

# LYRE TREE

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## 91 Students Pledge Support to Honor System

Student Council Appeal Wins 84% of College

The results of the Student Council Survey of the Honor System at St. Stephen's made during the past two weeks are as follows: Each class was taken separately and the system was explained thoroughly to them. They were then allowed to discuss the question freely among themselves, after which they were asked to sign a pledge voluntarily to abide by the system. The pledge was:

"We hereby pledge ourselves to support the Honor System in St. Stephen's College, as defined. We believe that the Honor System will work, and we shall exert all our effort toward preserving it."

The results of this survey were as follows. Those pledging adherence:

14 out of 21 Seniors	66.6%
17 out of 18 Juniors	94.4%
22 out of 31 Sophomores	70.9%
38 out of 38 Freshmen	100. %

91 108 84.2%

Six men were absent from the meetings and are being interviewed. Thirteen men were willing to observe individual honor, but unwilling to assume responsibility for enforcing it.

These results will be submitted to a faculty committee who will after a consideration of them conclude as to the practicability of an Honor System at St. Stephen's.

## REV. W. A. SWAN, CLASS OF '84, DIES

On September 10, 1926, the Rev. William Alonzo Swan, B.A., in the class of 1884, departed this life. He graduated from the General Theological Seminary in 1887, and in that same year married Clara Louise Millett, of Brooklyn. He was a priest in the Diocese of Maine from 1887 to 1892. He was then Rector at Redding, Conn., for eight years. Father Swan was at the Church of the Epiphany in Brooklyn for two years, and Rector of St. John's Church, Fort Hamilton, N. Y., from 1907 to 1926. His widow survives him.

On Sunday, November 28, the President was the preacher at the morning service at Union College, Schenectady.

Sunday, December 6, he will preach at Williams College.

## Administration Formulates Interesting Reply to Questionnaire

Sent by National Student Federation Concerning Purpose of College and Its Consummation

The National Student Federation of America has recently sent this college, in common with other colleges, a questionnaire concerning the purpose of this college, difficulties in the way of its consummation, and system of undergraduate study, relations between faculty and students and suggestions towards the bettering of these relations.

The President and the Dean have made up a very interesting reply which in part is as follows:

1A. The purpose of this or of any liberal college is as we understand it as follows:

**The Liberal College is an institution of learning wherein instructors and students, before the latter take up professional training, live together for several years during which time the students receive from those who direct them training in how to approach truth, some knowledge of**

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## Knowledge Must Be Supplemented by Faith Says President Bell

Considers Conflict Between Science and Religion as Very Real and Deep

On Sunday, November 21, 1926, President Bell preached in the college chapel. His text was:

"Why are ye so fearful, O ye of little faith?"

For the facing of the challenges of life and learning, knowledge is not enough. Knowledge alone is apt to remove from us the courage resulting from ignorance without establishing a new basis for courage. Experience and scientific learning make us cautious. The ignorant man at least believes in himself. If any scheme of education teaches us that, knowing things as they seem to be, we must of necessity conform to them—it is as much a curse as it is a blessing.

There can be no doubt that the longer we live, the harder it is to believe in the possibility of love; love in the sense of ultimate and intimate

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## VARSITY DEFEATS EASTMAN IN FIRST GAME, 47 - 25

### INTER-FRATERNITY AGREEMENT

The following rules are adopted to regulate the matter of pledging first year men to fraternities. (First year men are freshmen or transfers from other colleges.)

1. During the month of November fraternity men may talk fraternity matters to new men, but may accept no verbal or written agreement from prospective pledges.

2. December first shall be set as bidding day. Bids will be sent by mail to prospective pledges. The bid should set a definite date for reply—acceptance or rejection of bid.

3. The actual pledging (written or verbal agreement and the subsequent technicalities thereof) is to be at the discretion of the individual fraternity after December first.

4. No student who has not credit for four full courses shall be initiated into a fraternity or a society.

(Signed)

Eulexian  
FREDERIC W. RICHTER.  
Kappa Gamma Chi  
GEORGE A. SHRIGLEY.  
Sigma Alpha Epsilon  
K. S. URQUHART.

