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How Maggie Got Back

OW'D you come to leave Cohen's, Maggie?"
A couple of dozen girls stopped work and crowded around to hear the answer. They felt safe—the "boss" had just gone out to dinner.

"Yes! Yes! How'd it happen?"

"I thought you were stuck on that place—never thought you'd leave after bein' there six years."

"Well, you see, girls"—Maggie took the gum from her mouth—"I was only gettin' $8 per, so when old Donafeltzer offered me $10, I just had to do somethin'. Now, you know, I've been with Abe Cohen for six years, and I fairly loved that store. Why, I know everything he's got, and just where it is. The minute we ran out of anything, it was me that told Cohen. I tell you, girls, that store was home to me."

The eyes of the "girls" began to fill when they saw the tears streaming down Maggie's pale cheeks. Trying to smile bravely, Maggie continued, "No use cryin' I suppose. It's done now. I certainly needed that extra $2 per. But, as I said, I hated to leave the store, so I goes to Cohen and I says, 'Mr.
Cohen, I've had an offer of $10 a week, but I hate to leave you. Now if you could raise m——. 'Says he, 'Miss Peters, I can not raise your wages—very sorry to have you leave. Good-bye.'

"Well, I thought I'd die! It fairly seemed as if he'd discharged me. I had to go then. Oh, I just hate old Donafeltzer and his old store and his old ratty, painted clerks! I know I'll die if I have to stay there."

The girls were sorry for their friend and their faces were gloomy after she had left them.

Finally, Elnor, the girl who somehow always had ideas, threw down the shoe she had been working on and said, "Girls, I've got it! We'll get Mag back in Cohen's!"

"How?"

"Well, to-night I'll stop in Cohen's and look around. Cohen'll see me and ask me what I'm looking for. I'll say, 'Where's Miss Peters? She always waited on me. She was so obliging. Gone? Sorry. No—I don't believe I'll bother about getting anything to-night. Good evening.'

"Then every day one of us'll go in and do the same stunt. We'll send our mothers too. See? The old Jew'll think he's losing trade—he will lose anyway 'cause Maggie was the only decent clerk he had. If you'll do it and get your friends to do it, believe me, girls, we'll have Maggie back on $11 per inside of a month."

And they did.

Rose E. Martin, '16.
The Ideals of the College

The avowed purpose of the New York State Normal College is to train teachers for the secondary schools of the State. To this end it was established by the Regents and with this aim in view it has planned its courses and created its ideals. No institution intended to be permanent comes to its ideals immediately; these grow with its expanding purposes. This has been true of this College. Since its organization as a College for the training of secondary teachers it has in many things been feeling its way, and trying experiments in teacher training. It cannot be said now to have spoken the last word upon the subject, but it is believed that its courses if followed intelligently will equip a student for high school teaching as well as any plan which has been adopted for such purpose.

The plan may be summed up in a few points:

First. The prospective high school teacher is given a standard college education or four years' training in higher studies following a four-year high school course.

Second. He is given in connection with this a thorough training in the history and theory of education with especial reference to secondary education.

Third. He is trained in specific methods of teaching the subjects which he desires to teach.

Fourth. He is required to do practice teaching under the supervision of those who are competent to direct him, in order that he may have before him not only models of good teaching but may also try his own success in these fields.

The Normal College by its organization is spe-
cially fitted to meet the needs of the prospective teacher. It offers to its students a thoroughly organized four-year college course leading to the regular baccalaureate degree and demanding the usual college entrance requirements. Sixty-two "hours" or "points" are required for graduation. To gain these "points," the student may pursue to a large degree such courses as are ordinarily pursued in liberal arts colleges in the State. The difference between the Normal College and these other colleges lies in the direction which is given to the student's studies and in the fact that every student is required to include in his courses certain studies in the history and theory of education, a number of "method courses" which deal with specific methods of teaching high school subjects in the high school, and to have successfully completed a period of practice teaching under supervision in the high school which is carried on by the College.

The proper direction of the student's course is secured in the first place by demanding that all who enter the College shall be consciously preparing for the work of teaching. This gives to it a selected body of students with one aim, and creates an esprit de corps which goes far towards giving to them such a professional attitude towards future work that their studies will be made consciously or unconsciously to bear upon that work. It may be objected that the college student should be permitted during the four years of his course to give his undivided attention to academic studies, without regard to their practical application. This contention, quite universal at one time, will not be seriously held by
those who view the educational problem in the light of the modern cry for "efficiency." To know whither one is going and to what use he intends to put the training which he gets in college, is a valuable aid in securing earnestness and in widening his horizons, as well as in enabling him to gain a firmer grasp upon his studies. And if the student knows his final goal at the beginning of his course he can choose his studies more intelligently, thus enabling him to reach his goal more rapidly and more successfully.

It cannot be said that the cultural aspect of a course of study is injured by the fact that it is taken with a view to future use. If the student is thinking of a subject as one which he is to present to others so they may understand it, he is quite likely to get a comprehension of it which is deeper and broader than if he were merely studying it for the culture it might give him, which he does not know that he will ever use, or which at least may be used only to broaden his outlook. No criticism is here made upon cultural studies; culture should be coveted by every one who enters any educational institution. It is to be greatly deplored that the students in many of our colleges are failing to get culture because their attention is diverted by athletics, social life, and other "student activities" which lead them away from proper attention to their studies. The student who is consciously preparing for a future which includes the use of his college course is less likely to be diverted by these outside interests, and is more likely to get such a view of his subjects that he will not fail in
cultural acquirement. It should be said further that the first two years' work of the Normal College differs in no respect from the first two years' work in colleges of liberal arts where the elective system is followed. After these years attention is directed to studies in education. Out of the sixty-two points required for the degree each student is required to take twelve points in those studies which distinctly prepare one professionally for teaching. These include courses in the history and theory of education, "method" courses, and a period of practice teaching for which a credit of two hours is given. The remainder of the work, or about fifty points, may be selected from purely academic studies. It is expected that each student at the close of the Freshman year will select four subjects which he desires to teach. One of these subjects is to be known as his major, or principal subject, and in it a sufficient quantity of work is taken to make him to some degree a specialist in it. In the others he is expected to take less work, but in all of them he is to take enough work to prepare him to enter the courses in methods, and to teach the subjects in the ordinary high school. In points this amount varies from five to twelve in each subject, twelve points constituting a major. This will give him an opportunity to take the required studies of the Freshman year and some of the advanced courses in philosophy, economics, and sociology which are not ordinarily taught in the high school, but which he needs in his general preparation for the work of a scholar in the communities of the State. The studies are grouped in such a manner that he cannot specialize too highly, in order
that he may secure a broader preparation than he might otherwise get and be enabled to meet the demand made upon the modern high school teacher that he shall be able to teach more than one subject well.

