

THE NORMAL COLLEGE ECHO.

A COLLEGE JOURNAL DEVOTED TO EDUCATION.

VOL. V.

ALBANY, N. Y., MARCH, 1897.

No. 8

DISSATISFIED.

IT was out in deep midocean and the waves
were rolling high,
And vast gloomy clouds were gathering 'twixt
the water and the sky,
When we heard a frightful screaming and the
shout, "Man overboard!"
Eagerly we watched the sailors as the little
boat was lowered.
We could see a young man floating, holding
on, as best he could,
To the only thing that saved him — 'twas a
slender piece of wood.
Nearer came the boat to rescue and it seemed
so small and frail
That we feared lest ere it reached him his
poor waning strength should fail.
Then we saw it draw up to him and we watched
them take him in,
Dripping wet and quite exhausted and his
face so pale and thin.
Back they came — strokes long and even —
breathlessly we watched them pull,
Fighting with the wind and water and the
boat was almost full;
On and on till they had reached us and were
safe on deck once more,
And another brave deed added to the sailors'
goodly store.
Then we sought the rescued trav'ler — none
more thankful there than we
That he had so soon been rescued from the
terrors of the sea.
As we spoke thus to him, feelingly, imagine
our surprise
To see him turn and look at us with sorrow
in his eyes.
"Yes, friends, you tell me what is true; I
surely ought to be
Most thankful to have safe escaped the dan-
gers of the sea.
Yet I really cannot help but grieve to think
how very bad
Their method was of saving me — no point
or plan it had.
You all knew what the matter was, but 't was
not given out,
I cannot think what such brave people could
have been about."
And he passed on to his stateroom while like
this his musings ran:
"They were really quite brave fellows, but
they failed to state their plan."

MARY A. BUTTLES.

THE NEW PSYCHOLOGY.

DURING the past year four hundred
and fifty of the most famous psy-
chologists of the present time met in
Munich to discuss and study psychology.
This, the Third International Psychol-
ogical Congress, represented the devel-
opment of what is called the "new"
psychology from the physiological psy-
chology of the first congress, and the
experimental psychology of the second.
At first, calling itself physio-psychologi-
cal, in opposition to the old Hegelian
idealism, it claimed to be the beginning
of a science; then, with enlarged bound-
aries, it dropped its first name, and
called itself experimental. Now the
territory has been further enlarged, and
experiment and observation having been
acknowledged as necessary, it has taken
the simple name of psychology.

The subjects discussed by the last
Congress classified themselves naturally
under five heads:

I. Anatomy and physiology of the
brain, and the psychology of the senses.

II. Psychology of the normal in-
dividual.

III. Pathological and criminal psy-
chology.

IV. Psychology of sleep, dreams,
and hypnotic states.

V. Comparative psychology, and psy-
chology applied in teaching.

In these two things, then, is the
"new" psychology *new*: (1), in its new

standpoint, and (2), in the results it has obtained from the new standpoint. Let us consider these a little further.

I. *The new standpoint of psychology.*—The most superficial thinker has heard of the everlasting contention between spiritualism and materialism. Which side does the new psychology take? Is it spiritualistic or materialistic? It is neither. It says: "Be gone, you are both beyond my ken. I will have nothing to do with either of you. You are both meta-physicians; while I will be a scientist. You may both be right; but it matters not to me." So the new psychology studies the data of consciousness as an astronomer studies the data of the heavens. The old materialist and spiritualist had always pre-supposed something behind these data of consciousness—the materialist matter; the spiritualist spirit. Either may be right; but they belong to a world which the new psychology does not enter. The new psychology discusses the facts of consciousness, and does not attempt to go behind them. Here, for example, are any facts of consciousness that you please, *i. e.*, feelings, sensations, impulses, thoughts, etc. Such facts are given; but they have two sides—an inner or mental side, an outer or body side. These sides are called body and mind, for want of a better name. What they are, psychology does not discuss; but it discusses the relations between them. The psychical must always be discussed and stated in psychological terms. This, then, is the standpoint of the new psychology; a scientific discussion of the relations between body and mind, *i. e.*, between the inner and the outer world.

An extreme exemplification of the new psychology is the notable James-Lange theory, that we do not laugh be-

cause we are glad or cry because we are sorry, but we are glad because we laugh and sorry because we cry. The bodily state is the cause of the psychological state, and not *vice versa*, and must be stated and investigated in physical terms. Am I in love? What are the physical accompaniments or causes of my mental state? What, mathematically and physically stated, are conditions of the emotion love? What are the physiological accompaniments—*i. e.*, how does my heart beat, my temperature rise? Does the blood fill my cheeks? Am I angry? What, stated in exact statistics, are the causes of anger? What are the physiological conditions—do I stamp, clench my fist, flesh my teeth? Am I remembering? What time is required to remember different objects and under differing conditions, such as repetition, diverting objects, etc.? Or is it will-power to be tested, or attention, or discrimination, or perception? All mental states must be stated and tested in physical terms. The psychological laboratories of the different universities are used to measure and test in all sorts of ingenious ways and mental states through the bodily states. The most notable laboratory in the world is that of Prof. Wundt, at Leipzig; the most complete in its appointments is that at Harvard. Inasmuch as the investigations extend over so large a territory, as I have before stated, there can be scarcely any subject that could not be legitimately studied from the "new" psychological standpoint in a psychological laboratory.

II. *The Results of the New Psychology.*—It would be impossible, as well as wearisome, in so short a paper, to state the results of the new psychology, even if any one man knows all the results. Such a statement would be a

series of statistics. The content of consciousness has been divided into its element by the psychologists, and then these elements studied in their relations. The elements are the several sensations, viz.: hearing, sight, smell, etc. In studying the elements of consciousness, the relations, above described, between the inner and the outer world have been statistically stated with painstaking care. For example, the sounds that the physicist classifies into tones and noises are studied in their psychological relations. What physical conditions give me the comfort of a tone or melody? What give me only noises? Why should certain vibrations of the air be pleasing and others (noises) displeasing? These and many other questions have been raised and answered in regard to the sense of hearing. With reference to the sense of sight, what physical conditions give us the sense of color, what of non-color? What is color saturation? What psychological state is it that gives rise to deceptions in forms and colors? Do certain colors affect certain sounds?

