smaller cost to the taxpayers, better instruction than is usually furnished in small district schools. It practically provides for local option in adopting the township system in many districts in which it would be practicable, without making it mandatory upon those in which it would not.

There are scores of these schools in which the number of pupils never rises above fifteen and often falls below five. In these schools, taught as a majority of them are, by persons of no experience or professional training, and with hardly a semblance of grading, the advantages are necessarily not great. On the other hand many graded schools are not sufficiently strong to give the best advantages, but with the help of surrounding districts better teachers could be hired, more apparatus bought and additions made to the library.

Many districts are of course too far removed from small towns to make the township system practicable and the taxpayers in most other rural districts have opposed the system because their taxes would thereby be increased beyond the expense of tuition for their children during school age. In this amendment many of the advantages of the system are embodied with al-

most none of the features that have heretofore led to its defeat. But like many other good measures it is liable to become a dead letter. Here lies an opportunity for principals of small union schools to increase their attendance, improve their school in general, and last, but not least, increase their salary.

ETA PHI RECEPTION.

ON Saturday afternoon February 29, the recently organized Eta Phi society gave a most delightful afternoon tea in the Kindergarten rooms. Notwithstanding the inclemency of the weather there were nearly a hundred present, many being from outside the college.

The guests were received by Miss Arietta Snyder, Miss Lillian Moser and Miss Marguerite Mann, assisted by Dr. Hannahs, Miss Russell and Miss Bishop, who are honorary members of the society.

A profusion of palms, Easter lilies and daffodils were tastefully arranged about the rooms, while the tea tables were decorated with sapphire blue and pale yellow, the colors of the society.

Mrs. Sproul and Miss Helen Pratt presided at the tea tables from which dainty refreshments were served.

An orchestra present enlivened conversation and added much to the enjoyment of the guests.

A neat little pin, a monogram bearing the Greek letters Eta and Phi, with a sapphire in the center, was worn by each member of the society.

Many thanks and much praise are due to the members of the Eta Phi for their success in entertaining their guests.

THE LAST RESORT.

WE recently employed a primary teacher who after several days' work confessed her lack of success and her inability to interest the children. I suggested more attention to ventilation, work not so difficult and various other remedies with no satisfactory result. Finally I decided to try my skill at primary teaching. I selected a subject for an object lesson which un-

der ordinary circumstances would be productive of good results.

I confess to a certain amount of egotism in the matter. I was out of patience with the teacher and disguised it only to a very limited degree. Although I said nothing, she understood by my manner that I proposed to show her how to teach.

I began the lesson but soon discovered that I had encountered a problem decidedly new to me. None of the formulas or rules of teaching with which I was familiar seemed to be applicable. The children evinced no interest whatever. Some spent the time staring about the room. Two of them became involved in a quarrel and one of the belligerents interrupted me to complain of the other. One boy amused himself by whirling a pencil which he had tied to a string.

At first I looked pleasant and unconcerned. Then I looked cross and concerned. I tried coaxing and finally scolded mildly. They were accustomed to all this. Suddenly I thought of a remedy which I had found effective in my early experience in a district school before I had ever read a pedagogical book or knew much about normal schools.

I grabbed a boy by the collar, lifted him up over the seats and shook him till he was dizzy. After that I had the respectful attention of the class and the lesson continued with profit to the pupils and to my intense satisfaction.

The lesson finished, I turned to the teacher with a triumphant air. She simply remarked, "I could have done that."

LABORATORY FLASHES.

THROUGH the mind's uncertain haze
Closing fast round Normal days,
Mem'ries fonder
Flit and wander,
Loth to pass
Into Time's "forgotten class."
Hidden least by mem'ry's screens
Are the laboratory scenes.
All its tables,
Jars, and labels,
As of old,
Plainly still mine eyes behold.

Youths, in fearful fashion clad,
Darting to and fro like mad ;
Lads and lasses,
Flames and gases,
All around.
Listen to destruction's sound !
Here a youth on knowledge bent
Seeks an unknown element ;
Mem'ry hazy —
Mixture crazy —
With a crash,
Hopes and test-tubes come to smash.
Yonder, with un-vented flask,
Stands a maiden making gas ;
Swift corrosion —
Great explosion —
Up it goes !
With its trailing cork and hose.
Thus, preserved by Providence,
Worked we our experiments.
Careless, risky,
Thoughtless, frisky,
Were our ways,
In those merry Normal days.

