

# LYRE TREE

Vol. 5      No. 3      October 22, 1926

- Page 1      Sophs Defeat Upperclassmen  
                Junior-Senior's Brilliant Aerial Attack Fails to Secure Game  
                Father Bull Speaks on "Economics of Kingdom of God"  
                        Stresses Need of the Application of Christian Principles to Our Economic Organization  
                Students Hear Talk on History of Costume  
                        New York Designer Traces "Four Hundred Years of Fashion"  
                Freshman English Prize Offered by Trustee  
                        \$100, Each Half of Which Is to be Given to Frosh Showing Greatest Improvement  
                Trustees Hold Quarterly Meeting  
                        Dr. Miller of Rhinebeck Elected on Board  
                Frosh Games Being Arranged  
                        Will Play Union Freshman Oct. 30
- Page 2      [Editorials]  
                Concerning Relations Between Faculty and Students  
                Lyrics  
                        An Estimate  
                        Economy  
                        Pensive  
                        Contributed
- Page 3      Alumnus' Book on Jefferson Highly Praised  
                Editors of Leading Literary Magazines Commend  
                        Albert J. Nock of Class of '92 for His Great Work  
                Prizes Offered For Essays on Thoughts of Youth  
                Frosh Groups Formed at Wesleyan  
                Salaries of Russian Professors Raised
- Page 4      Library Receives Gift of Books  
                Librarian Urges Better Observance of Library Rules  
                Dean Fosbroke Speaks at St. Stephen's  
                College Orchestra Being Organized  
                Next Concert by Well-Known Soprano  
                Basketball Progressing  
                Faculty Grading at Tufts College  
                        Bowdoin Editor Comments

## SOPHS DEFEAT UPPERCLASSMEN

Junior-Senior's Brilliant Aerial Attack Fails to Secure Game

Following their recent victory over the Frosh team the Sophs staged an enthusiastic contest against the combined Junior-Senior aggregation October 11th on Zabriskie field by defeating the upper classmen 10-7. Spirit ran high and the chances for victory looked like a 50-50 bet. The lack of practice told heavily on the Junior-Senior team, yet the Sophs were often in the danger of being overwhelmed by the admirable aerial attack governed by MacKean.

The Sophs elected to kick and placed the ball within reach of Meyer who was held without gain. The Seniors immediately kicked and the Sophs were stopped in their tracks. A wet field prevented many possible spectacular runs. A first down was scored followed by two passes which were grounded. Riccardi completed a short lateral pass with little gain. Wilson proceeded to punt, placing the pigskin on the upper classmen's four (4) yard line. Patterson returned a 45 yard kick from behind his own goal. Keen received it but slipped and was held. Riccardi displayed the extraordinary by completing a delayed pass from Keen and skimming around left end with some fast sprinting for the first touchdown. Wilson had the honor of kicking the point.

The Sophs again kicked, this time to Bookhout, who fumbles but recovers. Millington performed nicely on some line bucking by tearing through the Soph's line for three first downs. The upper classmen then lost the ball on a fumble. Wilson kicked short out of bounds. Kunkel completed a 35-yard pass from MacKean. Millington again displayed form by taking the pellet on a run around right end for a first down, placing it on the Soph's 5-yard line. Kunkel performed one of the thrills of the game by completing a pass amid a throng of Soph's behind their goal. Patterson gained the extra point by completing another pass behind the goal.

The under classmen were in possession of the ball in mid-field when the half time whistle blew with the score at a tie.

Millington kicked a short one to Burbank, who fumbled the wet ball but recovered. Immediately the Sophs took the offensive and it looked like another touchdown when Keen

(Continued on page 3)

## FATHER BULL SPEAKS ON "ECONOMICS OF KINGDOM OF GOD"

Stresses Need of the Application of Christian Principles to Our Economic Organization

On Monday evening, Father Bull of the Community of the Resurrection, Mirfield, England, and now giving tutorial courses at the General Theological Seminary, gave a lecture on a novel subject: "The Economics of the Kingdom of God." Father Bull, in preparing for the lecture, had gathered together so much material that he has decided to rearrange his thoughts into book form.