### MR. DROZDOFF GIVES HIS THIRD RECITAL AT ST. STEPHEN'S

On Monday evening, November 22, 1926, Vladimir Drozdoff, well-known New York concert pianist, gave a public recital at St. Stephen's. Mr. Drozdoff's program was extremely interesting, especially the Sonata B flat minor by Glazounoff.

His program was as follows:

- I. Glazounoff Sonata B flat minor  
Allegro moderato  
Andante  
Finale-presto
- II. Chopin Prelude D flat major  
Prelude D minor  
Valse A flat major  
Etude C minor  
Ballade A flat major
- III. Wagner-Liszt  
Isolde's Love-Death  
Tanhauser Overture

### Millington Is Elected Captain

Frosh Defeat Juniors in First Inter-Class Game

The varsity basketball team met its first opponents of the season, the Eastman's Business College quintet, and won quite handily by the score of 47 to 25. This was an exceptionally fast game for the first of the season and marked by excellent playing on the part of the Crimson team. From the start the St. Stephen's team held sway and at no time throughout the game were they in danger of being heavily scored on. The Crimson defense worked admirably and the offensive playing, likewise, was excellent.

Especially notable was the defense work of McKean and Urquhart. This pair formed an unbreakable barrier against the Eastman players and forced them to do all their shooting from long distances. In this they were unsteady, while the shooting of the home team was accurate. Twillinger and Brown were high scorers for the visitors and Keen, Ricciardi, and Millington for St. Stephen's. Ricciardi's playing was excellent in all respects, especially his floor work.

The line-up:

**St. Stephen's (47) Eastman (25)**  
Millington..... r. f. ....Brown  
Urquhart..... r. g. ....Twillinger  
Keen..... c. ....Burns  
McKean..... l. g. ....Suaserman  
Ricciardi..... l. f. ....Tuttle

Substitutions, St. Stephen's: Gellert for Millington, Millington for Gellert, Given for McKean, Quarterman for Ricciardi, Heuss for Millington.

Eastman: Pakula for Lauserman, Maloy for Pakula, Berger for Burns.

Goals from Field: Millington 4, Heuss 1, Ricciardi 4, Quarterman 1, Keen 9, Urquhart 2, Brown 2, Tuttle 1, Pakula 2, Twillinger 4.

Goals from Foul: Ricciardi 3, Urquhart 2, Given 1, Brown 4, Pakula 2, Berger 1.

Score at Half Time: St. Stephen's 22, Eastman 7.

Final Score: St. Stephen's 47, Eastman 25.

Referee: Eckerson.

On Tuesday, November 30, Herbert Millington, '27 K. G. X. was elected captain of the varsity basketball team. This is Millington's fourth

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## The Lyre Tree

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### WHICH WAY PARNASSUS?

We would call your attention to a new book by Percy Marks, well-known author of "The Plastic Age." Under the interesting title of "Which Way Parnassus?" he presents to us a frank and scathing criticism of the American college in all its aspects. To the idealistic educator, it will be a most disillusioned and discouraging account of our educational system, but to one wishing to know the facts, it will be most enlightening. To any one college it may seem that some of the facts are overstated. However, we feel that if this criticism is regarded as applying to colleges in general, it will be seen to be a very fair account. Moreover, it is a decidedly healthy reaction from that smug, self-satisfied optimistic attitude towards our educational institutions so current in the past.

What we are specifically interested in here, is his estimate of the undergraduate. After all, as he says, the most important factor in a college is the student, not as administrators and faculty think he is, or would like him to be, but as he actually is. Most problems of maladjustment in college life arise out of the fact that the college formulates its system on the basis of an idealistic conception of the average student. They expect too much from him in both native ability and preparation. Marks tells us that "Not more than a quarter of the undergraduates in our American colleges have first rate minds, and not more than half are capable of receiving any real intellectual benefits from a college education." Moreover, this estimate, he thinks is really too high, not more than ten per cent probably having first rate minds. He then states his first and major prem-

ise as "the average American undergraduate has at best a mediocre mind, a mind that requires an educational standard that is woefully low, and one that eventually forces on the colleges most of the faults with which they are admittedly encrusted."