P. E. R. '93

AMONG OUR EXCHANGES.

THE *University Forum* has an article entitled, "Recent Observations in the West." In it we find several interesting facts. The author says that to-day the Mecca of the West is Cripple Creek, famed for its rich gold ore. We also learn in this article that a little town among the Rockies called Altman is the highest incorporated community in the world, its elevation being 11,146 feet.

The *University Herald* says that "College students may be divided into two classes: First, those whose chief ambition is to have a good time; second, those who aim to secure thorough training for work in after life. The first class may be sub-divided into dudes and bummers and the second class may be separated into 'digs' and the advocates of broad culture."

If teachers desire to keep informed upon the topics of the day, they can do so by reading *The School Bulletin*, the official organ of our State.

If you want to read something as interesting as Ruth Ashmore's *Side Talks with Girls*, just read *Side Talks with Our Boys and Girls* in *The Omnium Gatherum*.

Judging from articles found in *The Hermonite*, we conclude that the students at Mount Hermon are trained in such ways as will lead them to have the noblest ideas for citizenship.

The address of President Haines, given at the annual meeting of the American Society for the Prevention of Cruelty to Animals appears in the February number of *Our Animal Friends*. It is very interesting and will pay every student to read it.

"On Realities" attracted our attention in *The Yale Literary Magazine*. We admire the spirit of the piece. Notice the patriotic and loyal characters of the following sentences.

"Yale is essentially American. It contains a deal of practical common sense and Yankee pluck and perseverance. It is primarily a place where character is developed by the rubbing of men against each other in a way that surprises men of other large colleges. To a certain extent we shall always have materialism of this sort; we lack the cloistered seclusion and scholastic atmosphere that centuries long have bred into the bone of Oxford and Cambridge. But we have no reason to doubt that a genuine academic and literary spirit, as yet in the embryo, is soon to extend throughout our college."

It was with pleasure that we received a copy of the *New England Conservatory Quarterly* and we extend our thanks to the editor for sending it.

We regret that we have had to be irregular about the date of publishing our paper but we sincerely hope to get the paper out by the middle of each month, hereafter. We ask all of our exchanges to continue to send us their papers.

Secret societies are denounced with strong language in the editorial column of *The Spectator*. On the first page appears the address: "*Why We Welcome You*," by Rev. S. F. Long. This address was given at the Anti-secret Society convention held in Columbus, Ohio, January 27th and 28th.

The *Monthly Visitor* from Haverhill, Mass., has in its January number an article on "Educational Methods." This article says: "The live teacher, the twentieth century teacher, will use the text book but little. The question then will be, *not* "The Importance of Better Elementary Text Books" but rather "The Importance of Better Elementary Teachers."

I can see the future teacher seated at her type-writer or standing before the blackboard preparing her pupils' next lesson. Why not? The *living* teacher knows better the capabilities and needs of her own particular pupils than any dead text book. Of course this teacher will have not only to thoroughly understand the principles of teaching, but also must be thoroughly conversant with the subject to be taught. Of course text books will be used but merely for reference.

Teacher—What birds of N. T. zone are noted for their singing?

Pupil—Parrot and robin.

Teacher—What is the characteristic of the fish of Torrid zone?

Pupil—Their plumage.—*The Student*.

Nephew—What do you suppose, Uncle? I dreamt last night that you lent me ten dollars!

Uncle—Is that so? Well—you may keep them.—*The Echo*.

Mr. G.—"Where are you going next Saturday afternoon?"

Mr. L.—"Why! I'm going up to the Normal college to eat a pie."

Mr. G.—"Why are you going up there to eat a pie?"

Mr. L.—"Because I am invited."

Mr. G. (curiously)—"I wonder why I wasn't invited to eat a pie."

M. B.—On general principles we advise our girls to return presents given by young men; but concerning kisses—we advocate not receiving them—then there'll be no necessity for returning embarrassing gifts.—*Exchange*.

Pastor (to very sick patient)—"Don't you want to go to heaven?"

Patient (with a wan smile)—Certainly; I'm dying to go there.—*The Spectator*.

AMONG THE COLLEGE BELLES.

The Breezy One—She has four or five lovers at her feet all the time.

The Envious One—Well, there's easily room for them.—*The Vidette*.

First Junior—What are you laughing so for?

Second Junior—Oh, I happened to think—

First Junior—Thank heaven!—*The Crucible*.