So many subjects were included in his discussion that it is possible to present only a few of them here. He pointed out that there are three distinct elements in religion, the institutional, the ethical and the mystical. Over emphasis on any one of these aspects of religion to the neglect of the others has prevented religion from realizing its full power. But there is another and very important demand on religion in the modern world; religion is challenged to face economics. If a religion cannot or will not consider economic problems, it is bound to be cast aside and to disappear. The proof of this statement can be realized by a consideration of the place of God in the average person's mind; the fad of atheism has passed but although people admit that perhaps there is a God, His place in the world is not considered important. Now, how can the church, as the guardian of God's interests on earth, discover the relations of man and God to an economic world?

First, as to ownership—God is the owner of all property. Man is but a steward who is to be rewarded according to his deserts. This general

## Students Hear Talk on History of Costume

New York Designer Traces "Four Hundred Years of Fashion"

On Friday evening, October 15th, the student body had the pleasure of listening to Miss Harriet Klamroth, of New York City, lecture on the topic "Four Hundred Years of Fashion." Despite the fact that her audience was almost exclusively masculine, her style as a speaker and the interest of Miss Klamroth's lantern slides gave her audience a very en-

(Continued on page 3)

teresting principle implies that property, instead of being held by force, as it now is, should be distributed as a reward for labor. Secondly, industry should be treated as a social good and not as a means to selfish gratification. Labor should not be degraded by being bought, as a commodity, in a market. Cooperation rather than competition should be the basis of industry. Right distribution of economic goods is the keynote for establishing a new order of civilization. All of these socialistic principles should be combined in a system of Christian socialism.

The term Christian socialism is used advisedly. It signifies a brotherhood founded on fundamental principles as laid down by Christ, "Love God and thy neighbor as thyself." Thus, a system involving three parties is advocated by Christ. Christianity is a three dimensional religion as opposed to the two dimensional religion of the old testament which united man and God in the great covenants. Christian socialism (as a constructive system), then, would go a long way toward solving the economic, social and religious problems of the modern world. But such an ideal system will not be realized in the near future. It is the duty of the Church, then, to avert the disaster which further extension of the present economic principles will bring and to face the economic problems of the world. It must be the leader in establishing a Christian socialism founded upon the teachings of Christ and consistent with the ideal solutions which the present economic problems suggest.

## Freshman English Prize Offered by Trustee

\$100, Each Half of Which Is to Be Given to Frosh Showing Greatest Improvement

Of interest to the Freshmen will be the announcement of an English prize that has not yet been listed in the catalog. This is the Hatfield Freshman English Prize, given by Mr. A. Hatfield, of the Board of Trustees of this college. The total amount is \$100, which shall be awarded in \$50 to the member of the Freshman class

(Continued on page 3)

## Trustees Hold Quarterly Meeting

Dr. Miller of Rhinebeck Elected on Board

Wednesday evening, October 20th, the quarterly meeting of the Board of Trustees of St. Stephen's College took place. This was a very important meeting, for, it is rumored that at this time the whole financial development of the college for the next few years was formulated.

The Board has a new member in the person of Dr. Philip Miller, of Rhinebeck, who succeeds Professor Charles Sears Baldwin, of Barnard College, New York City, whose term has expired.

Dr. Miller, who has been appointed for the term of three years by the Province of New York and New Jersey, is one of the best-known citizens of Dutchess County, and a retired physician.

## FROSH GAMES BEING ARRANGED

Will Play Union Freshman Oct. 30

The football manager for the freshman team has announced that two games have definitely been arranged for and that negotiations for a third game are under way. The first game will be with the Union Freshman, October 30th, at Union. The second, November 13th, is with Hudson High School, at Hudson. The third team which the manager is trying to book for a game is Kingston High School for Thanksgiving Day.

The squad, under the guidance of Coach Patterson, is practicing and progressing rapidly in preparation for the first game—with the Union aggregation.

The Class of 1927 has received the acceptance of Rev. Kenneth Bray, formerly of St. Stephen's faculty, to their invitation to preach the Baccalaureate sermon to them on Sunday, June 12, 1927. Father Bray is now Dean of the collegiate department of Nashotah.