The same method has been pursued in reference to the senses smell, taste and touch. The results obtained have not been, in the majority of cases, novel results; they have usually been the corroboration of what we have already known, *a priori*. A real discovery, however, was made when it was proven that not only historically have all the senses been derived from the sense of touch, but that within the sense of touch are latent and partly developed senses; so that the *old-fashioned notion of the five senses vanishes*. There are, besides the five senses, the pressure sense, the cold and hot sense, and the pain and pleasure sense. Investigations are going on to ascertain, if possi-

ble, if there be special nerves for pleasure and pain.

It is easily proven that there are special nerves for cold and heat, for if a cold iron nail is passed over the skin of the arm, only in spots will it be felt cold. Whether there are special nerves to carry pleasure and pain is quite uncertain. At any rate, the *a priori* notion of Leibnitz that pleasure is positive and pain negative, and that of Schopenhauer that pain is positive and pleasure negative, could never have been stated by those intelligent minds had they lived among modern psychologists. *Pain and pleasure are both positive.*

The psychological elements, *i. e.*, sensations, are thus studied separately. In actual life, however, no one sensation comes alone. It always occurs in combination with others. Sounds, sights, smells, tastes, and touches occur in conjunction. The world in which we live is very complicated, because it is constructed in various ways out of the differing elements. For example, I am now sitting on the Schlossberg, at Freiburg, with many colors before my eyes — greens, browns, reds, etc., in many forms, regular and irregular. These colors and forms are what my eyes really see.

But I seem to see what I call the Black Forest and the Höllenthal and the city on the Driesam. The noise I now hear is only certain air vibrations, but I call it the bark of a dog, and vibration of the air near me a baby's prattle. That is to say, my psycho-physical organism reacts upon my sensations in such a way as to construct a world that I call the Black Forest, the Höllenthal, and the city of Freiburg. One can easily see how profitable the field of our actual life is for psychological investigation. Why and how are certain colors

and sounds associated and not others? What is the object I perceive? How do I perceive it? How do I remember? How make the present world fit the past?

In regard to the question of free will the psychologist would say, "I know of no supernatural, motiveless part of the human personality. Man is free to act as he is constituted to act. Nevertheless, the will is not determined by a 'single' sensation, feeling, or desire. *The freedom of the will is this: The psycho-physical personality, as a whole, reacting on the outer world.*"

As to self-consciousness and the unity of the self, the psychologist answers that the feeling of self-consciousness is the *general feeling* that arises when the psycho-physical personality reacts upon the outer world.

The "new" psychology is weak at many points. In spite of the boasts of the present generation of Germans that the new psychology is scientific and not metaphysical, the words of their own Jean Paul point to one of the dangers to the new science in the hands of a German. "The kingdom of the English is the sea; that of the French, the land, while the German owns the kingdom of the air." The new psychology claims only to be in its beginnings. Its future will be safe and its effect salutary if it be not overwhelmed by highly inventive theorizing.

FIRST OF MARCH.

The Summer's in her ark, and this sunny-
pinioned day
Is commissioned to remark whether Winter
holds her sway;
Go back, thou dove of peace, with the myrtle
on thy wing;
Say that floods and tempests cease, and the
world is ripe for spring.

THE PROBLEMS OF A STUDENT'S LIFE.

THE present age is witnessing a rapid and remarkable progress in civilization. To day questions the theories and practices of yesterday, while tomorrow will spurn a greater portion of them as false and useless.

In the midst of this onward rush and hurry, if we would keep abreast of the age, we should seek first of all to know our own capabilities, and then learn to apply them systematically.

The three great problems for a student to solve before entering upon the arena of life are concentration, application and individuality.

We have chosen the noble and honored profession of teaching for our life work. A profession, in itself, ever laden with cares and responsibilities, and, hence, before we can hope to instruct others in these problems of life, we must make them a part of our own life.

The problem of concentration is, doubtless, the most difficult to solve, and the one which so few of us do finally master.

To cope with it successfully, we must bend all our energies in one direction, make ourselves oblivious to all else around us, and concentrate our mind wholly upon the one subject under consideration.

It is a problem which is not mastered in a day, a week, or a month, but only by constant and persistent effort.

If we can master it to some degree, we have, at least, found a means for a more proper division of our time. Then we can more easily master our daily lessons, have allotted times for rest and exercise, and still find time to make ourselves conversant with the best literature and current events of the day.

The second problem is fully as important as the first, and altogether as essential for ultimate success.

The student who fails to make a practical application of the talents which he possesses, can never hope to deal effectively with the problems which are sure to meet him in after life in the profession which he has chosen.

No matter how well versed the student may be in literature, mathematics and the sciences, or how conversant he may be with the best methods of teaching these subjects, if he cannot make a proper application of this knowledge, it will avail him but little:

In every walk in life, the men who have become masters are those who not only know the cause of things, but can make this knowledge effective upon the issues at hand.

The last and the proper culmination of all the problems, is the one of individuality, or self-dependence.

The world to-day desires not the man who guesses and thinks, but the one who knows; the man who has courage and stamina to stand up for that which he believes to be right.

This power of individuality is not acquired by leaning wholly upon some one else, by the *injudicious* use of a text-book or note-book, or by trying to obtain a higher mark by the expression of thoughts borrowed from others.

The only true way to acquire it is by the careful study of one's own aptness, by thinking for one's self, by fostering a unity of mental and moral purpose until the man is himself, and not the shadow of his next door neighbor.

Let us then, as students and expectant teachers, so cope with these problems that we may be able to make them of invaluable service to us in the future.

UNO, '98.

WHO WON?

JOHN EDMUNDS and Harry Peck were firm friends. They had been friends in school; they had entered the same class at the same college, and had remained as intimate friends as before. Each made new friendships, but none so strong as the old tie.

But they were also rivals. There was a scholarship to be awarded at the end of the Junior year to that member of the class who had excelled in the Greek and Latin work of the course. From the beginning John determined to win that scholarship. He was ambitious; his brother had taken it before him and he wished to do as well; and not the least motive was the knowledge that, though not needy, two hundred dollars extra would be convenient for Senior year. So he "bohned in" and kept his own counsel.