A. C.—No, we don't advise "ponies," they're apt to balk about examination day if you are depending upon them to pull you through the "Slough of Despond."—*Omnium Gatherum*.

The most renowned cabinet maker—the President of the United States.—*The Spectator*.

College Student—"What time does the ten o'clock train leave here?"

Ticket agent—"It would leave at ten o'clock if there were a train on this road scheduled for that time."

College Student—"Well-er-I mean the train that leaves here somewhere about ten o'clock."

Ticket Agent—"There is a train that leaves here for Boston at ten-fifteen, Miss."

"I loved you once," he exclaimed, reproachfully. "Well," she responded, "I don't want the earth, once is enough."—*The Cue*.

COLLEGE NOTES.

It is ever with pleasure that we note gifts to our colleges. Recently Helen Gould presented Vassar college with \$8,000 to found a scholarship in memory of her mother. This gives some one else an opportunity for a college education who is intellectually but not financially able.

It is reported that 200 American colleges publish papers.

The American school of Classical Studies at Athens, has recently received a great favor from the Greek government, which has granted them the exclusive right of making excavations on the site of ancient Corinth.

The students of Washington university have formed an organization to be known as Student Assembly of University of Washington. The purpose of the organization is to discuss and take effective action concerning questions of vital importance to the university.

Decisive arrangements have been made by the Athletic team of Syracuse University and that of Williams College for an athletic contest to be held May 9th on the field of the Ridgefield Athletic club in Albany.

The name of Columbia College has been changed and hereafter it will be known to the world as Columbia University. However the School of Arts will retain its former title.

The authorities at Washington have proposed to erect in that city a National University. The plan has been handed over to a committee for consideration and recommendation.

The prospects of women in the educational world are in the ascendancy, 2,000 members of Cambridge University, England, have recognized intellectual qualifications of women and have affixed their signatures to a document asking for their admission to degree in that institution. Among those names we find those of Arthur J. Balfour, First Lord of the Treasury, Sir Walter Besant and of other prominent men.

There will henceforth be no discrimination between women and men in choosing members of the faculty at University of Michigan.—[*Ex.*]

"Don't you find it rather lonely here," asked Cholly, "with nobody to talk to?"

"Yes," she replied, with a vacant look into space, "and it's getting worse every minute."—*Ex.*

She: Have you read "Beside the Bonnie Brier Bush?" He: No, but I have read beside all other kinds of bushes.

PERSONALS.

MISS Helen E. Gere is teaching at Sandy Hill.

Miss Florence Lockwood is teaching in Oneonta.

President Milne spent March 15 at New York city.

Mr. Clement visited friends in college February 28.

Prof. Wetmore gave a lecture at the Boys' Academy March 18.

Mr. Evans D. Parker spent March 19-23 at his home in Geneva.

Miss Ruth Sherrill visited her sister in Providence March 6-9.

Miss Zinnia Wood, '96, has returned to college to complete her studies.

Rev. F. W. Hyde, of Bridgewater, Conn., called at college March 12.

Prof. Richardson spent February 29-March 2 with his family in Rochester.

Mr. F. Sponable spent February 29-March 2 at his home in Johnstown.

Miss Regina Donohue, who attended S. N. C. last year, has left New Paltz.

Dr. Hannahs visited the Psychological Laboratory at Cambridge, March 14-16.

Miss Smith, of Fort Plain, visited Miss Cornelia Gaylor, '97, March 16-19.

J. J. O'Shaughnessy was called to his home in Ephratah, February 4-7.

Miss Isdell gave a Kindergarten lecture in Cohoes Friday evening, March 13.

Mr. C. P. Moser, of Syracuse, visited his daughter Miss Lillian Moser, '96, March 16.

Miss Fanning, of Albany, visited college with the Misses Breakinridge February 28.

Mr. A. O. Adams, of Elmira, visited his daughter Miss Myra Adams, '96, March 14-16.

Miss Mary J. Wingate, of Schenectady, spent March 17 with her sister Miss Ella Wingate, '96.

Mrs. Robert Hamilton, of Greenwich, visited her daughter, Miss Helen Hamilton March 20.

Mr. Robert Hamilton, of Greenwich, spent March 11 with his daughter, Miss Helen Hamilton, '96.

Miss Carrie W. Ormsbee, of Brandon, Vt., visited college March 19, as the guest of Miss Howes, '95.

Miss Flora Davis, of West Winfield, spent the week of March 15 with her cousin Miss Mary Cook, '96.