## The Lyre Tree

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### CONCERNING RELATIONS BETWEEN FACULTY AND STUDENTS

One of the greatest advantages of a small college is the close informal relationship possible between faculty and students, from which we feel both may profit. The faculty member is able by this means to get the student's point of view and thus to understand those deeper problems of a student's life that are never touched in the academic connection. The student on the other hand can profit by the older man's greater experience in life and knowledge of affairs and be led to a better understanding of himself and his relation to society. It is in this relationship, let us call it companionship, between a professor and a student, that the real educative function takes place. Here the professor becomes an educator in the real sense of the word, rather than a specialist in some subject, since his personality enters more largely into the relation. The youth is not just part of a student body classified perhaps by a certain I. Q., and a certain degree of preparation. He is John Jones, an individual, a definite personality, different from all other personalities, which has its own important problems, distinct from those of other individuals.

The contact made in the classroom is at the worst not only useless, but dangerous, and at its best, highly artificial. It seems oftentimes an attempt on the part of the student to make the grade with as little work as possible; it is an attempt to outwit the professor, to make him

think we learn when we do not. And on the other hand, it seems an attempt on the part of the professor, by means of various tricks of the trade, to outwit the student and attempt to slyly slip a bit of knowledge into the head of the recalcitrant student without his knowing it, and against all his endeavor to evade it.

The cause of this curious state of affairs we will not attempt to touch here. What we do wish to say is that if the classes were informal, relationship could be established, the connection in the lecture hall would become less artificial, and the antagonism between faculty and students would largely disappear, since this contact will seem as part of a larger relationship, and the information gained from lecture and discussions on academic subjects, but a background and subject matter for discussing individual problems.

Now we feel that this relationship does not exist as it should at St. Stephen's. That there is that ceaseless antagonism between faculty and students in the class room, none of us can deny, although many of us evade it, and that there is no real companionship outside of classes except in a few individual cases, we all are certain. And yet why should there be an inside and outside of classes? Why should the professor and student each be one person in class and another without? Why cannot all our activities mold in together in the continuity of our life?

We hasten to say that we place the blame on neither faculty nor students. In fact we are wary about placing the responsibility on anything or anybody. We are attempting to understand rather than to criticize. It is often said that although this companionship is highly desirable, it is impossible, since the interests of faculty and students are so different. We don't think that this is a clear statement of the case. The student came to college usually with his interests unformed, undiscovered—and what seem to be interests in the more frivolous forms of college activity are but the courses of least resistance of an individual in the making. On the other hand the faculty member as a specialist may have his main interest in his research in some one subject. But his main function in relation to the student is that of an educator. We draw no conclusions in this problem. What we wish to say that we are not primarily youths, pleasure-loving, irresponsible, unthinking but youths, wandering, wondering and seeking.

In the light of what we have said above, we wish to say something about faculty and student cooperation in general student affairs. In this connection we will quote a paper on "Faculty-Student Cooperation" by Dr. Ernest H. Wilkins of the University of Chicago, and delivered before the Association of American Colleges in January, 1926. Dean Wilkins says:

"The persons who know most at any one time about the actual con-

ditions of college life and work are the students themselves—particularly of course the upperclassmen. They not only know conditions, but they feel about them and think about them. The traditional lines of least resistance for both thought and feeling are in the direction of negative discontent rather than of reflective suggestion. Yet the average intelligence of the typical college body is in reality high, and the intelligence of its ablest members is very high indeed; the typical college body is inherently idealistic, and its ablest members in particular are quickly responsive to a reasoned appeal for constructive service. It would seem to be the part of wisdom, therefore, that any administration seeking to improve the conditions of college life and work should utilize to the full the great potential energy of student thought and idealism.

"This does not mean that students should be set to work alone in vital matters—for they have not the maturity of judgment nor the fund of educational knowledge and experience, nor the training in investigative and legislative procedure which would render probable the attainment of adequate and tenable results. Nor should the administration and faculty work alone—since to do so would be to disregard first-hand knowledge and readily available working power.

"The improvement of the conditions of college life and work should therefore be, to a far larger extent than is at present the case, a matter of faculty-student cooperation.

"I shall endeavor in what follows to give first a brief account of recent experience in faculty-student cooperation at the University of Chicago."