Although perhaps few of us will admit it, all of us must feel that his estimate is quite true. What is needed is a courageous facing of the facts, a decision of one or two ways. Are we going to perpetrate this great farce of higher education of the great mass of the American youth, or shall we really live up to high standards, decrease the size and number of our colleges, and concentrate all our energy on the ten per cent who are capable of receiving intellectual benefits from a college education?

Personally we feel that the latter method is the only way. For the first means not only building up a vast pretense and illusion, but also in this futile attempt to educate the ninety per cent we totally neglect the proper training of the ten per cent.

### A GESTURE?

Some of the students of the General Seminary in New York have been trying street preaching in an effort to bring the people into the Church and the Church to the people. Is this a real effort to practice Apostolic Evangelism, or is it merely a gesture? There seems to be a rather general opinion that in the past the Episcopal Church has managed to keep aloof of such "popular" movements, and that they have been the property of our Protestant brethren, largely by default. We hope that those days are gone forever.

If there is any class that needs and deserves what help and comfort the Church can offer, it is the working class in the city. If the Church is going to do any social work, here is a magnificent field. If the Church has any real positive message, here is the best ground in which to spread it. If the Church can make a sordid life colorful, a flat life full, and a weary life happy, it can seek hardly a better place in which to do it. Certainly there is no more depressing sight in the country than the tenement district of a great city. If it touches us this way, how must it shape the lives of the thousands of creatures who spend their lives there? Let us make this gesture not an effort but an accomplishment, and a steady one.—D. T.

### KNOWLEDGE MUST BE SUPPLEMENTED BY FAITH, SAYS PRESIDENT BELL

(Continued from page 1)

companionship. It is not true with many young people that they think of love as merely a physical thing. We long for something more. The most appalling thing that life may hold for us is not pain or sorrow or thwarted ambition or even death. The ultimate bogey is loneliness. Life teaches most of us that perfect comradeship cannot be had. We have served gladly and found no gratitude,

or next to none. Love becomes a thing to avoid, if possible.

And there is no doubt that scientific education of our modern sort is apt to take still further the joy and courage out of living by removing from us hope. Biology has taught us that we are beasts a little more intelligent and physical chemistry has combined with behavioristic psychology to assure us that we are fields of intercleaving elements; our thoughts only reactions, our hopes illusions, our loves quite non-existent, our dreams a madness, our destiny dissolution.

Or else we study history and the social sciences and again read the lesson of futility. Silliest of all the illusions whereby man seeks to comfort and fortify his soul, is the illusion of human progress and development, for which there is literally not one scrap of scientific evidence. There is no moral content in evolution.

The conflict between science and religion is everlasting and goes to the heart of things. It deals with nothing less important than whether man is slave or free, mechanically determined or a person, whether courage and joy are possible for thinking men.

We try to conform to this wisdom of the wise; and life is horrid, scarcely or not at all to be endured. Then finally there rises within us the ancient urges of the race which bids us trust the unseen and the intangible and the more than materially substantial. Out of every age of science is born an age of faith, so born from ultimate necessity.

Knowledge is not enough. There must be FAITH as well, the substance of things hoped for, the evidence of thing unseen. Now I can hope, when I have seen that all that matters in us men is wholly free from the eternal futility of matter! Now dare I, for the daring is of God!

## THE INTERCAMPUS

Students of Dartmouth have started a movement for the abolition of compulsory attendance at classes. Several of the women's colleges in the East have already instituted the system although the privilege is not extended to freshmen and sophomores.

The following list of new additions to the library of one of our Eastern colleges ought to give students who are interested in educational problems food for thought: "400 Games"; American Bottles, Old and New; The Fruit of the Family Tree; Phonograph Construction.

Boston University editors have suggested a new system for the restriction of extra-curricular activities in which a student may participate. A "point" system is suggested; the object is to divide the work and the glory of extra-curricular activities among a greater number of students.

Stanford University has abolished the system of having an active captain (Continued on page 4)

## VERSE

Sleep, fair Endymion,  
While the moon beams;  
Let her pale honeyed light  
Color your dreams.

Sleep, fair Endymion,  
Time will come soon,  
When all your dreams are gone,  
Gone with the moon.

Now that you spurn my love,  
Deny not this—  
That I remember always, one  
Sweet day of bliss.

Sun patches through the trees,  
Bright autumn sky,  
Earth melting into gold,  
And you and I.