Mr. Roy Cottrell has been appointed special assistant to Prof. Wetmore. Mr. Cottrell stays an extra half year in consequence.

ECHOES!

NOTE books.
 Ought to be "up."
 Ready for exams?
 March storms predict
 April's fair weather.
 Last ten nearly here.
 Come to Class Socials '96.
 Or you'll miss a good time.
 Lots of snow and rain, make
 Late students these mornings.
 Easter bonnets will be needed soon.
 Only twelve more weeks till June 19!
 Glee Class have begun their hard work.
 Essays for graduation are now beginning.
 Eta Phi uses the Greek pronunciation.
 Class social again Friday evening, March 27.
 Have you been down to the Assembly yet?
 The denomination for Normals to adopt—Methodism.
 "News, old news, and such news as you never heard
 of." — *Taming of the Shrew*.

Some of our students are doing beautifully in *development* work. Some of the flash-lights turned out are beyond criticism.

Snow storms, floods, rain, etc., have waged sad havoc around the "Central" tracks. The principal effect on College students has been late letters.

Miss Mary Cook '96, quite seriously burned her right hand, by the explosion of the flash light powder, while using her camera, March 14.

A little three-year-old of the Kindergarten was asked the other day: "Which are you, Clara, a democrat or republican?" She replied immediately, "Kindergarten."

Prof. White entertained his teachers March 17 with a fine illustrated lesson on glaciers. Prof. White always is looking out for the pleasure as well as the instruction of his teachers. We thank him!

We are to have an unusual treat on March 30, in the shape of a lecture on "Lincoln," by Mr. Henry Waterson of the *Louisville Courier Journal*. It is hoped that as many as possible among our college students will be present.

A large assembly of Albany people and college students were entertained by the Camera Club, on Tuesday evening, March 10. The views were unusually varied and entertaining, consisting of prize pictures from several exhibits.

Many of our Normal students visited the Assembly during the discussions of the Greater New York and

Raines' bills. Some were even there when the latter was passed, and are prepared to give any amount of information regarding it.

The Quicksilver Reading Circle have been reading the "Arabian Nights," and have now begun Shakespeare's "King John." The interest in their work is sustained by Mrs. Mooney's admirable assistance in selecting suitable readings each week.

Many of our High School boys have *heard* of methods so much that they feel perfectly confident to teach without taking the college course. At least we judge so from the fact that many of them have been trying teacher's examinations lately; several third grades, and one, by Mr. Henry Devoe, first grade, have been secured.

Several college students, friends of Miss Husted, were present at an unusually pretty "afternoon tea," given by Miss Husted and Miss Pierce of Albany, Saturday, March 14. The parlors of Prof. Husted's beautiful home have been the scene of many a pleasant gathering of Miss Husted's city and college friends. And this afternoon was by no means an exception for a most delightful time was enjoyed by all.

The following books are suggested as the nucleus of a library, especially adapted to various members of our faculty. Let all who are interested in the college choose the book best suited to his favorite instructors: "Kith and Kin," "As You Like It," "Dissertations," "The Prime Minister," "Our Mutual Friend," "Put Yourself in His Place," "The Quality of Mercy," "Bitter Sweet," "Every Man to His Humor," "The Sketch Book," "The Wide Wide World," "Great Expectations," "Among My Books," "A Fable for Critics," "The Pioneers," "Persuasion," Page's "Theory and Practice of Teaching," "Measure for Measure," "Little Men."

ALL SORTS.

SOME DON'TS.

DON'T forget to come to chapel.
 Don't forget to hear the bell.
 Don't stand talking in the hall.
 Don't at recess hug the wall.
 Don't think methods are a bore.
 Don't keep looking at the door.
 Don't wish Mondays never here.
 Don't think Normal halls so drear.
 Don't let note-books get behind.
 Don't forget to clear your mind
 Of those matters great and bad
 That in methods are not clad.
 Don't be out after six at night.
 Always do just what is right,
 And you'll find 'ere time is past,
 That you'll happy be at last.

Among our other exchanges we acknowledge *Quarterly Bulletin*, *The College Idea*, *The Student*, *The Calendar* and *El Monitor de la Educacion Comun.*

The Vidette is one of the most interesting of our exchanges. There are always some valuable articles in it. The February number contains a bright account of a day spent in old Concord, and also a very well written article on the popular topic of the day, "Abraham Lincoln."