The student upon entering a college of this type is at once put into an atmosphere which aids him greatly in his future work. Whatever may be said concerning the advantages of general culture courses, and they have their advantages, it cannot be denied that much is lost to many students by having no direction given to their lives in the early years of their college course. A further advantage arises from the fact that the instructors consciously present courses in such a way that the work of each day may be made to bear practically upon the teaching of the subject in the future. By this it is not meant to imply that all courses are turned into "method" courses. Far from it. It simply means that the instructor keeps always before him, as an ideal, the personal development of the student, to a larger degree than he would were he merely developing the subject. Such an attitude helps him to get away from the too prevalent tendency among college professors of merely giving information and developing subject matter to the neglect of the personal development of the student.

Many complaints have been made because teachers in our schools do not remain permanently in the profession. While this can be traced to many causes, among which may be mentioned the salaries paid, it is further to be traced, it seems to me, to the fact that in many cases the teachers come
to their work so poorly prepared and with so little professional spirit that they easily tire in it and become discouraged. A proper training such as is given in a college of the type of the Normal College has a tendency to make the teacher look upon his profession as a life work rather than as a station on the way to something else. Further he who goes to the high school out of such an atmosphere as this will do much to do away with the tendency, which it cannot be denied is present, to introduce into high schools the methods of college instruction. This tendency is corrected by the practice teaching which the students are required to do. If they have come to look upon the method of any professor as ideal, which it well may be for college students, in the practice teaching, they will be able to try it out under actual conditions of high school instruction, and if it fails here, will not make the mistake of using it afterwards. This practice teaching is done under the supervision of competent instructors who are constantly engaged in training prospective high school teachers, and faults of presentation, method of conducting the recitation, discipline, personal appearance, voice, school room manner, and all things which pertain to the profession of teaching are discussed with the students. No mere observation of others' teaching will accomplish this purpose. Much of value is no doubt gained by observing a competent teacher teach his class, but if one desires to become a successful teacher himself he must do the work of a teacher. In the practice school both observation and practice are required. This plan has an advantage over practice teaching done in a high school not
under the control of the college in that the whole teaching process is directed by the college itself. All criticisms are made in a friendly manner, and a much deeper personal interest is taken in the advancement of the student-teachers than could be possible if the teaching were done in a high school separate from the college and not under its control. Teachers in the High School are under the general direction of the Director of Practice Teaching, who stands to them in the relation of a Principal and instructs them in many practical things in connection with their future work.

The question may be asked, why should not the student first get his academic work in some institution devoted entirely to that, and then get his professional training in an institution devoted to teacher-training. There is both gain and loss in such a plan. If it could be brought about that all high school teachers would take this course it would probably meet the needs of the situation. The value of this is recognized at the Normal College. College graduates are given a year's professional training in educational theory and methods of teaching, leading to an advanced degree, and intended to fit them for teaching in high schools. In many quarters, however, it is felt that four years' preparation beyond the high school is all that can be afforded and all that ought to be demanded of secondary teachers. The situation has been met by departments of education in our various colleges and universities, and in many cases well met. There is an advantage, however, in having those who are to teach grouped together in a college where they may get a broad outlook upon the
field of public education, may secure a unity of interest, and may develop a spirit of comradeship with each other which will be most helpful to them in their future work. It is believed, also, that the gap which has existed between college and life will be narrowed by this means.

It is not the intention to decry any methods pursued by other institutions. The State of New York probably needs a thousand new high school teachers every year. At best our Colleges will graduate not more than five hundred students who are definitely prepared to engage in teaching in the high schools. There is, therefore, room for all institutions, and there is a need for more of such work as is being done by the Normal College and by the other colleges in the State in their departments of education, in order that our high schools may be properly supplied with teachers.

Leonard A. Blue.
The Lyre of Timotheus
(An appreciation of Dryden’s Ode for Saint Cecelia’s Day)

The Macedonian monarch has pushed his way far into the mysterious East, exploring, conquering, and founding cities. Having conquered “the world,” he still “sighs for more worlds to conquer.” Flushed with victory, Alexander halts at Persepolis. Persia has fallen before him. The great victory must be appropriately celebrated by a royal feast — a feast which has no equal in the history of the city for its magnificence and splendor. The purple roof of the Oriental palace rests on silver columns upon which are stretched golden cords. Under it are the richly laden tables prepared for the guests, sparkling with costly glass, crystal, and golden vessels beyond price. Such exquisite dishes are served that only the imagination of an Apicus could create, and wines of so many kinds that Otho would be abashed could he witness the luxury.

The guests are clad in royal robes — purple and fine linen, gleaming with costly germs — and wear upon their brows the symbols of victory — garlands of roses and myrtle. The soft splash of the sweet-scented waters of the fountains, and the low musical notes of gorgeous feathered songsters in gold and silver cages are half heard by the feasters. Everywhere through the palace is a profusion of flowers, hanging in festoons, clustered on ebony stands inlaid with ivory, and crowning the wine bowl. Through the crimson folds of the silken hangings the sweet sleepy perfume of the lotus flower is wafted to the guests.
Besides men, women are seated at the tables, among whom Thais excels all with her wit and beauty.