Dr. Wilkins then goes on to describe the formation of a committee of students and faculty to investigate the problem regarding an organization of undergraduates which, although unimportant in itself, necessitated a knowledge of student opinion for its solution. He tells us how the discussion was at first rather awkward, the faculty members uncertain as to means of procedure, the students reticent and suspicious. But as they came to a better understanding of each other and of their intentions, the discussions proved most profitable, and furthermore, showed the practicability of student-faculty cooperation in matters of mutual concern.

Now there is in this college a student committee, the Student Council. Its function is not one alone of prohibition, to enforce discipline. Its higher function is to work constructively in student affairs. On the other hand there is a faculty committee. It is called disciplinary, but it is taking little advantage of its opportunities if it concerns itself solely with discipline. It could do much constructive work in matters involving the mutual activity of faculty and students. As it stands now the disciplinary committee is but a higher court of authority over the student council. Why could not these

## LYRICS

### AN ESTIMATE

Perhaps I am like some quite worthless book  
Written obscure, untruthful now and then,  
The type a little careless here and there  
Which once perused, is never conned again.  
Maybe I bear a soiled finger print  
Which soils the pristine whiteness of the page—  
Or yet mayhap a line of wisdom or of wit  
To grace the dullness of a speechless age.

The careless take me in their hands and read—  
And then forget, and seek a livelier book  
But some there be who reading smile a bit  
And deign oftentimes to take another look.

### ECONOMY

In my Economy I rate not only gold  
And toil and commerce and such gain and loss,  
As men may barter for in marketplace,  
Or ships upon the seas may toss.

I have not found that little metal discs  
Will purchase all the leisure and the ease,  
Or yet that luxuries of wealth and mind  
Will all the hungers of my soul appease.

I have not found abasement in my odds;  
Sad poorness comes not in an empty purse;  
These are but minor ills which I can stand;  
An empty heart, I think, perhaps is worse.

### PENSIVE

I must sit all the day,  
Silent, alone.  
Watching the embers die  
On my hearth-stone.

I cannot pass the door,  
Out on the street;  
Rather I listen here  
For your quick feet.

When they will sound again,  
I shall bestir  
From this dread twilight love  
To days that were.

—Contributed.

two bodies cooperate, by meeting, let us say, one night a week and discuss freely student affairs. We are sure that this would not only be most profitable towards a solution of problems of college life, but also would do much to bring about that closer relationship between the professors and the students that we think most desirable. We leave this suggestion with you.



## ALUMNUS' BOOK ON JEFFERSON HIGHLY PRAISED

Editors of Leading Literary Magazines Commend Albert J. Nock of Class of '92 for His Great Work

Albert J. Nock, an alumnus of this college and former editor of the "Freeman," has recently written a book on the life of Jefferson that has received nation-wide notice and commendation. In his article, "The Heart of Jefferson" in the September "Bookman," Claude G. Bowers gives a splendid review of "Jefferson" by Albert Jay Nock. Mr. Bowers finds the book an economic interpretation of Jefferson's career. Nock is not interested in the political side of it; he deals more with what Jefferson thought of than what he did.

"It is more in the nature an illuminating essay than a biography," says Mr. Bowers. . . . "It is a biography of his mind. It is more than that—it is an illumination of his heart. Mr. Nock has thoroughly mastered Jefferson's philosophy. . . .

Mr. Bowers feels that Jefferson's cultural brilliance and charm of personality are too little known, and continues:

"Naturally enough this is the very phase that would appeal to Mr. Nock, who has illuminated it brilliantly and charmingly. It is a most attractive personality that walks through these pages. . . .

"The style is Mr. Nock's, and that is compliment enough. . . . Mr. Nock set out to give us a study of Jefferson that would illumine both his personality and philosophy, and he has achieved a distinctive success."

In the "Century" for September, Carl Van Doran, in "The Roving Critic" says of Nock:

"In the one hundred years that have passed since the death of Jef-

erson he has never had such a biographer as he has at last found in Albert Jay Nock."

Van Doren in touching on the economic phase of the book points out Nock's theory on the control of the government, and further says in connection with this phase of the book:

" . . . . Mr. Nock sides emphatically with Jefferson and the producing majority, and his sympathy forms the basis of his examination of Jefferson's career. . . .

"Fortunately, Mr. Nock is capable of valuing Jefferson for his best gifts."