Harry, on the other hand, affected a fine scorn for fellows who worked for prizes. Yet he recited brilliantly, for he was fond of the classics. During winter term Sophomore, Harry's father visited the college, and one of the faculty dropped a hint that Harry had an excellent chance for the classical scholarship. After that Harry's ideas of men who work for honors suddenly changed, as such ideas will when a prospect of winning is held out to one, and he began steady, persistent work to win the classical.

Neither John nor Harry spoke of his intention to the other; but it soon became evident that the prize lay between them. Then they talked it over frankly and promised faithfully that it should be a fair "scrap" and the best man's "set up." They still "bohned" out their work together, but afterwards each worked hours by himself, perfecting his preparation. They were honest-hearted

fellows, and both strove to be generous in the contest. But each wished for that scholarship with an increasing intensity, and each, though he would not admit it to himself, knew in his heart that he had rather be beaten by any other fellow than his friend.

As the contest came towards its end, it seemed impossible to avoid a feeling of restraint in regard to the topic, and each sometimes wished he had never entered the contest against his friend. It was an amazingly close contest, too, and must have puzzled sorely the good professors who were the apostles of antiquity in the college. John was steadier, but Harry was clearer in statement and surer in examinations. "Who will take the classical?" became a popular question among their classmates.

Now, although our heroes had worked so hard for the scholarship, they were by no means bookworms. For it is not true, dear reader, that to win a college honor one must isolate himself from the college world, and become narrow and mean and one-sided. On the contrary, John and Harry had always taken a prominent part in the athletic and social events of college life.

"Going to take a girl to the 'Senior'?" asked Harry as they met to bohn Latin one day, two weeks before the end of spring term.

Oh, I don't know, are you?" answered John, as a true Yankee should.

"I should think so, decidedly," replied Harry, with the air of a man who has drawn a prize; "I have invited Cora Williams, and she writes that she will be delighted to come. I'll have the prettiest girl and the best dancer on the floor. Every fellow there will —"

"Oh, come now, you needn't rave so over a girl we have both known all our lives," said John a little testily. "We've

got a mighty long lesson to get out, and we ought to be at it. One would think you were stuck on Co."

"Well, may be I am, but you needn't get so hot about it; you'd better go fan yourself. Anyhow I'll have a big time Commencement, if it wasn't for that blamed scholarship. I wish old What's-his-name had left his money to an orphan asylum! If I win, I'll feel like a sheep dog; and if I loose I'll hate you for — a week."

"Lose nothing," grunted John, "your bull-headed luck will pull you through anything."

"A fellow might think you were jealous," remarked Harry carelessly, mistaking the temper of his friend.

"Jealous of what?" cried John, angrily, "if you aren't going to work, I'm going to quit!" and he stalked out of the room, mad at everything and everybody without knowing why. Everything was going against him. Only that morning he had sent an invitation to Cora Williams and now Harry was ahead of him. All right; what did he care? Harry could take the classical, too, and he didn't care a blank for that either. Luck was always against him. Down town he went, fast as he could walk, and asked the one girl in the town whom he specially disliked, to attend the "Senior" with him. He wished to spite some one, so he spited himself.

Then he began to see how silly he was. "What an unreasonable ass I am," he said to himself, and hastened back and apologized humbly to Harry, who laughed at him for his solemnity.

But though he repented and apologized, he had hard work to keep down the feeling that he was an injured party. His "blues" became chronic, and he felt like a martyr to a lost cause. He gave up all hope of the scholarship and

conceded it to Harry regularly, twice each day, while Harry laughed at him and tried to cheer him up.

Miss Williams arrived on the last day of the term. When Harry asked John to call with him in the afternoon, John brusquely replied: "No, I think not. I've got a bad headache," but immediately he repented and said yes, he would like to go. So he went, and conversed solemnly with Cora's chaperone while Cora chatted gaily with Harry, and wondered what had come over the usually gay spirits of her old playmate, John.

He, of course, had a perfectly wretched time, and went back to his room and told himself he would like to know what was the matter with him. Was he such a fool as to care so much about that idiotic scholarship, or what was the trouble? But no matter how much he argued with or laughed at himself, he could not get away from his low spirits. Throughout commencement week he fluctuated between fits of despondency and of affected gayety. At the "Senior" he seemed perfectly entranced with his partner, so that that young lady, who had begun to think seriously on the fate of a college widow, took new courage. At intervals, however, John went out to meditate on the feasibility of engaging a needy Freshman to kick him.

Commencement Day came at last, and its prosy exercises. John listened with impatience to the long oration of the graduating class, to the valedictorian while he dispensed "free soup" to the trustees and faculty. The master's oration was the most brutally long of all; but at last the time for announcing prizes came. It was a moment of agony to John Edmunds and Harry Peck. Laugh or sneer as you will, when a fellow has worked three years

for a prize, carelessly at first, perhaps but with an ever-increasing interest, winning or losing becomes to him a thing of more than its actual importance. There is that in every normal young man that hates to be beaten, though defeat is no disgrace.

But the instant for announcing the classical scholarship came at last, as such instants will even when Prex is announcing. John's head swam and Prexie's voice seemed far away as it said: "The Johnson classical scholarship is awarded to Harry Anson Peck."

There came to John that sickening sense of falling, he gave a quick glance at Harry, where he sat with Cora; saw the flush of pleasure overspread Harry's face, and Cora's smile and her lips moving in congratulations; then he listened with the most eager attention while Prex read off the list of A. M.'s, D. D.'s. and LL. D.'s., which were conferred on the old grads. When the services were over he succeeded in going out with an indifferent air, and slipped away without meeting any of his intimate friends, whose condolences he knew he could not endure.

In the afternoon, resolved to put on a bold face and have the awkwardness over at once, he went down to call on Cora, expecting to find Harry with her. But much to his relief, she was sitting alone on the porch. As he came up the steps, she rose quickly and came toward him saying earnestly, "I am so sorry, John, I know you deserved that scholarship."

There was a tone in her voice and a look in her eyes that made the "blues" of three weeks fade away, and made his voice tremble with eagerness as he exclaimed, "If you mean that, if you really care, then — then I don't!"