If you have ever read the "Evolution of Dodd" you will be interested in the "Evolution of Dodd's Sister," which appears in the February *Crucible*. But if you do read this article you will have to admit that all girls are not like Dodd's sister any more than all boys are like Dodd.

"Some time during the present month the Field Columbian Museum of Chicago will send a commission, including Mr. D. G. Eliot, the well-known ornithologist, to Africa, to collect zoölogical specimens. The present plans are to push directly to Mashonaland, and pass westward through that country to the other side of the Zambesi river. It is proposed to spend six months in Africa."—*The Observer*.

First New Woman—"Have you noticed how careworn looking and thin the men are becoming?"

Second New Woman—"Yes, but I cannot see why they should become careworn and thin."

First New Woman—"I can. They are afraid that they will belong to those who will not be invited this year to enjoy wedded bliss."

The *Educational Gazette* for March, published at Rochester, N. Y., contains much that is interesting and helpful. Devices to make school work interesting; helps for, form study and drawing; a sketch of Wilhelm Conrad Roentgen; several descriptive articles; a talk on physical culture; and many beautiful thoughts expressed in both poetry and prose, by some of our best writers, are among the good things found between its covers.

In the *Teachers' Institute* for March, published by E. L. Kellogg & Co. of Chicago, there is a suggestive article "On the Art of Questioning," by E. E. Kenyon. The writer emphasizes the necessity of logical questioning and a definite aim on the part of the teacher. He says that those are true teachers who have accepted "the doctrine of evolution, and sought in the directly observed laws of nature the foundation of a true system of humaniculture." "Bee" puts in a plea for correlation of subjects in graded work, and warns the grade teacher to be careful that the individuality of the pupils be regarded. In the current topic department there is a very interesting article by the editor, entitled "A Study of South Africa." The remaining pages of the magazine contains helpful suggestions for lessons in primary and grammar school work.

DE ALUMNIS.

'45. Silas T. Bowen died Dec. 11, 1895, at Indianapolis.

'60. Dr. Alexander T. Hunter died at his home at Spuyten Duyvil, Feb. 17, 1896. He graduated from the Medical College of the New York University in '63 and practised in New York city.

'66. Miss Kate Stoneman, of the State Normal College, gave a lecture on "The New Woman" at a meeting of the Christian Alliance of the Unitarian church of Albany, Saturday, March 14th.

'88. Miss Jennie Godfrey is teaching at Gloversville.

'91. A. A. Dodds is teaching in a business college in Kingston.

'92. Milton Hoy called at College Mar. 13.

'93. Prof. James Robert White expects to take an extended European trip during the coming summer.

The teachers of the Union school met in the high school department Monday afternoon, where they presented Prof. R. E. Brown with a handsome easy chair for his study, in recognition of his many courtesies extended to them.—*Granville N. Y., Sentinel*.

At a birthday party given by a prominent gentleman of Fort Edward, N. Y., to a few of his intimate friends, W. S. Coleman, Supt. of Schools at Fort Edward, made a speech presenting the host with a handsome oak table and chair.

Mrs. M. A. B. Kelly is spending the cold months in Winter Park, Florida. Her European excursions have been postponed for two months on account of the ill health of Mrs. Kelly.

Miss Anna McFarrand, formerly associate teacher of mathematics in the Normal College, is now preceptress of the high school at Goshen, N. Y. During the absence of the principal, who is also Supt. of Schools in Goshen, Miss McFarrand is acting principal of the high school.

Miss Caroline Bishop, formerly teacher of elocution in the Albany Normal School, is now secretary for the Superintendent of the New York State Board of Charities. Miss Bishop gave a lecture at the meeting of the Suffrage Association on the subject, "The New York State Charities."

'94. Geo. N. Sleight has obtained a fellowship in Chicago University, and will enter next fall.

'95. William H. Good, of Bath-on-Hudson, spent Mar. 4 at College.

May McNeil is recovering from her recent serious attack of appendicitis.

'96. Miss Mary Boughton and Miss Elizabeth Begs, both of whom graduated last month, were at college a few days since.

EDUCATIONAL NOTES.

SEVERAL amendments to the Consolidated School Law are proposed in the bill recently introduced into the Assembly. Several changes especially interest us.

One that we would notice is the minimum age at which a person is qualified to teach. Hitherto the limit was fixed at sixteen years, but the amendment fixes it at eighteen years.