Timotheus, the Greek musician and the favorite of Alexander, is present. The feast has not half run its course when a few notes—soft, trembling, dreamy, magical notes—hush the voices of the royal feasters. With another sweep of the skilful fingers earth and its sorrows pass away, all is forgotten, "heavenly joys are brought to earth," the treasure house of heaven is opened and fills the earth, a deluge of joy is pouring down—radiant, rose-colored joy!

The artist's technique is not called into question. The mighty monarch himself cannot speak, but assumes to nod assent to the listening crowd that calls the musician "a present deity." His fingers are moving faster and faster over the strings, almost rolicking along to suggest the approach of the jolly god, Bacchus, whose praise is next sung. The master's pulses quicken, his face flushes. The wild music goes on. "What passion cannot music raise and quell?"

The king grows made fighting his battles o'er, defying heaven and earth. His cheeks flame and his eye flashes. The master, not slow to note the influence he exerts, with a sweep of the hand again changes his notes; now sounds a soft low strain, full of pity for the great king of Persia, who, defeated at Arbela, fled into Bactria, where he was betrayed by a treacherous satrap and murdered. The listeners are moved to pity. Handkerchiefs are taken out to wipe away the falling tears. The musician smiles at the effect of his marvelous power. He pauses.
His fingers move listlessly over the strings of the instrument and the transition to the soft voluptuous Lydian measure is made. Pity has already melted the hearts for the kindred feeling of love.

Naturally, the monarch turns to the beautiful Thais at his side, the music is very soft now, the lights are burning a little lower, and the air is heavy with the scent of the lotus. He touches her hand. War with its toil and trouble is all forgotten now—"honor but an empty bubble." Love is crowned through the magical power of the Greek musician.

Another pause. We think the climax is reached. But listen! The golden lyre is touched again, the strains are growing louder and yet louder, wilder and more furious. "Revenge! revenge!" Timotheus cries. The king seizes a torch, Thais leads the way, and the city is soon fired.

The music ceases. The master puts his lyre aside. He bows his head. His hands fall to his sides. He has played upon all the human passions, and he has seen strong men do his bidding. The great Macedonian conqueror is the musician's slave. He is content. Timotheus has immortalized the name of Alexander.

Anne Elizabeth Morse, '13.
"Clavigo"

What infinitely trivial circumstances have moved the pens of genius! The mere nod of a royal head or the frown of a princely brow has decided the fate of many of the masterpieces of the world. It stirs within us a pleasurable emotion to think that it can lie within our powers to move the artist's mind.

A fascinating little German lady once made a laughing dare to Johann Wolfgang von Goethe. The result is "Clavigo," ranked among his great productions.

It is well remembered how beloved a circle of friends Goethe drew about him in Frankfurt. They were like a happy family, enjoying their holidays together, and spending their evenings in a great room, reading aloud the latest noteworthy literary productions.

It was one of their pretty original games which led to "Clavigo." The men of the company drew lots in order that each determine the lady who was to be his wife on the excursion or to the party which was to take place. By treating her as his wife he was supposed to be kind, respectful, and mindful of her welfare. This, however, precluded any "pairing-off," for that would not be the way of married people. It seemed very satisfactory to them all, for their principal purpose in meeting was for intellectual benefit. Three successive times Goethe drew the name of Fraulein Anna Sybilla Münch, and thenceforward they were looked upon as an old married couple, and Goethe did not even draw for the names.

One evening Goethe read to his eager listeners the
French story by Beaumarchais, "De Mon Voyage en Espagne; Mémoire à Consulter pour P. A. Caronde Beaumarchais." Imagine the deep, sonorous voice of the splendid scholar ringing forth the dramatic tale. "Goethe's own temperament was so high strung that no doubt he flew into as savage a rage inwardly as Beaumarchais did in reality."

Ten years before the play was published Beaumarchais, the noted French author, had two sisters living in Madrid, one married to an architect, and the other, Marie, engaged to Clavigo, a young author without fortune. When Clavigo had obtained the office he had long desired he broke the engagement. Marie was some 27 years old and no longer in the fresh bloom of girlhood. Beaumarchais hurried to Madrid. He wished both to save Marie's reputation, and to put a speculation of his own on foot. He went to Clavigo, and made him write an avowal of his contemptible conduct. After this Clavigo was frightened, and sought a reconciliation with Marie, offering to marry her. Beaumarchais consented, but just as the marriage was to take place he heard that Clavigo was conspiring against him, saying he forced the marriage, for which deed the order had been procured for Beaumarchais's expulsion from Madrid. Very much angered he went to the Minister, and reached the King. Then he avenged himself by getting Clavigo dismissed from his post.

When he had concluded the reading Miss Münch said to him:

"If I were thy liege lady, and not thy wife, I would command thee to change this memoir into a play, to which it seems well suited."
The gallant youth was very fond of Anna, and he turned to her smilingly:

"That thou mayest see, my love, that liege lady and wife are one, I here undertake that this day week I will read a play on this very matter."

True to his promise in less than eight days he produced a drama based almost entirely upon the mémoire de Beaumarchais. He translated verbatim the chief scene and the dramatic situations of the mémoire. He had a most notable precedent in this — the works of Shakespeare. He said of it: "I challenge the critical knife to separate the merely translated passages from the whole without lacerating its flesh, without inflicting a mortal wound not only on the story, but also on the structure and life of the play."

In speaking of the ease with which he fulfilled his promise he said, "What in such cases is termed invention was with me spontaneous." That powerful brain needed but a single impulse, and it was off at the pace of a thoroughbred with victory always at the goal. He confesses that had it not been for his "dear partner," he would never have received the impulse, for the plot was no more stirring than many another.