We will not intrude on the next half

hour. It was lucky that porch was enclosed by luxuriant vines.

As John walked buoyantly down the street he met Harry. The latter flushed and stammered, and finally made out to say:

"Hang it all, John, I am awfully sorry about this thing; I hope you will forgive me."

"Forgive you!" echoed John, "forgive you for what? You won on the square. I shall be looking for that set-up."

"Poor John!" Harry was saying to Cora a moment later, "it makes me feel like a criminal to beat him."

And John was saying to himself, "Poor Harry, I hope he cares as much for the scholarship as I thought I did."

THE QUALITY OF BEING AGREEABLE.

IT might reasonably be supposed that good people would be agreeable, and bad people disagreeable; but this is by no means a fixed rule. There are many notable exceptions, especially among bad people, who are often delightful companions. They study to please, that they may cover up their faults of character. There is no reason, however, why good people should not follow their example in this respect. When they act naturally, they are agreeable; but some good men, with warm sympathies and great kindness of heart, seem to think that it is necessary for their own protection to put on a gruff, repellent manner. There are others who at heart are good friends, yet make themselves disagreeable to those they love by a bad habit of positive contradiction. All of us have a great deal of self-love, and we cannot regard as agreeable one who continually differs with

us, especially if he does so in an offensive way.

The agreeable man is always courteous and considerate. He keeps out of disputes and contentions, seeks to give utterance only to pleasant things, and if driven to contradict, does so in an amiable manner. He may or may not be as good and faithful at heart as the gruff disputant, who is apt to be boastful of his frankness; but the quality that makes him agreeable is his cultivated manner. Some people go so far as to deprecate politeness as a concession to hypocrisy, but it is really a manifestation of consideration for others. It is, of course, cultivated by hypocrites, and those who are excessively polite may be suspected of insincerity; but that is not a good reason why sincere people should not use it to make themselves agreeable. The otherwise good man who lacks politeness, or assumes a gruff, repellent manner, really sacrifices a part of his gifts, for very few people will discover his good qualities under his repulsive manners. Those who do may have patience to bear with him, knowing that his heart is right, but others will judge him by his manners, and, finding him disagreeable, will avoid intimacy with him. It is not enough, therefore, to be just or kind-hearted; one should also be agreeable in manner, and it requires very little effort to be so.

The foundation of agreeable manners is thoughtful consideration of others or true politeness. This does not imply any necessary sacrifice of frankness and honesty. Every one should cultivate this kind of politeness, for, in so far as it helps to make one agreeable, it extends his opportunities for usefulness, and helps to give full play to his other good qualities.

EX-PRESIDENT CLEVELAND.

MR. CLEVELAND has just closed what, in many respects, is the most remarkable career of any American. General Grant's rapid rise from the farm to the command of the Union Army, and then to the Presidency, reads almost like a fairy tale, but we must remember that General Grant had been trained in this profession, and that he was rewarded for his services by being called to preside over this great nation. It was not so with Mr. Cleveland; an inconspicuous lawyer in an interior city and unknown outside of his own county, he became Governor of the Empire State and President of the United States within two years of his first introduction to an enlarged circle of acquaintances. Unlike his predecessors, his experience in public affairs amounted practically to nothing, previous to his election as Governor.

When he assumed his great responsibilities he was entirely unembarrassed by them and ordered the leaders of his party about as though they were boys or inferior clerks.

Notwithstanding errors which crippled his party; in spite of manners which alienated the party leaders from his support, he declared his own renomination and formulated the plan of campaign. Beaten in his second appeal to the people, he retired to private life, to all intents and purposes a discredited man, who had led his party to disaster. But, a few years later, he came to the front again, was renominated, and, stranger still, elected. Surely this has been a most remarkable career in American public life. During his public life of twelve or fourteen years, he, by his manner of treating his political friends, has cast them nearly all off, and now, as he retires, he carries with him only such

affection as is purely personal. Mr. Cleveland has been honest though ignorant, and has had the courage of his honesty and of his ignorance, the natural consequence of which has been errors of great magnitude. With many of his policies we have disagreed; but his honesty and courage we admire, and now that his public career is closed we wish to say that he takes into retirement our cordial respect.

A BUSINESS OFFER.

ONE day a young man found a kindergarten in his line of travel, and being unfamiliar with the genius of new education, he went in, asking if he might watch the exercises for awhile. He stayed the whole morning. After the children were dismissed he lingered and asked the kindergartner, as her work was so easy and pleasant, if she would not like to use her spare time afternoons, he understood she had nothing to do, in taking the agency to sell some flavoring powders which he handled. Quite a superior article, he assured her; the W. C. T. U. recommended it highly. But the kindergartner, though never doubting the virtues and selling powers of his flavoring powders, was forced to decline his offer, as her spare time was a very minimum quantity.

MARILLA HOLDS HER OWN.

MARILLA dear is always calm,
No ills or cares can scare her rest;
No matter what it is that haps
She's always just so self-possessed.

And though most urgently I plead,
And many times my suit have pressed,
And asked her for her heart and hand.
She's still entirely *self-possessed*.

IN some countries of South America they use eggs for currency. Of course, there is a great deal of bad currency in circulation.

The Normal College Echo.

Published Monthly by the Students,

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

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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.

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

WEED-PARSONS PRINTING CO., - PRINTERS.

EDITORIAL NOTES.

LEARN to labor and to plan.

Wanted, at the ECHO office, voluntary contributions of poetry.

A little care on the part of students will keep the books in the library in far less confusion.

We wish to extend our thanks to those friends who, appreciating our efforts, have remembered us with their words of cheer and good wishes for the continued success of the ECHO.

We prophesy that the Township System of Schools will not pass at the present session of the Legislature.

Through a slight misunderstanding we fail to have any book or magazine review this month, although the review editors did their work.

PRESIDENT M'KINLEY'S CABINET.