Section 47 of title 7 is proposed to be amended by providing that a trustee cannot contract with any teacher whose certificate of qualification shall not cover a period at least as long as that covered by the contract of service.

Very important is the amendment which provides that no person shall be eligible to the office of school commissioner who does not possess one, at least, of the following qualifications:

(1) A graduate of some college or university; (2) a graduate of a normal school; (3) holder of a State certificate; (4) holder of a first-grade certificate under the uniform system of examinations; (5) holder of a certificate of graduation from a teachers' training class.

The Stranger of last month says: "If you wished merely information, you could get more out of the encyclopedia in a day than you get out of school in a week; but if you wish power, if you wish the ability to do, you will get power from the study of physics—a power of a different kind from Latin, and a third kind from mathematics, if your study of these subjects be intensive and extensive, making you a master of them."

It is not our purpose to enter into a discussion of individualism in teaching only so far as it may apply directly to the subject in hand, but this much is certain: Any proposed method of psychological study that will enable the teacher to reach these individual cases, to understand their special wants and needs, their weaknesses of mind and of body, is worthy of the most careful consideration and investigation. As this article is from somewhat of a pedagogical standpoint, we need not touch the questions of transcendentalism and sensationalism as sources of first truths. While they are speculatively interesting, they have nothing to do with the subject thus briefly discussed.—*The Crucible*.

Nine-tenths of the public school teachers of to-day who seem unable to discipline their schools, are working against themselves by being too sedate and fixed-looking before their children.

Nothing can touch a child so quickly as talking in a droll way. Try it. I have, and found that my scholars worked harder, are quieter, more useful and more mannerly if they find the school-room a place of pleasure rather than one of oppressiveness.—[*The New Education*.

REVIEWS.

Under the title of "America's Interest in Eastern Asia," the Hon. John Barrett, United States Minister to Siam, presents in the opening article of *The North American Review* for March, an impressive statement of the gross neglect of American maritime and trade interests prevailing in that part of the world, and points out the methods whereby a remedy may be obtained. An interesting paper on the "Revival of the Olympian Games," is contributed by Mr. George Horton, United States Consul at Athens, and in "Our Foreign Trade and Consular Service," Mr. Charles Dudley Warner deals most comprehensively with a very important subject. Under the caption of "The Excise Question," two carefully prepared contributions are given: The Hon. Warner Miller asking "What Shall We Do with the Excise Question?" and the Right Rev. Wm. Crosswell Doane, Bishop of Albany, considering the topic of "Liquor and Law." The third instalment of "The Future Life and the Condition of Man Therein," by the Right Hon. W. E. Gladstone, finds place in this number, and deals principally with "The Opinion of Natural Immortality." The Hon. George N. Southwick graphically describes the condition of "Our Defenceless Coasts," and Prof. N. S. Shaler, in a scholarly production, treats of "The Natural History of Warfare." A valuable and authoritative view of "Jamaica as a Field for Investment," by His Excellency Sir Henry A. Blake, Governor of Jamaica, will repay perusal. "Free Silver and the Savings Banks," elicits noteworthy opinions from Mr. John P. Townsend, President of the Bowery Savings Bank, New York, and Mr. Charles H. Smith, President of the Denver (Colorado) Savings Bank. A timely symposium on "Congress and Its Critics," is composed of such eminent authorities as Senator H. C. Hansbrough, of North Dakota; Representatives Nelson Dingley, Jr., of Maine, Chairman of the Ways and Means Committee; William Elliott, of South Carolina; George B. McClellan, of New York, and C. P. Taft, of Ohio. Other articles ably discussed are: "Recent Photographic Inventions," by Ellerslie Wallace, M. D.; "Woman's Wages," by Kate Stephens; "A Guerilla Eden," by Felix Oswald, and "Chemists as Leaders," by Peter Townsend Austen.

The complete novel in the March issue of *Lippincott's* is "A Whim and a Chance," by William T. Nichols, already favorably known to the readers of this magazine. It turns on a circumstance peculiar, but not without precedent in real life, the effort to find clues to property which has mysteriously disappeared with the owner's death.

Clare E. Robie sketches sharply and not admiringly the portrait of "A Labor Leader." Other short stories, both agreeably light, are "Miss Pettigrew's Silver Tea-Set," by Judith Spencer, and "Henry," by Mary Stewart Cutting.

Oliver McKee considers a topic now attracting general interest, the relative merits and disadvantages of "The Horse or the Motor." The architectural series is continued by Louis H. Sullivan, whose theme is "The Tall Office Buildings Artistically Considered."