Mr. Nock has found favor even in the eyes of the avowedly destructive critic, H. L. Mencken, who reviewed "Jefferson" in the April "American Mercury." Mr. Mencken makes among others the following remarks:

"This book has a fine surface: it is the work of a subtle and highly dexterous craftsman. What publicist among us, indeed, writes better than Nock? His editorials during the three brief years of "The Freeman" set a mark that no other man of his trade has ever quite managed to reach" . . . .

I know of no other book on Jefferson that penetrates so persuasively to the essential substance of the man. There are no weak spots in it, and no false notes. It is overwhelmingly convincing as polemic and it is un-failingly caressing as a work of art."

Mr. Nock is a member of the class of '92. During 1895 and 1896 he was a tutor here, and was an Assistant Professor from 1896 to 1898.

### STUDENTS HEAR TALK ON HISTORY OF COSTUME

(Continued from page 1)

tertaining and most instructive hour. The period of time covered in the lecture extended from the days of the court of Henry VIII, including contemporary costume on the Continent at that time, up to the opening of the Twentieth Century. The illustrations afforded by the lantern slides were made from authentic prints and engravings, the originals dating from times contemporaneous to the periods which they portrayed.

Facsimile letters were also read, one signed by a distinguished personage, upbraiding the brazen youth of her day (1700).

Miss Klamroth was graduated from the New York School of Applied Design, and has been a student at the Drama School of the Carnegie Institute of Technology, Pittsburgh.

**Tell them that you saw their ad in the Lyre Tree**

### PRIZES OFFERED FOR ESSAYS ON THOUGHTS OF YOUTH

The World Tomorrow announces five hundred dollars in prizes will be distributed for essays on the general subject of "What Youth Is Thinking." Eight prizes will be divided between contestants under twenty-five years of age and those between twenty-five and thirty. First prize, \$100; second prize, \$75; third prize, \$50; fourth prize, \$25, will be awarded in each group. The winning essays will appear in The World Tomorrow of January, 1927.

Judges selected for the contest are: Emil G. Balch of the Women's International League for Peace and Freedom; Henry Raymond Mussey, Professor of Economics, Wellesly College; Kirby Page, editor of The World Tomorrow; Beatrice Price, of the Fellowship of Youth for Peace; Henry P. Van Dusen, of the Student Department of the Y. M. C. A.

The World Tomorrow is published at 52 Vanderbilt Avenue, New York City.—The Lat.

### FROSH GROUPS FORMED AT WESLEYAN

An opportunity has recently been offered to the Freshman Class of Wesleyan to participate in discussions concerning college life. The Frosh are divided into sections each containing ten men, the leadership of each of which will be in the hands of two upper-classmen. The groups will meet in dormitory rooms for an hour each week, where discussions will be free from all restraint or artificiality.

They will discuss such questions as, "How far should a freshman submit to hazing? How far have we a right to question such things as democracy, fraternity system, or compulsory attendance at classes?"

### FRESHMAN ENGLISH PRIZE OFFERED

(Continued from page 1)

who shows the greatest improvement in written English, and \$50 to the member who shows the greatest improvement in spoken English. The prize is awarded according to the judgment of those members of the faculty on the committee that have Freshmen in their classes.

Members of the other classes of the college will be interested to learn that the quality of their written and spoken English is also being judged, but not for prizes. At a recent meeting of the faculty attention was called to the fourth paragraph on page 63 of the college catalog, which reads:

"In determining the proficiency of a student in any subject, the college will take into account not merely his knowledge of the principles and facts involved, but also his ability to express them clearly and effectively in idiomatic English, grammatically used and properly spelled. **No student will be graduated whose average grade in all courses taken for the degree is not 70 or above.**"

The last sentence of the paragraph quoted (with boldface ours) is vitally important, for this was the proposal made to the members of the faculty, and assented to in part by them:

That, where a pupil is notably deficient in his knowledge of the proper use of English, the mark for the subject taken by him will be reduced to a mere passing grade. In some cases this might mean the loss of the degree to the student upon his graduation, for the degree depends upon the attainment of **not merely a passing mark, but better than a passing mark.**

### SALARIES OF RUSSIAN PROFESSORS RAISED

Salaries of university professors in Russia are higher than they were. Translating Russian money into American, it appears that a "full" professor in a university gets \$90 a month, a "professor in ordinary," \$79; an assistant professor \$65; an assistant, \$52, and a junior assistant, \$47. Yet in Moscow the cost of living is much higher than in New York.—New York "Times."