PRESIDENT MCKINLEY after consulting with delegations from every part of the country, has completed his cabinet, which promises to be a working and harmonious body.—Secretary of State, John Sherman, of Ohio; Secretary of Treasury, Lyman J. Gage, of Illinois; Secretary of Navy, John D. Long, of Massachusetts; Secretary of War, Russell A. Alger, of Michigan; Secretary of Interior, Cornelius N. Bliss, of New York; Postmaster-General, James A. Gary, of Maryland; Attorney-General, Joseph McKenna, of California; Secretary of Agriculture, James Wilson, of Iowa.

What strikes one instantly is that in choosing his secretaries, Major McKinley has given the greatest weight to the value of experience in public affairs and success in large private undertakings.

STUDENT life is more than a curriculum. The young man or woman goes from the home with its narrow horizon to the broader world of young intellects, and what is gained or lost, the changes wrought by attrition, make character for life. Nothing is so needed in student bodies generally as strong religious life. One means to this end is the college prayer meeting. It makes for high endeavor and lofty ideals.

Those who miss the four o'clock Sabbath meetings deprive themselves of a great deal. If you do not attend at any other place we should be pleased to see you present each Sabbath.

THE lack of that spirit of amity and unanimity which is so much to be desired in our colleges, is keenly felt in some of our institutions of learning. By college spirit we mean a general feeling of good fellowship among the students, a willing support of all worthy movements inaugurated by them, loyalty to the college in all its connections, an aroused enthusiasm in its organizations. Youth is the period of life in which such manifestations are expected, the absence of which is so often indicative of failure in life caused by want of animation and energy. That this spirit is productive of much good is easily perceived where it exists. The student body, coming from different grades of society, is brought together on a common level. The barriers which would naturally arise are removed, all are benefited, for associations have much to do with progress.

We know that such an atmosphere assists in producing better men and women. A vibratory wave is set in motion, animation exists, the honor and reputation of the college is held in remembrance. It does more—it engenders such a love and reverence for the “educational home” that the alumnus manifest it in thought, praise and occasional presence.

All encouragement, then, of that fraternal spirit which is true, noble and lofty! You can encourage it in one way by being loyal to the college paper. You are not loyal if your name is not on the subscription list. Another way is to assist us by contributing literary productions.

THE TRIALS OF AN EDITOR.

[The following will explain two things, at least. One is, why the editor is getting thin; another is, why the paper is thin.]

THE trials of an editor of a college paper are many. In the first place,

you suddenly discover that people are divided into two classes: First, those who can write and won't; second, those who can't write, but are aching to put their souls on paper. You go around on your knees, trying in vain to persuade the first class to write; then you go around in sackcloth and ashes trying to mend the manuscripts of the second class. The fear that there will not be enough copy haunts you like a nightmare. You are firmly convinced that inside of a week you will be a “penny-a-liner.”

At last the copy goes to the printer and you wait for the proof with bated breath. You rush to your associate editor's room when it comes, only to find her preparing to go to a fraternity meeting. You swallow a sigh, telling her to go and have a good time, then you settle down to business. Things begin to grow complicated, lines are transposed, words fatally twisted, while the punctuation would puzzle a professor in English. Finally it is finished, and you roll into bed to dream that you are a symbol in chemistry at 4:03 A. M.

The next day, when you are peacefully making a call as a slight diversion, you are relentlessly pursued by the imp from the printing house, demanding more copy. You sit down and write locals like the wind. Just as you come to the place where you positively don't know another one, the godmother of the paper appears, waves her wand, and presto! change! the column is finished.

The paper is out. You pass groups of students reading the “Locals and Personals” and try to think that they do not regard you with an evil eye. You get a copy yourself, look it over with a queer feeling of never having seen the contents before, think it is fearfully stupid, and mutter under your breath, “it is no snap to be an editor.”

THE TOWNSHIP SCHOOL SYSTEM.

THE Department of Public Instruction proposes a very radical change in the school system of the State. A bill has been introduced in the Legislature by Senator Mullin which provides for what is known as the Township System of Schools. The bill has been drafted on what is known as the optional plan—that is, it provides that there shall be submitted to the next annual town meeting after the passage of the act, to the inhabitants of the various towns of the State, the question: “Shall this town adopt the township system of schools?” A separate ballot-box shall be provided and the question shall be voted on by separate ballots. Any town voting in the affirmative upon such proposition shall hold a special town meeting on the first Tuesday in June next thereafter, for the purpose of electing six school directors for such town, who shall hold office, respectively, for one, two and three years. Their successors shall be elected for three years.

It is provided that the supervisor of the town shall be *ex-officio* a member of said board. Such board shall have entire control of all the schools to be maintained by them in the town, and may provide for the transportation of public expense to such schools as they may decide to maintain, and are charged with all of the duties imposed by the consolidated school law upon boards of education in union free school districts with reference to the maintenance of the school systems in their various towns. They may maintain all the schools now existing in the towns under their charge, or they may consolidate the schools and maintain only such as in their judgment are most desirable for the educational interests in their town. They are empowered to incur expenses necessary

and sufficient to maintain the school system without submitting to the inhabitants of the town a proposed appropriation for such purpose, with the single exception that where a new school-house is to be erected, or a new site purchased, such proposition must be submitted to the town meeting to be voted upon as are other town appropriations.

It is expected that a large number of the towns will adopt the system, and the department feels that it is better to demonstrate the economy of the system by its practical application in such towns as desire to adopt it, confident that others will be induced thereby to take advantage of the expediency of the system offered by the township plan, and eventually do away with the district school as it is known in the State at the present time.

This proposed change has been agitated for upwards of twenty years. There are at present in the State about 11,000 school districts. Nearly 4,000 of these have an average daily attendance of less than ten pupils, and there are many districts of the State that maintain a teacher by the State teachers' quota of \$100 apportioned to each district, maintaining a teacher for a period of thirty-two weeks, where there are no students in attendance. The property in that district thereby escapes all taxation for school purposes, while in the adjoining district property of the same valuation is sometimes very largely taxed to provide the school facilities. Under this bill the townships which adopt this plan will have a uniformity of taxation.

It permits a better grading of the schools and classification of pupils. Consolidation allows pupils to be placed where they can work to the best advantage; the various subjects of study to be wisely selected and correlated, and

more thorough work can be done in special branches; this will quicken public interest in the schools, lead to better attendance, better school buildings and better equipment. All these naturally follow a concentration of people, wealth and effort, and aid in making good schools. The large expenditure implied in these better appointments is wise economy, for the cost per pupil is really much less than the cost in small and widely separated schools.