Emily Baily Stone presents a picture of "Household Life in Another Century"—not the twentieth, but the fifteenth. Edward Fuller writes seriously and somewhat anxiously about "The Decadent Novel," and hardly dares to hope for another Jane Austen.

Three Ladies supply a sort of domestic trilogy. Jean Wright offers "A Little Essay on Love," which she handles in no sentimental vein; Agnes Carr Sage traces "The Evolution of the Wedding-Cake;" and Frances Courtenay Baylor has something to say "About Widows," with a view to their better provision in advance.

The poetry of the number is by Carrie Blake Morgan, Clinton Scollard, and Richard Burton.

RICHARD WAGNER.

Old deeds, old creeds, for centuries dead, rise out
The grave and swarm beside the storied Rhine;
The thunders of the heaven are girt about
With silver zones of melody divine.

RICHARD BURTON, in March *Lippincott's*.

During these months of extraordinary unrest in foreign politics, the *Review of Reviews* devotes its attention in large measure to international affairs. Its editorial department discusses matters in South Africa, the attitude of the great European powers, and the most recent phases of the movement among the nations for arbitration of disputes; the March number also contains a most timely article on "The Government of France and Its Recent Changes," by Baron Pierre de Coubertin; "A Review of Canadian Affairs," by J. W. Russell, and a character sketch of "Cecil Rhodes, of Africa," by W. T. Stead. It can hardly be said that the *Review of Reviews* is narrowly provincial in its outlook on men and events!

In a careful review of the South African situation, the editor of the *Review of Reviews* exposes in the March number the unreason-

able nature of some of the demands made by the "Uitlanders" on President Krüger's government.

In connection with an appreciative *résumé* of the work of the late cartoonist of *Judge*, Bernhard Gillam, the *Review of Reviews* for March reproduces a caricature of Gillam drawn by himself in 1891 and never before published. The artist is represented with his particular favorites at that time—Cleveland, Hill, Evarts and Butler—dangling on his fish-line.

The March *Review of Reviews* publishes three articles of especial interest to women. Mrs. Ellen M. Henrotin, President of the General Federation of Women's Clubs, briefly describes that movement; portraits of the officers of the organization accompany her article. Mrs. Helen Campbell writes on "Household Economics as a University Movement"—a topic which to most readers, we imagine, is decidedly new, though Mrs. Campbell has herself given one course of lectures on this subject at the University of Wisconsin, and similar work has been begun at other institutions. Dean Marion Talbot gives an account of an interesting investigation of food-supplies at the University of Chicago. This practical study of dietaries is a matter of much concern to all housekeepers.

The *Review of Reviews* for March presents, in compact form, the most valuable material yet available concerning the new process of photography by cathode rays. A translation of Professor Röntgen's own account of his discovery is given, together with a portrait, a reproduction of a photograph of a living hand taken with the "X rays" at Hamburg, Germany, and other illustrations.

An enlightening article on "The Government of France and Its Recent Changes," appears in the March *Review of Reviews*, from the pen of Baron de Coubertin, a Frenchman who enjoys an intimate acquaintance with American institutions, and is therefore able to adapt himself to American readers.

"A Review of Canadian Affairs," by J. W. Russell, in the March *Review of Reviews*, suggests and answers several interesting inquiries relative to the political and other concerns of the Dominion. The main issues of the approaching general elections—the protective tariff and the Manitoba school question—are concisely defined, economic conditions are described, and proposed reforms clearly outlined.

In the *Review of Reviews* for March, Mr. W. T. Stead tells the story of the man who went to Cape Colony for his health and remained to become the "Napoleon of Africa." Mr. Stead has followed Mr. Cecil Rhodes in every step of his wonderful career of achievement, and, knowing the man, says confidently that he will emerge from the present trouble with heightened reputation and a temperament that has been chastened by adversity.

The *School Record*, published at Wooster, Ct., and edited by M. R. McElroy and W. W. McIntire, is a journal of practical education. It opens with a bright article by Dr. J. J. Burns, on "English." The main idea brought out is the necessity of making sure of the author's thought on any subject, and the stimulation and correct expression of the pupil's own. A specimen lesson entitled "The Corn Song" is given by way of illustration. A full description of the "National Superintendents' Meeting," held at Jacksonville, Fla., is given, and a large portion of the magazine is devoted to news notes from the three counties of which it is the official organ.

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