### SOPHS DEFEAT UPPER CLASSMEN

(Continued from page 1)

went through for two 5-yard gains followed by another of 8 yards. Nobis took it across for a first down and Wilson tore through the Seniors' line at will for 5 yards more. The Sophomores' line, although comparatively light, made obvious holes for their backfield. Another first down was recorded when on the next play Keen was forced back and thrown for a heavy loss.

The fourth quarter began with the Senior line strengthened with substitutions. The interest grew more tense and the last quarter proved to be the most interesting spot in the game. A pass was attempted by the Sophs but MacKean intercepted taking it on a 10-yard run. Millington was thrown for a heavy loss to his own 10-yard line. The Seniors punted out of danger. On the next play Gellert completed a short forward pass over the line of scrimmage. The Sophs again fumbled and the ball was recovered by the Seniors. MacKean placed a 35-yard pass in Kunkel's hands. Another pass was attempted which Gellert intercepted and ran it back 30 yards. The Sophs staged a rally and made way for Wilson, who went through for a first down. They then failed to gain inches in three downs. Wilson succeeded in a placement kick from the 8-yard line. The score stood 10-7. With three minutes to play the upper classmen let loose a belated pass attack, gaining 25, 35, and 15 yards at will. This brought them to the Sophs' 15-yard line, when the whistle blew with both teams fighting hard.

The line-up:

Sophs	Junior-Seniors
Gellert.....	L. E. ....Townsend
Enzian.....	L. T. ....Lown
Treator.....	L. G. ....Bookhout
Watkinson.....	C. ....Urquhart
Burbank.....	R. G. ....Meyer
Reynolds.....	R. T. ....King
Parcell.....	R. E. ....Kunkel
Nobis.....	R. H. ....Patterson
Riccardi.....	L. H. ....Raymond
Keen.....	Q. B. ....MacKean
Wilson.....	F. B. ....Millington

Substitutes: Hawkins for Enzian, Rappollo for Bookhout.

Referee: Armstrong, Red Hook.

Linesman: Miller, S. S. C.

Timekeeper: Babcock, S. S. C.

Score by periods:

Sophs. ....	7	0	0	3
Junior-Senior .....	0	7	0	0

First Downs: Sophs 6, Seniors 8.

## NELSON HOUSE

POUGHKEEPSIE, N. Y.

**The Leading Hotel of the City**

E. P. COUGHLAN, Prop.



## LIBRARY RECEIVES GIFT OF BOOKS

**Librarian Urges Better Observance of Library Rules**

A gift of thirteen volumes on Italy has very generously been given to Hoffman Library, by Dr. Luigi Vittorio Fossati, of Florence, Italy. Not only are the books representative of the best in binders' art, but an examination of them will disclose that the contents are quite interesting, and the college is indebted to Dr. Fossati.

Not only these but quite a number of books on other subjects have been received more or less recently, and are in process of being mounted on the shelves. Among them are works on history and science.

Also, there are on view several volumes of prints, in a German collection that is quite valuable. At present these books are placed on the "New Book" shelves. Because of their value it is hardly necessary to say that they are not to be taken from the building.

During the summer months subscriptions were entered for a number of foreign publications, chiefly of the current event type, among them the German "Die Woche." Another German periodical which is now available is "Westermann Monatsliche," a magazine similar in type to Harper's, Scribner's, or the Century.

Miss Bergen, in the interview at which the information given above was obtained, said that she wished that the student body would be more careful in the use of the library. It is apparent that the Freshmen would not be as familiar with the library rules as the upper-classmen, but they have little excuse for infractions since during their first few days on campus they were given a library lecture. At this time they were told by Miss Bergen how to use the library, and the rules explained.

Not only the Frosh but members of the other classes have been lax in regard to observation of library rules, particularly to those applying to the use of reserved books. The regulation in regard to these is so well-known that it does not need repetition, but, according to the librarian, it does need more strict observance.