It insures the employment of and retention of better teachers. Teachers in small ungraded schools are usually of limited education, training or experience, or are past the age of competition. The salaries paid in city and village schools allow a wide range in the selection of teachers. Under the board of directors the affairs of the schools would be managed with a business system, and would have a more intelligent and progressive class of school officers. It would make the office of commissioner far more effective, as his plans could be concentrated into something tangible. The Compulsory Education Law could be enforced more easily. These reasons for adopting this system have great force with people interested in the proper education of the coming generation. There are, however, objections raised to this plan, some of them frivolous, others deserving careful attention, chief among which are: Depreciation of property in districts where schools are closed dislike to send young children to school far from home, away from the oversight of parents, and to provide a cold lunch for them rather than a warm dinner; danger to health and morals; children obliged to travel too far in cold and stormy weather; obliged to walk a portion of the way to meet the team, and then to ride to school in damp clothing

and with wet feet; unsuitable conveyance and uncertain driver; association with so many children of all classes and conditions; local jealousy; an acknowledgment that some other locality has greater advantages and is outstripping them.

Those who have had charge of this bill recognize the fact that it is far better policy to spend a few dollars in conveying, in severe and stormy weather and through drifts of snow, children who have no means of conveyance, to a well-appointed and good school, rather than to waste hundreds in planting small and feeble schools at their doors.

“It is chiefly by questions judiciously put to a child before you give him a lesson that you will be able to kindle his curiosity, to make him feel the need of your instruction, and bring his intellect into a wakeful and teachable condition. Whatever you may give in the way of new knowledge will then have a far better chance of being understood. For, you may take it as a rule in teaching, that the mind always refuses to receive—certainly to retain—any isolated knowledge. We remember only those facts and principles which link themselves with what we knew before, or with what we hope to know or are likely to know hereafter. Try, therefore, to establish, in every case, a logical connection between what you teach and what your pupils knew before. Make your new information a sort of development of the old, the expansion of some germ of thought or inquiry which lay hid in the child's mind before. Seek to bring to light what your pupil already possesses, and you will then always see your way more clearly to a proper adaption of your teaching to his needs.”

S. N. C. NEWS.

THE class of '98 have elected the following officers for the second semester of '97:

President — Mr. C. L. Reed.

Vice-President — Edith R. Esselstyn.

Secretary — Alice M. Merriam.

Assistant Secretary — E. May Tennant.

Treasurer — Mr. E. F. Green.

Assistant Treasurers — Miss Cleo Casler and Miss Alice Donnelly.

COMMITTEES.

Executive — Miss Ruth Norton, Walter Scott Clark, E. S. Martin, Miss E. M. Shaw.

Programme — E. F. Green, Miss Bertha Bagg, Miss E. May Tennant, Miss Alice Donnelly, Miss Hilt.

Social — Miss Mabel Honsinger, Mr. Patrie, Mr. Lang, Miss Faucett, Miss McKittick, Mr. Chapman.

Miss Alice Buttles has been visiting her sister.

Mr. Martin and Mr. Cook have been ill a few days since our last issue.

Dr. Milne has been confined to his room several days with a bad cold.

ETA PHI.

THE reception of the Eta Phi was given February 22. The Kindergarten room was liberally and artistically decorated with flags in honor of the day. Music was furnished by Mrs. Barrett, of this city, accompanied by Prof. Belding. The selections were exceedingly well rendered and much appreciated. The reception closed with dancing.

AT a recent meeting of the class of '97 the following officers were elected for the ensuing term: Mr. G. G. Groat was unanimously elected president; Miss Florence Foote, vice-president; Miss K. G. Breen, secretary; Mr. A. S. Cardus, treasurer. Committees are not as yet selected.

DELTA OMEGA.

THE Delta Omega guests at the reception given February 20, were delightfully entertained by Prof. Richardson's informal talk on "The Study of Poetry." The decoration and arrangement of the room left nothing to be desired, and as the professor rose to speak everyone knew there was an hour of pure enjoyment before him. Nor were we disappointed. Lover of poetry or not, each one left with a desire to know more of it.

ELIZABETH L. SHELDON.

WHEREAS, It has pleased our Heavenly Father, to take into His divine keeping our dearly loved classmate and friend, Elizabeth L. Sheldon, and

WHEREAS, She enjoyed the confidence and respect of all who knew her, both teachers and students, on account of her genial manner and the gentle influence of her Christian character;

Resolved, First, that we, the class of '98 of the State Normal College, do hereby express our sense of deep sorrow and loss in her death;

Resolved, Second, that we shall hold her memory as a precious legacy to call us each and all to a degree of fidelity we have not known;

Resolved, Third, that we sincerely sympathize with her bereaved family in their great loss, and trust that they may be comforted by the thought that though great is their sorrow, it comes from the hand of Him who has taken their dear one into His divine keeping;

Resolved, Fourth, that these resolutions be published and a copy of the same mailed to said family and spread upon the minutes of the class.

CHARLES W. ARMSTRONG.

CLARA PALMER.

J. LAURA JACKSON.

EVELYN H. TAYLOR.

MINA S. HONSINGER.

RECENT VISITORS.

Dr. Hunt, superintendent of schools at Corning, February 24.

E. D. Ingersoll, formerly president of the Ingersoll Investment Company, Denver, Col., now of Brooklyn.

ALUMNI NOTES.

'96. Blanche Willard, Schuylerville; Miss Snyder, Sandy Hill, and Miss Anna O. Ward, Kingston, visited the College recently.

'93. W. S. Coleman, Fort Edward, and Mrs. James Gatchelle, Watervliet, made a short visit to the College February 10.

'93. Allen H. Wright, in journalistic work, at Rome, N. Y., visited the College March 9.

'89. Miss Violet Watson and Miss Emma Leonard called at the College March 9.

'96. Miss Nettie M. Golden is teaching at Matteawan.

'89. Miss Lucy P. Morse is teaching at Jensen, Fla.

'52. Darius Rogers, of Mountain View, N. Y., died February 5, 1897, aged 73 years.