The story itself as Goethe has remodeled it is exciting, and holds the interest from the first to the last page. The characters are Clavigo, Carlos, his friend, Beaumarchais, Marie Beaumarchais, Sophie Guilbert, neé Beaumarchais, Guilbert, her husband, Buenco, and St. George.

Clavigo has deserted Marie and is planning for the future. He is already the King's recorder and
an author of some little note, and he expects greater elevation. His conscience keeps Marie's image ever before his eyes, and he wonders why, for his love for her is long since dead. Carlos, the tempter, paints bright pictures of the future, and blots out the past with one sweep of the brush of scorn.

Marie, although betrayed, still loves Clavigo but she does not confess it. She has sent for her brother to avenge her.

Beaumarchais and his friend, St. George, arrive, and make an appointment to see Clavigo. They surprise him into writing a declaration in which he states that he has been a base deceiver to Marie, and that he was wholly in the wrong. After writing it he desires a reconciliation with Marie, and Beaumarchais finally consents. All plans are laid for the wedding, and Marie awaits the day with great joy.

Then comes the news from Aranjuez that Clavigo has betrayed Marie again. He has run away leaving no trace behind him. Carlos accomplishes this artistic feat.

Marie, stricken by the direful news, grows very ill and dies before they can summon a doctor. Beaumarchais is nearly mad with rage, and the entire family is terribly incensed.

As the funeral procession is forming Clavigo comes through the street. When he discovers Marie is dead he implores her to take him with her. Just then, Beaumarchais, still thirsty for Clavigo's blood, enters, and speedily stabs Clavigo. Carlos appears, and would have Beaumarchais arrested, but Clavigo says no, that all is right now, and that now his crime is expiated. As soon as they have all given him their forgiveness he dies.
The last act was not in Beaumarchais’ narrative. The dramatic possibilities of the play suggested the tragic ending for it, and the actual source is the Alsatian folk-song, “Der Herr und die Magd.” Hettner considers that the last scene is partially taken from the scene between Hamlet and Laertes at the grave of Ophelia.

In itself the plot is not unusual. It is especially familiar in the Goethe drama. There is a very evident reason for this similarity however, and it lies in the love affair between Friederike and him. This girl like Marie in “Clavigo” and like Maria in “Götz” was a sweet, lovable girl unversed in the ways of the world. According to his own confession Goethe loved her, but he treated her as Clavigo and Weislingen treated their sweethearts, by betraying her. She loved him in spite of this fact however, just as Marie and Maria did. Goethe’s love for Friederike died as did Clavigo’s for Marie, but the remorse and consciousness of guilt gnawed at his heart, and made him miserable as they did Clavigo and Weislingen. “I cannot rid myself of the memory that I have forsaken Marie — deceived her — call it what you will,” cries Clavigo voicing Goethe’s thought. During his entire life he tried to atone for the wrong he did her. Marriage would have been contrary to the ambition which he cherished and so he gave her up. In his old age he made the assertion that Clavigo and Weislingen were both the children of his remorse with regard to Friederike Brion.

Just so does he depict Clavigo and Weislingen. He confessed to his friends that there was an “intimate connection between the chosen material and the motives of my own life.”
Fritz Jacobi received a letter in August from the author discussing the play in which he says: "Beaumarchais’ character and his acts were amalgamated with personal characteristics and acts of my own." So here, too, in another character we meet Goethe’s own experiences entering in. Beaumarchais is a fiery, impulsive man with a very decided opinion of right and wrong. In this respect Goethe could recognize his own character.

When we study the character of Olavigo then, we expect to find the good mingled with the bad, the fine with the coarse. And we are not disappointed. Olavigo, as Goethe himself describes him in his letter to Schönborn, is an undecided, half-great, half-insignificant character. There are many noble traits in Olavigo, but they are overwhelmed by fear. Fear of public opinion, fear of Carlos, fear of Beaumarchais and, at length, the fear of God led him to do what he would not have ordinarily done. He would have preserved his honor, and married Marie, but for the wily Carlos. "Olavigo speaks from the innermost depths of his heart, but Carlos speaks from his worldly knowledge."

Carlos is a crafty cynical man of Mephistopheles-like cunning. He is acquainted with Olavigo’s nature as no one else is, and he knows the weak spots, and how to reach them. "Merck probably comforted Goethe as Carlos did Olavigo. Merck’s nature and his peculiar relation to Goethe were never more truthfully portrayed than in this drama." Carlos is a cold, hard man of the world, and yet he seems to possess a charm over Olavigo. He loves his friend, and this is the reason for his plot against Marie.
He firmly believes in Clavigo's great destiny and his future prosperity, and he wished to see all things come to pass. He proves it in his appeal, "O Clavigo, I have cherished thy fate in my heart as my own."

As for Beaumarchais, he is the same character as in the original narrative. There is no difference save that Goethe has painted him a trifle more vividly. Goethe must often have thought what action he would take should anyone play false to his own sister Cornelia as he had, and as Clavigo and Weislingen do.

The great disappointment to my mind is the picture of Marie. As a rule Goethe's women are a delight to the reader, but Marie falls far short of the standard. She is a sweet, gentle girl, but she is sickly and weak. She does not appeal to one as a girl who could even hope to retain the affections of a man such as Clavigo. She runs and hides when he comes to beg forgiveness, and acts in general like a simple country child with absolutely no character. We cannot admire her; our only emotion is a passive pity that she should be so weak as to die of a broken heart. In this point it seems to me that Goethe has weakened the entire drama. It may be a romantic ending for the forsaken girl to die, but it would give a touch of realism had it ended with the actual conclusion of the story.

The character of Bueneo is a touch of beauty in the play. He is Marie's true and unselfish admirer, and is really a memory of Lenz who was Friederike's lover. He takes a minor part, but his speeches are effective and they bear weight.