### TRANSLATION FROM AN OLD FRENCH BALLADE

A little man comes down the street,  
Ragged and poor in beggar's gown,  
Without a sandal on his feet  
He passes through the quiet town.

No stately princes come to greet  
This strangely happy little saint;  
But every leper hastes to meet  
The man who takes away his taint.

He does not cry against their sin,  
And hurl invectives at their shame,  
But rather gently takes them in,  
And feeds and clothes them in Christ's name.

He is a funny simple child;  
He seems too lowly to be great;  
His words are always kind and mild;  
And seeing love, he sees not hate.

Little Saint Francis, troubadour  
Of God's eternal grace and right,  
Sets up a kingdom of the poor,  
And crowns the humble with his might.

—Contributed.

### DR. HARRY EDITS NEW EDITION OF AESCHYLUS

Dr. G. A. Harry, the Greek scholar, professor of Greek and Latin at St. Stephen's College, has completed his extensive work—an annotated edition of Aeschylus, the father of tragedy.

This is the first volume of a complete edition of all Greek tragic poets. It contains the Seven Extant Tragedies of the creator of dramatic art. There will be four more volumes, which are already finished except a revision of the notes.

Each volume contains the Greek text as established by Dr. Harry from a comparison of the various manuscripts, with a commentary in English and Greek at the bottom of each page, an introduction in English to each of the thirty-three dramas, and an apparatus criticus.

On Friday evening, November 26, Melvin P. Clark, '29, was initiated into the Eulexian fraternity.



# ADMINISTRATION FORMULATES INTERESTING REPLY TO QUESTIONNAIRE

(Continued from page 1)

what the past has discovered and the present is discovering of truth, an acquaintance with good manners, an ability to estimate moral standards, and a participation in the mystical experience of the race.

1B. The chief obstacles in the consummation of this purpose are as we see them, the following:

(1) The current, American attitude toward colleges by which they are regarded either as institutions for instruction in "practical subjects"; or as pleasant social clubs.

(2) The inadequacy of the training commonly imparted by the secondary schools, and particularly by the public high schools, in preparation for college work.

(3) The unwillingness on the part of students generally to insist themselves upon the rigid elimination of those who in the course of their collegiate training are discovered to be undesirable persons. The retention of such students slows down the colleges and makes them dull and uninteresting to the more alert.

(4) The over-emphasis upon collegiate sports and particularly upon football which, as at present played, is inimical to the physical, emotional and volitional welfare of students.

(5) The difficulty of securing properly trained teachers for undergraduate work, men who are scholars of repute, trained in pedagogy, interested in students, men of personality and character.

(6) The difficulty of securing from faculty members time and attention to the general problem of collegiate education as distinct from the scholarly problems of their departments.

2A. We believe that there is no college in America where there is more opportunity than in ours for intimate contact between teacher and student. Our faculty men and our undergraduates all live on a campus three miles from the nearest city or village. They eat together, play together, work together, pray together. There is constant contact outside of the classroom as well as in it. We believe that this is essential to proper collegiate training and that nothing can be substituted for it.

2D. We think that students might well demand, as means toward securing closer personal relationships between faculty and undergraduates, at least the following things:

(1) The reduction of classes to small size.

(2) The elimination from the student bodies of those who are not really in earnest intellectually. Such men do not desire contact with the faculty.

(3) The reduction of athletic programs to a reasonable scope in order to give time for contacts with the faculty.

(4) The demand for residence colleges in a real sense, those where faculty and students are in residence together. By residence is meant not merely geographical location within

a given town but residence in the sense of eating and playing opportunities.

3A. Extra-curricular activities are in our judgment mostly a waste of time from an educational point of view, unless both students and faculty desire them to be really educational. If there is that desire, opportunity should be given to the faculty to be useful in the direction of such activities. It is our belief that most faculty men if given this opportunity will not intrude upon the legitimate freedom of the students.

3B. We think that your movement is encouraging. We warn you that it is not likely that students will do much toward hurriedly solving problems to which educational experts have been devoting their attention for a good many years. We suggest that your Association might well make careful study of what is actually being done toward the betterment of collegiate education in this country. Bad as the situation is, the progress that is being made is quite considerable. There are many institutions like our own which are facing the problem realistically and unconventionally. These will mostly be discovered to be private institutions, unhampered by the leveling effects of political control. They will also be found frequently to be institutions of relatively small size, which are not overwhelmed by numbers and compelled thereby to regard students impersonally.