'95. Miss Jennie Gradam, who is teaching in the New Paltz Normal School, visited the college March 12.

HIGH SCHOOL NOTES.

THERE is a marked decrease in the number of tardy pupils.

Miss Olive Whale has been ill for several weeks.

Mr. J. F. Putnam spent Washington's birthday with friends at Hudson.

Mr. E. W. Van Hoesen, '96, who has been attending Union College, is ill.

A bust of Dante has been placed in the High School chapel by Miss Sherill.

The daily rhetorical exercises in the chapel are becoming a feature of this term's work.

May the class of '97 hold their commencement exercises in the college chapel.

Class of '97 motto, "Non quantum sed quomodo." Colors, sky blue and gold. Flower, forget-me-not.

A number of our students attended the joint exercises of the ladies' fraternities of the Albany High School on Friday last.

THE LOUD POST-OFFICE BILL.

HAVE you noticed an account of the Loud Post-office Bill? The very existence of collegiate publications is dependent upon this bill. It has already passed the House, and unless some great pressure is brought to bear upon the Senators it will pass the Senate. The proposed measure strikes a heavy blow at "sample copies," and goes on further, by excluding all second-class mail matter, which has not been ordered and paid for by subscribers. The fact that college publications have extensive exchange lists and that many copies are sent to friends of the students, is nothing new. However, should this bill become a law these privileges will cease, and, consequently many, of the collegiate papers will be compelled to discontinue publication. The great daily papers are probably behind this bill, and as their mail list is only a small portion of their circulation, they are not concerned, while the existence of the class publication owes its existence to the present second-class mail privileges.

ALL SORTS.

Q. Name a ballad of the Revolutionary period? A. Sheridan's ride. Q. By whom? A. Shakespeare.—*Ex.*

When does the moon get full? When it is up all night.—*Ex.*

Teacher — "How many weeks belong to the year?" Student — "Forty-six." Teacher — "How do you make that out?" Student — "The other six are Lent."—*Ex.*

A BIT OF LOGIC. — All ink bottles have certain characteristics. This ink bottle has these certain characteristics. Therefore this is an ink bottle.

DOMESTIC ECONOMY. — Question: "How does dishwashing rank in the household arts?" Answer. "It should be looked upon as a painful necessity that knows no law."—*Ex.*

Primus — "What would happen if Ireland should secure home rule?"

Secundus — "All the *sham* rocks would become *glad* stones."—*Ex.*

A new law in physics: The deportment of a pupil varies inversely as the square of the distance from the teacher's desk.

Teacher (who has spent a long time in making a scholar understand a very simple matter) — "If it wasn't for me you would be the biggest dunce in town."—*Ex.*

"I liked your sermon very much today," said an old lady.

"Indeed," responded the minister, evidently pleased.

"Yes," she went on, "it reminded me so much of one I heard when a little girl."

"Professor," said a graduate, trying to be pathetic at parting, "I am indebted to you for all I know." "Pray do not mention such a trifle," was the reply.—*Tid-Bits.*

ENGLISH OF TO-DAY.

If we can say of jumping,
Such an one did take a *leap*,
Pray tell me why is not the babe,
In crawling said to *creep*?

If we can say the lessons
By the teacher have been *taught*,
Why surely, then, the preacher good
Has all his sermons *praught*.

But that's the way with English,
For although the parson *preached*,
'Twould brand us as most ignorant
To say th' instructor *teached*.

Another thing that's puzzling;
If mouse has as plural *mice*,
Why don't we of a brown-stone row
Say they are handsome *hice*?

Else when of homes we're speaking
We group them all as *houses*,
Then a lot of tiny rodents
Rightly would be *mouses*.—*Ex.*

"Now, Willie," said the teacher as school opened, "you may recite your geography lesson. Where is Afghanistan?" Willie hesitated a moment. "Don't you know?" asked the teacher. "Yes, I've got it in my head somewhere, but I can't lay my brain on it just this minute," Willie replied.—*Ex.*

Teacher — "Now, Thomas, the square of the hypotenuse of a right-angled triangle is equal to the sum of the squares of the other two sides. Do I make myself plain that way?"

Thomas — "I guess so. Ma says too much eddication is what makes you so homely."—*Ex.*

A LESSON IN DIPLOMACY — Friend: "Say, Jen, how did you ever become engaged to George so soon, and he the son of old Moneybags?"

Jen: "Why he saw a photograph of mine made by Cornell & Dickerman, 67 North Pearl street."

AMONG OUR EXCHANGES.

THE *Art Education* contains an article entitled "Art Students in Paris — How They Live in Winter." For one interested in art or contemplating a study of art, this article would prove very interesting and, doubtless, helpful.

Our Animal Friends contains the address given by President Haines at the annual meeting of the American Society for the Prevention of Cruelty to Animals.

The Crucible, from the State Normal school at Greeley, Colorado, contains some very interesting matter in the alumni department. Various members of the alumni have written asking pedagogical and other advice, and this is given somewhat after the style of Ruth Ashmore's "Side Talks With Girls." Such a department might be made very beneficial and would tend to keep the alumni in close touch with the Alma Mater, but we think it would be hardly necessary to consider such questions as "Would you advise a teacher to wear a green necktie?"

The University Forum is always a welcome visitor. We have enjoyed the articles on historical subjects which have appeared in recent numbers.

Every teacher should read the articles entitled "Defective Eyes and Ears" and "Reading" in the February number of *State Normal Monthly* from Emporia, Kansas.

COLLEGE NOTES.

IT is said that China is establishing a university. The instructors are to be foreigners and the president will be an old tutor of Li Hung Chang.

Girard College is the richest college in the country, having an income of almost eleven and a quarter millions.