As for Sophie, Guilbert, and St. George, they are
most insignificant. The name Sophie was Cornelia's nickname and Friederike's sister's name. This fact adds to the abundant reality of the drama.

I have already mentioned how closely are the characters of Marie and Clavigo allied with Maria and Weislingen. Goethe says in a letter to Schönborn that the character of Clavigo is "the pendant to Weislingen in Götz, or rather, Weislingen himself, rounded out into a chief character." Weislingen's feebleness and nobility of character and his shameful treatment of Maria correspond exactly with Clavigo. Clavigo is, as the author says, just an emphasized Weislingen. One might almost think they were the same. Marie and Maria are alike too, although Maria is much more admirable than Marie. His contemporaneous critics said that it was fortunate that Goethe did not finish Faust at that time with some other embryonic plays. It is evident they feared a repetition such as exists between the romances of "Götz" and "Clavigo."

The critics spoke, too, of the resemblance between "Emilia Galotti" and "Clavigo." It is said to be a perfect companion piece for it, resembling it in plot, somewhat in characters, and in style. However, "Clavigo" is the result of life's own experiences while Lessing's drama is the product of thought and observation.

"Emilia Galotti" is a tragedy of intrigue and wickedness while "Clavigo" is a tragedy of characters such as Shakespeare deals with. In the one play the aid of a woman brings the catastrophe to completion, but the tragic guilt of the hero himself brings about the denouement of the Goethe tragedy. "Clavigo" is the contest between two rights, and
"Emilia Galotti" is the victory of virtue over evil passion.

Greater than all else, however, was the influence of Lessing's Masterpiece upon the unity of time, place, and action of "Clavigo." We see with surprise the active scenes of "Götz" gives way to the staid movement of "Clavigo." Lessing seemed to teach him the incongruity of the constant change in scene, especially for a play, and for the general unity of action.

Artistically "Clavigo" far outshines "Götz." "It is epoch making in the history of the German Drama." This is due to the fact that the action is mainly between Clavigo and Beaumarchais, and not between Clavigo and Marie. Beaumarchais is the actual hero, but for his own sake Goethe makes Clavigo appear the hero. He says that scenes which could only be suggested in Götz were the chief scenes of Clavigo.

Perhaps the remark of Goethe's friend Merck reveals the place that "Clavigo" should take in Goethe's writings. "You must write no more such rubbish in the future; others can do as well as that." Merck expected greater things of Goethe than this trivial little play. Needless to say we do too. But Tieck says in reply that it is a finished masterpiece. So went the fire of criticism. It was hailed with joy, and derided all in a breath. However well it is written, I believe that Merck was right. Goethe's pen was too great to produce it.

GERALDINE H. MURRAY, '15.

Note.—In 1775 or '76 Beaumarchais then traveling through Germany under an assumed name saw "Clavigo" played in the city of Augsburg. Imagine his feelings.
Letters Home  
May 2, 1913.

Dear Dad:

Well, Dad, it came off! The Debate I mean. And we lost. I never was so disappointed in my life. And, Dad, it was just as you said it would be. I suppose, as you are an editor, I really ought to give you credit for knowing one or two little things—but I didn’t believe your prophecy until it came true. You said: “Look out for law students! They don’t know any more than other students, but their wits are sharpened to refute extempore, and they learn their speeches by heart. If your people read their speeches, they’ll lose.” Well, Dad, that’s just what they did do, and that’s just what happened. I never really realized before what a big difference it makes to be able to look your audience in the eye, and talk to them as though you were making it up all along, and hadn’t had to look up every word of it and learn it by heart. It is “studied carelessness,” as our art teacher says, that counts. She says we must never be careless, but we must give the effect of a jaunty carelessness, which always attracts others, and never deceives ourselves. “Studied carelessness” is what our French teacher would call “some study.” It’s no easy thing to acquire.

But we’re going to beat that Law School yet! We’re going to try again and beat them, even if I have to go and do it all by myself! That team of ours is a match for all the teams the Law School can send out—if they know their speeches by heart. We did nobly, anyway. And I’m proud of us—and want it to do all over.
Do you know — here’s another thing. *How much yells help out!* We shouted some Wednesday night for the benefit of the team and all the rest — and oh, how loyal and good it sounded. I bet someone will hunt up some yells that are even better, after seeing their good effect Wednesday night. Yells are a fine thing! (You will notice — and pardon — my using *bet* back there. I thought of it after I had said it. I know such expressions aren’t proper for use in that way, especially when you’re a student in college. But, you see, it slipped out before I thought. Words have a habit of doing that I notice — slipping out before we think.)

Well, I was saying that those yells sounded loyal, or something like that. *Loyalty* is something I’m just beginning to understand. Perhaps the article I read on it, makes me think and know more about it just lately — but anyway, *Loyalty* is the big thing that counts — *everywhere*. That man said: “*Be loyal* whenever your principles can be on the same side — be loyal everywhere.” And then he gave some examples of what he meant by Loyalty, and of a lot of places where Loyalty is just the only thing that counts. “Of course, you know,” he said, “that Loyalty is, like all big, abstract, virtues, hard to define — but we all know, too, that it is just the big, abstract, virtues that we hold most sacred.” And he’s right. I’ve been thinking it out. For instance, we must be loyal to our school, wherever and whatever it is. If it isn’t worth being loyal to, it isn’t worth going to. Then we must be loyal to our outside interests, in whatever we’re engaged, or we won’t do any good by engaging in them. If we go into busi-
ness after we leave school, we must not take a position with a firm whose dealings we cannot support, heartily — and then we must be loyal to that firm, and not disclose any information intrusted to us, nor work in any other than that firm’s interest. If we go into a profession, like teaching, we’ve got to be loyal. The teacher who cannot or does not remain loyal to the school, or principal, or board, or whatever it is he’s working for — he isn’t of any use to himself or to anybody else. He’s just wasting time, for he won’t accomplish anything. His pupils and fellow-teachers won’t believe in him. And then, we’ve got to be loyal to our families and friends. The truth of the matter is — we’ve got to be loyal all around. Isn’t that so, Dad? We mustn’t be deserters — nor quitters — nor traitors. We must “stand by our guns!” Maybe I’m wrong, but that’s what I’ve figured out. And, as a teacher, I’m going to stand by the school I’m teaching in, if I can — and if I can’t, and can’t do any good by staying, I’ll get out. But, dear me! I’m planning a long way ahead. Here I am only a Freshman, and may not pass at that.