It would be well for you always to remember that no man can be educated by other people or by an institution. He must educate himself. The purpose of the college is to help him to do it. In assisting him personal contacts with scholarly men, intent not upon teaching him subjects but upon helping him to think, are a necessity.

Faithfully yours,  
BERNARD I. BELL,  
President.  
EDWIN C. UPTON,  
Dean.

## VARSITY DEFEATS EASTMAN IN FIRST GAME, 47-25

(Continued from page 1)

year on the varsity and he certainly deserves the leadership of the team.

### Frosh Defeat Juniors

Frosh, playing preliminary to the Eastman-Varsity game, defeated the third-year basketballers with score of 14 to 8. The freshman scoring opened with a long shot by Dolan, and was steadily increased by the accurate tossing of Gamble and Robinson.

Lodter led the attack for the Juniors, scoring most of his team's points. What the Juniors lacked in counting ability they made up in fight, and kept the yearlings hard pressed to the finish.

This is the first of the intermural games, and as a starter with Gamble, Dolan, Robinson, Empsall, Stancliff, and Miller of the freshmen, and Lodter, Dillon, and Brunot of the Juniors, there is going to be a keen battle for the intermural championship.



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**THE INTERCAMPUS**

(Continued from page 2)

tain of the football team. The captain is now chosen at the end of the season and his captaincy is more a recognition of usefulness and leadership than a promise of the position for the next season. The coach will now appoint a captain for each game. The system ought to give the coach more effective control over the working of the team.

The intra-mural athletic council of Wesleyan has passed a new ruling which provides that members of interclass teams will be awarded the class insignia. The object is to encourage intra-mural athletics. The same system might give an added incentive to interclass athletics at St. Stephen's.

In the editorial column of "The Campus" (University of Rochester) the following very appropriate explanation of "compulsory" chapel appears. President Harry A. Garfield of Williams College is quoted as having said that chapel is not compulsory at Williams; chapel is "required." The implication seems to be that since no one is compelled to come to Williams, chapel is not compulsory.

The following extract from an editorial printed in "The Williams Record" gives expression to a sentiment which has been felt by large majorities of students at colleges where fraternities absorb but a fraction of the student body: "Like all social distinctions, that between fraternity and non-fraternity is fundamentally one of organization, not of worth, and it should be treated as such. A worthy man carries his own honor with him, and his social standing can never increase or decrease its value."

The editors of the "Hobart Herald" printed recently a list of twenty questions which they "earnestly hope will provoke thought and evoke expressions of opinion." Some of the ones which are not of strictly local interest are printed below:

1. Do you respect the Eighteenth Amendment to the Constitution of the United States of America?
2. Can you name four "snap" courses and the gentlemen who offer them?
3. Can you recite one verse of the "Star Spangled Banner?"
4. Can you name two or three campus organizations that have no reason for existing?
5. What are the advantages and disadvantages of a small college?

Regarding customs and traditions—here is one that certainly would sound strange to the daily chapel-goer at St. Stephen's. The editor of The Wesleyan "Argus" writes, "We are annoyed by indiscriminating finger snapping in chapel, but we do consider applause a hopeful sign of appreciation at an hour when the college body has always been said to be utterly impervious."

Juniors and Seniors at Haverford College enjoy unlimited cuts, regardless of averages, as a result of a new ruling by the college authorities. The student is responsible for all examinations given in his courses, and the Dean may put anyone on probation who, to his mind, cuts too much

to gain any value from his courses. Lectures are to be abolished at Rollins College, Florida. The usual sixty-minute period will be lengthened to two hours. The students will study in classes under the guidance of, and in consultation with, the professor.

Rules for the regulation of student morals were recently posted by the faculty of a small Kansas college. Among which were the following: "No slang phrases or immodest language shall be employed."

"Wearing of belts by the boys is prohibited, their use to be supplanted by suspenders."

Temple University has abolished all examinations because their psychology department says that they are antiquated and inaccurate.

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