The University of Paris is considering the establishment of a degree especially for foreign students.—*Ex.*

The class of '97 at Hamilton College will leave as a class memorial a modern stone well-house built over an historic well upon the campus.—*Ex.*

Secretary of State Olney has been offered the professorship of International Law at Harvard.—*Ex.*

Harvard has the largest attendance of any college in America, and the University of Paris of any college in the world.—*Ex.*

Postmaster-General William L. Wilson has accepted the presidency of Washington and Lee University.—*Ex.*

During the last five years the University of Chicago has received as gifts, for grounds and buildings, \$2,150,000; for the Yerkes Observatory, \$400,000; from endowment and private gifts, \$9,412,000; the Morgan Park property, \$30,000. The total gifts from all sources amount to \$11,509,550.—*Ex.*

Bowdoin is trying an interesting experiment in the department of Latin and Greek. Tutors regularly meet the backward men and thus supplement the work of the professors.—*Ex.*

Three hundred and forty thousand dollars is spent annually by college students for fraternity jewelry.—*Ex.*

There may be a southern athletic league formed, embracing the leading colleges of the south, which shall arrange games in all departments of athletics.—*Ex.*

"Lives of bald-headed men remind us
We should choose our wives with care,
And, departing, leave behind us
Half our natural crop of hair.

EDUCATIONAL NOTES.

THE complaint the world has made against the teacher for a century has been that he is built on too small a pattern. Washington Irving and Dickens did not charge that the schoolmasters they portrayed were not able to teach the three R's; it was that this was all they could do. The sooner we get rid of the narrow-minded "school-masterish" souls and convince the world that teaching means vastly more than drilling children in reading, writing and ciphering, the sooner the teacher's office will receive the respect that is due to it.—*Teacher's Institute.*

Push, what is it? Webster defines it as "persevering energy," "enterprise." As a nation we have more energy and go-ahead than any nation the world has hitherto produced. There has lately come into conversational use a rather inelegant but forceful word which expresses what is meant by a man of push. It is the word "hustler." In these days of keen competition an individual without push is soon jostled aside and falls to the rear, while the "hustler" surmounts all difficulties and rides on to the heights of professional and business life. To-day the thoroughfares of life are crowded. If a person would win a remunerative or honorable place in the ranks of professional or business life, he must push for it.—*Ex.*

Mr. Jacques de Morgan, director-general of the antiquities of Egypt, has returned from a ten-days' expedition in the desert opposite Abydos. His time has been devoted to the exploration of prehistoric necropolises and to the gathering of new materials relating to the stone age in Egypt. His finds are of a nature corroborative of those made last winter.—*Ex.*

America is to have a series of games resembling the Olympic games revived with such success at Athens last year. *The Pennsylvanian* tells of the proposed movement. The intended carnival of sports will be held in Baltimore in 1898. A large structure modeled after the stadium at Athens will be built. Many Grecian games will be introduced in addition to our own familiar American sports. Three days will be devoted to the games in the stadium, two days to the rowing championship on the Patapsco, and the rest of the week to the wheel races.—*Ex.*

How to provide apparatus is a serious question in many a weak district, and the teacher perhaps remembers with envy and despair the costly pieces in the high school she last attended. Instead of feeling discouraged, she would do better to imitate her bright neighbor who sees in those poor conditions a golden opportunity to exercise the ingenuity of her pupils and to train brain and hand in shaping useful or beautiful articles. Incidentally, these pupils learn to overcome obstacles, to take a deeper interest in school, and to apply themselves to their studies with greater zeal. A wooden balance is worth more to the boy who makes it and to his companions than the most expensive scales that could be made of shiny brass. Which of these schools can justly claim the advantage.—*Ex.*

WITH A WITHE.—"Mary whipped Henry with a withe," said the speaker, and thirty school teachers present had to go to the dictionary to discover whether he pronounced the last three words correctly. Try it yourself and consult the "International."—*Ex.*

The Olympic games in 1900 will be held in Paris, and in 1904 will probably be held in New York.—*Ex.*

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

The teacher must work broadly. If he gets order simply by his own physical might, he proceeds narrowly. If he arouses the entire school to assist at all points, he cultivates character, and this is the great end. It is broad teaching to have a pupil feel that he is a helper to the beneficent objects the teacher aims at. The teacher and pupils are helpers one of another. And all teachers will agree that the main part of the education children get is obtained from their companions.—*Ex.*

“Spare the rod and spoil the child,” is a saying that was devoutly believed in until quite recently. When the rod was abolished in the public schools many thought the teacher would lose his power to govern. But he could not teach without governing in some way, and hence he set his wits to work to devise some new means, and he found them. He governs now better than he did in “the good old days” of the rod and ferrule. Anybody can govern after a fashion with a whip, because the little are always afraid of the big when the big can hurt. Any man or woman can make a child afraid with a club, but who can govern it without physical force? That takes not strength, but skill. It takes science and culture. It takes good manners.—*Ex.*

After waiting 1,900 years, the town of Venosa, the ancient Venusium, where Horace was born, has decided to erect a monument to him.—*Ex.*

THE GLACIAL EPOCH.—Another probable cause of the glacial epoch is suggested by Prof. Edward Hull, who deals with the effects that would be produced upon the Gulf Stream by the uprising of a submerged Antillean continent, and maintains that the current would thereby be compelled to flow directly northwards in the North Atlantic, and be deprived of about ten degrees of heat. The increased snowfall that would thus be caused over certain areas would tend to intensify the cold through all the adjoining tracts, and at the same time the glaciation caused would be intensified by the elevation of the land of eastern North America, and an elevation of Northwestern Europe, which is supposed to have occurred at the end of Pliocene times.—*Ex.*

ON THE theory that “turn about is fair play,” we ask the readers of the ECHO, in making their purchases, to remember those of our friends who have favored us thus far with their advertising patronage. We have reason to believe that all who are represented in our advertising pages are reliable and will treat you fairly. You will surely find this to be the fact if you tell them you saw their advertisement in the ECHO.

BACKWARD, turn backward, O time in your flight,
 Feed me on gruel again, just to-night.
 I am so weary of sole-leather steak,
 Petrified doughnuts and vulcanized cake,
 Oysters that sleep in a watery bath,
 Butter as strong as Goliath of Gath,
 Weary of paying for what I can't eat,
 Chewing up rubber and calling it meat,
 Give me a whack at my grandmother's jam,
 Let me drink milk that has never been skimmed,
 Let me eat butter whose hair has been trimmed,
 Let me once more have an old fashioned pie,
 And then I'll be ready to curl up and die.

Has it ever occurred to you

That the Normal College Echo is from our press?
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