But we’ve moved, Dad. We “moved up” — and I begin to feel as though I might some day be a Sophomore. Tell Mother I wore my new thin waist with the Irish lace, and my heavy white skirt. I hadn’t worn it since I brought it from home, vacation — so it was “spandy” clean and looked real scrumptious. Editha looked awfully pretty. She had on a new white dress, and her hair was fixed prettily — and all that. She’s pretty anyway. But oh, the good time we had! All the girls in white except the Seniors — and they in their lovely caps
and gowns — and some of them with hoods. I'm going to have a hood! We had songs, and two speeches — one by the Senior President, and one by the President of the College — and class yells — oh, lots of them! and then we all went out on the campus and sang, and marched, and yelled some more. I'm so hoarse I can't talk now. It was just lovely. And each class had a beautiful, big banner — and — I just wish we could "move up" every day!

And say, Dad, I wish you'd "blow up" Dick for me. The idea of his squabbling with Bess — and all over nothing but his old smoking! There was a man from the Anti-Cigarette League who talked to the College the other day. He said it lay with the girls to stop the boys from smoking. He said if a boy thought anything of a girl, her mere request would be enough to stop him. I wrote that to Dick and he hasn't even deigned to reply. And he pretends to love his sister! Well, if I were nothing but a man, and could get a girl like Bess to promise to marry me, I'd keep away from smoke — why, I wouldn't even look at a cigarette advertisement — if she didn't want me to.

Give my love to mother and little Peggy, and everybody else — and lots to yourself.  

Teddy.
The Echo

Vol. XXII May, 1913 No. 9

Board of Editors

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Subscription, $1.00 per annum, payable in advance; $1.25 when not paid before October 15th; single copies, 15 cents.
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Address all business communications to the business manager, 82 N. Allen street.

"The Echo" is published (monthly except July and August) and owned by the students of the New York State Normal College, and is entered in the Albany Post Office as second-class matter.

Editorial Department

The New Board

A change was made this year in the process of selecting the board of editors of the Echo for the following year. Two nominations for each office were made and the subscribers elected as follows:

Editor-in-Chief — Edna Moat.
Assistant Editor — Edith Casey.
Literary Editor — Ballard Bowen.
News Editor — Ethel B. Stewart.
Alumni Editor — Rachel Griswold.
Exchange Editor — Théodosia Dart.
Business Manager — Marjorie Davidson.
The college magazine is essentially a production of the college, being concerned with the affairs of the world at large only in that broad sense in which great world movements affect human life and institutions, and in which the world is interested in these institutions. As a college organization the ideal magazine should exist in harmonious relations with the faculty, student body, and alumni and should always exert itself to preserve such relations between these bodies. In order to fulfill these obligations the college magazine must have a broad point of view, must be an institution in which the interests of the whole college center. In this way it will stimulate, foster, and reflect true college spirit and in this way alone.

The content of the periodical being largely supplied by the students, naturally, one of the first aims of the publication is to cultivate a high literary spirit which will be both creative and critical. As in all other human activities, so in the college world there may be found conditions which should be criticized, and opportunities may occur when helpful suggestions are useful. To offer such criticism and suggestion becomes another great duty of a college paper. Looking further, from the viewpoint of the ideal
magazine it is important that college events be chronicled for the information of all who may be interested, referring particularly to former graduates. In serving as a bond between the alumni and their alma mater the periodical satisfies a desirable requirement by recording the successes of the alumni, and by furnishing them news of college life. As in every activity there is strength in proper relationship, thus the college magazine is benefited and better fitted to perform its offices by being connected with the publications of other educational institutions. Finally, an ideal periodical should devote some of its pages to the advertising of reliable business firms, for the purpose both of supporting itself financially and of providing for the convenience and best interests of its subscribers.

While in judging a paper content is the important consideration, we cannot afford to neglect appearance—especially in an ideal production. The form should be attractive and daintily suggestive of the ideals of the publication.

And such, members of the new Echo Board, is the conception of an ideal college magazine that we would present to you. Perhaps it is not ideal enough to be an ideal; it undoubtedly could be improved. We intend only to suggest, for after all your ideals must be your own. But be sure to have ideals, high ideals, inspired by a desire to further the best interests of the Echo, for ideals are the stuff out of which the great realities of life originate.

May you be as successful as you hope to be and as we desire you to be!
Dr. Draper

Andrew Sloan Draper, State Commissioner of Education and directly connected with the Normal College as chairman of its board of trustees, died at his home in Albany on April 27, 1913. Dr. Draper was born at Westford, Otsego County, on June 21, 1848. His career as an educator brought him honor and fame. As Commissioner of Education he was responsible for the present educational policy of the State of New York. Dr. Draper was widely known as a writer and lecturer, and as one of the foremost workers in the peace movement. His words at the dedication of the State Education Building, which stands as a monument to his memory, reveal something of his character: "We consecrate this splendid pile of stone and steel to the enrichment of the great soul of the Empire State. We set apart this ground and this beautiful building to the good service of free education, and we dedicate ourselves, our children, and their children to its generous support and to its unselfish, unpartisan, enlightened, and patriotic use for the greatness of the State and the highest good of all her people."