A new card of library rules, together with a neatly drawn chart of the book stacks, have been posted on the bulletin board on the right-hand side of the librarian's desk, just inside the inner door. All who have become unfamiliar with them, or as yet are not acquainted with them are urged by Miss Bergen to study them.

On Sunday, October 17, the President was off campus to fulfill two engagements. In the morning he preached at the service at Wesleyan University, and in the afternoon he preached again, at Choate School.

## Dean Fosbroke Speaks at St. Stephen's

The preacher on Sunday, October 17, was the Rev. Hughell Fosbroke, D.D., dean of General Theological Seminary. Taking for his text Psalm C:3 "It is He that hath made us, and not we ourselves," Dr. Fosbroke said that we should not think of human activity as being sharply differentiated from divine activity; that the text is a misreading of the original and should read "It is He that hath made us, and we belong to Him." In God we live and move and have our being.

The preacher pointed out that the inventions of men are but discoveries of already existing things. Men merely bring to light what God has created.

"The enthusiasm for living—the thrill of being, is an expression of love for God," said Dr. Fosbroke. "To love life is to love God." But here again we must recognize the priority of the divine activity. In the first epistle of St. John we find these words: "Herein is love, not that we loved God, but that He loved us." God is our Creator and Sustainer, constantly working in and through us.

## College Orchestra Being Organized

On Friday afternoon, in Memorial Gymnasium, the college orchestra was organized under the direction of Dr. Phalen.

The college is fortunate in having Dr. Phalen take charge of this. He comes to us from Armour Institute, Chicago, where he had experience in directing a college orchestra.

After a brief talk on the structure and work of an orchestra, Dr. Phalen assigned the following parts to the students who have had previous experience in orchestra work and who could begin at once on rehearsals: Violin, Edgar Wilcock; piano, Peter Lambert; clarinette, Donald Tilton; cornet, L. R. Craig; cello, Mr. Lessels; traps and drums, Mr. Miller.

Although all those men who have reported so far are somewhat experienced, all new men are encouraged to come to the meetings and take part in the work.

### NEXT CONCERT BY WELL-KNOWN SOPRANO

On Monday evening, October 25, the concert that will be given in Memorial Gymnasium will be a concert of songs, by Miss Lilliebell Barton, soprano, of New York City. Miss Barton, who has had considerable experience in recital and radio broadcasting work, will present a program embracing many numbers of a classical nature, in addition to the works of more modern composers.

## BASKETBALL PROGRESSING

The first call for basketball came Monday, and about thirty candidates reported for practice. Prospects for a successful season appear bright in spite of the fact that St. Stephen's has the stiffest schedule in the history of the college. The schedule includes games with the Army, Amherst, Dartmouth, Yale, Fordham, St. Lawrence and other colleges represented by strong teams. The team will have to be built around two veterans, Millington and Urquhart. Quarterman, a last year varsity player, will be unable to play at least for part of the season on account of an injury. Among the new candidates are several men of ability, and Coach Bank expects to have a fast, well balanced quintet to face Eastman College in the opening game on December first.

## FACULTY GRADING AT TUFTS COLLEGE

**Bowdoin Editor Comments**

Last year a system of faculty grading was instituted at Tufts College from which by ballots, the student opinions as to their knowledge of their subject, ability to teach, reliability, fairness, and personality were determined and made known only to professors and Administration. Editorial opinion of the "Bowdoin Orient" is very interesting. It is as follows:

"Student criticism is a very good thing if it is a manifestation of real interest in the college. That any permanent good is liable to result from the system adopted at Tufts is to be doubted. Such a ballot is more liable to show merely the bias of the individual student, rather than the true worth of the professor. Many students will naturally be unable to form any worth while opinion in regard to a faculty member, either through lack of experience or through lack of interest. Many, also, will only follow the almost traditional campus opinion about the individual members of the faculty.

"Although not taking much stock in this student rating, we do believe that Tufts has taken a step in the right direction. Criticism in itself is of no value. It merely arouses anger. Benefit is to be derived from suggestions for improvements. Were small groups of upperclassmen, each composed of men interested in the same subject, to be appointed to make reports on the various courses of special concern to them something positive might be accomplished. Such groups of students should be able to point out defects and suggest improvements in courses that would prove of real value.

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