One of the most distinguished groups of men ever gathered in Albany attended Dr. Draper's funeral.

Following is the tribute made by Dr. Milne to the memory of the deceased Commissioner:

"By the death of Dr. Draper New York State and the nation loses one of the ablest educators that America has developed. No man has ever exerted greater ability to grasp or to put into practical use so many of the best principles known to educational science, but his genius was more conspicuous in the
work of organization. His service to the Empire State is so thoroughly appreciated and so skilfully applied that his name must rank as high as that of Horace Mann of Massachusetts.

"Dr Draper's gifts as speaker, as lecturer, and as investigator will classify him among the world's most conspicuous and most forceful expounders of the educational science, and his advocacy of the noblest principles for the guidance and for the development of the young in character will permanently establish his reputation as a prince among moral leaders. He was a product of the Empire State, of the city of Albany, and every citizen cannot fail to be proud of his name and his achievements."

An Exchange Department

Some time during the latter part of the first semester the Echo Board voted to establish an exchange department, of which Miss Gertrude C. Valentine was elected editor. It was discovered, however, that enough exchanges to warrant the founding of a department could not be secured so late in the year, and Miss Valentine has since directed her efforts toward making possible the establishment of an exchange department next year. We desire to express our thanks to her at this time for her services and good-will.

In order that this department may be operated from the beginning of next year, an exchange editor has been elected as one of the members of the new board. We wish that the new department may be a success, and an improvement to our College magazine.
An Appreciation

The editors desire to express their gratitude to Mr. Frank H. Evory for his kindly interest in the Echo, for his patience, and for the helpful advice which he has so often given. We compliment him and his company upon their straight forward business principles.

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News Department

Faculty Notes

Resolutions Unanimously Adopted by the President and Faculty of the New York State Normal College, April 29, 1913:

Whereas, In the death of Andrew Sloan Draper, LL. D., Commissioner of Education of New York, the State has lost one of its most distinguished citizens, and

Whereas, His contributions to the work of education have been of such superior value, and his high intelligence, strong character, broad culture, and rare executive ability have placed him among the foremost educators of America, and

Whereas, For many years he has been intimately associated with this institution as trustee, counselor, and friend, therefore, be it

Resolved, By the President and Faculty of the New York State Normal College:

That we hereby express our deep appreciation of the character and work of Dr. Draper, and record our sense of loss in his death.

That all exercises of the College be suspended on the day of his funeral.
That we extend to his wife and family the assurance of sincere sympathy in their bereavement.

That these resolutions be placed on the records of the College and that a copy thereof be sent to his family.

GEORGE S. PAINTER,
RICHMOND H. KIRKLAND,
LEONARD W. RICHARDSON,
Committee.

On April 18th and 19th Professor Risley attended a meeting of the History Teachers of the Middle States and Maryland at Syracuse. His chief interest in the conference was in regard to the methods of teaching history in secondary schools. Several excellent papers upon this subject were read, three of the best being, "Geography and History," by Professor Burr, teacher of mediaeval history in Cornell University; "Teaching of Recent History," by Dr. Hayes of Columbia University, and "The History Recitation," by Dr. Wolfson. The history teachers of Syracuse and vicinity are forming a local association for the advancement of interest and methods of teaching. Dr. Lyttel, of the State Education Department, and Professor Risley will take steps to form a similar association in and about Albany.

Dean Leonard A. Blue spoke to the Sunday School teachers of Albany and vicinity at a dinner given in "The Amsterdam" on April 29th. The subject upon which he spoke was: "The Ideals of the Sunday School Teacher."

Miss Burbank was forced to absent herself from College several days because of illness.
Lectures

Hugh P. Baker, M. F., Ec. D., Dean of the New York State College of Forestry, at Syracuse, addressed the students upon the subject: "The Forests of New York, Past and Present." Dean Baker is an able speaker and proved himself thoroughly capable of treating his subject in an interesting and practical, as well as in a scientific, manner. The lecture was illustrated with very excellent slides. Dean Baker has made an exhaustive study of the conditions of forests in Europe; his pictures of the German forests were especially instructive, and his comparisons between our own forests and those of Europe were most illuminating and practical.

On April seventeenth B. R. Baumgardt gave an excellent lecture under the title, "An Evening with the Stars." The lecture was illustrated with many accurate and valuable pictures of the stars about which Mr. Baumgardt spoke. He is plainly a man in love with his subject, and has the rare power of compelling his hearers to love it also. He has caught the poetry and romantic beauty of the spheres and has coupled with these qualities practical, scientific knowledge. With speech full of a quaint humor, Mr. Baumgardt both interested and delighted his listeners.

Rev. Manfred P. Welcher, Field Secretary of the Anti-Cigarette League of America, spoke to the assembled students at chapel hour on April 9th. Since his listeners were mostly young women preparing for teaching, Mr. Welcher emphasized the scientific side of his subject.
On the evening of April twenty-eighth Professor S. B. Belding gave an Organ Recital in the First Reformed Church at Albany. For those who love and can appreciate great music the recital proved a rare treat.

A debate between the Parker Debating Society of the Albany Law School and the students of our College took place in the Auditorium on the evening of April thirtieth. Those who represented the Law School were: Bernard Kearney, Kathryn H. Starbuck, Jacob Rubenstein, and James A. Noonan, alternate. The representatives of our College were: Florence M. Hodges, Clarence A. Hidley, Chester Wood, and Laura Bristol, alternate. Dean Blue acted as chairman; John C. Watson of the Law School was Secretary. The question debated was: Resolved, That the closed shop is more beneficial than the open shop to the interests of the working men of this country. By a unanimous vote of the judges, the decision was given to the Law School students who upheld the affirmative. The judges were: Judge Brady, Mr. Lawson, and Professor Naughton, all of Albany. The students who acted as a Committee of Arrangements follow: John T. Delaney, Theodore B. Lull, and Samuel Caplan, A. L. S.; Edith A. Carr, Marvel A. Jones, and Orris Emery, S. N. C. The Mandolin Club of our College furnished music before and after the debate.

Moving-up Day

The ceremony of "Moving-up," one of the biggest college events of the second semester, took place at
10:30 on Friday, May second. College and class spirit, however, prevented the students from remaining passive until that hour. At nine o’clock, when the students assembled for classes, they discovered that the big yellow and white banner of the Freshmen floated high upon the flag-staff, above the College flag. In the “scrap” which ensued, the big banner was hauled down and the Freshmen sent to classes with spirits, however, undaunted. From the first, class colors were much in evidence. Not until the lower classmen were assembled in the Auditorium at ten thirty did the Seniors appear, clad in cap and gown, marching slowly to the rhythm of their class song. Following them came the Senior Household Economics, distinguished by their arm-bands of American beauty and white. In the formal exercises which followed Miss Bristol, President of the Senior class, gave a remarkably fine address, filled with a certain sadness, yet strong in its joyous hopefulness for the future. Following the college songs and the class yells, Dr. Milne spoke to the students in the informal, friendly way they like so well.

After the completion of the more formal exercises the students flocked to the front of the College, where, upon the lawn and walks, class spirit found an outlet in “yells,” “snake dances,” and frolic worthy of “seven-year-olds.” Indeed, everyone, even our Faculty, felt absurdly, delightfully young.

It was at this time that the underclassmen discovered with no little chagrin that, by the blue and white arm-band, Dean Blue had been captured as a “Junior.” They, however, consoled themselves with the thought that there are other “Moving-up Days” coming.
And, when at last the students returned to the more serious duty of attending classes, it was with class spirit soaring and the love of their Alma Mater warm in their hearts.

Commencement Exercises

Friday, April 25 — “Crimson and White”
“Musical,” College Auditorium, 8.00 P. M.

Monday, April 28 — Organ Recital by Professor S. B. Belding, First Reformed Church, 8.00 P. M.

Friday, May 9 — Delta Omega Dance, College Gymnasium, 8.00 P. M.; Zeta Sigma Society Reception to Class of 1913, High School, Graduates Hall, 8.00 P. M.

Saturday, May 10 — Delta Omega Luncheon, The Hampton, 2.00 P. M.; Delta Omega Entertainment, College Auditorium, 8.15 P. M.

Friday, May 23 — Cantata, “The Egyptian Princess,” under the direction of Professor S. B. Belding, College Auditorium, 8.00 P. M.

Saturday, May 24 — Psi Gamma House-warming and Shower, 431 Clinton Avenue, 8.00 P. M.

Thursday, May 29 — Eta Phi Dance, College Gymnasium, 8.00 P. M.

Friday, May 30 — Kappa Delta Picnic, Mt. Pleasant; Psi Gramma Picnic, Saratoga Springs, N. Y., 9.00 A. M.

Saturday, May 31 — Eta Phi Breakfast, The Hampton, 1.00 P. M.; Theta Nu Excursion to New Baltimore, 9.00 A. M.

Thursday, June 5 — Final Examinations begin, 9.00 A. M.; Robert C. Pruyn Prize Speaking Contest, College Auditorium, 8.00 P. M.
Saturday, June 7 — Quintilian Society Excursion, 9.00 A. M.

Friday, June 13 — Newman Club Luncheon, The Ten Eyck, 1.00 P. M.; Final Examinations End, 5.00 P. M.

Saturday, June 14 — Class of 1913 Picnic; Kappa Delta Dinner, The Ten Eyck, 7.30 P. M.

Sunday, June 15 — Baccalaureate Sermon by The Very Reverend Dean Brookman, D. D., All Saints Cathedral, Albany, College Auditorium, 7.30 P. M.

Monday, June 16 — Class Day Exercises, Class of 1913, College Auditorium, 10.30 A. M. Memorial Exercises for Dr. A. N. Husted, College Auditorium, 3.00 P. M.; Reception to Class of 1913 and to Alumni, by President and Mrs. William J. Milne, No. 5 Elk Street, 8.00 P. M.

Tuesday, June 17 — Commencement Exercises, College Auditorium, 10.30 A. M.; Luncheon to Class of 1913 by the Alumni Association, 12.30 P. M.; Senior Ball, Class of 1913, College Gymnasium, 8.30 P. M.

Saturday, June 21 — Class of 1913, High School, Reception to Parents and Friends, College Gymnasium, 8.00 P. M.

Monday, June 23 — Closing Exercises, High School, College Auditorium, 3.00 P. M.

Y. W. C. A. Notes

The new officers and cabinet members have settled down to definite steady work. No perceptible change of policy is noticeable; the new administration is well content to strive to carry on the work so ably handled by former cabinets.

The officers follow:
President — Naomi Howells.
Vice-President — Marjorie Davidson.
Secretary — Mary Dabney.
Treasurer — Marion Wheeler.
The chairmen of the various committees, who with
the officers make up the cabinet, are:
Social Committee — Christie Wait.
Extension Work — Gertrude Wells.
Missionary — Lena Knapp.
Membership — Marjorie Davidson.
Finance — Marion Wheeler.
College News — Edith Carr.
Bible Study — Doris Smith.
Religious Meetings — Lois Atwood.

A new club under the administration of "Y. W." has been organized with Laura Sexton as President. Its name is the "Silver Bay Club," and its members are those who have attended the student conferences of Y. W. C. A. on Lake George. Miss Sexton has been made a member of the cabinet. The club will have charge of the raising of finances to send delegates to future conferences.

Several very excellent religious meetings have been held. On May 1, Mrs. Barnes, Assistant Secretary of the Baptist Board of Missions, spoke to the girls in a most informal and helpful manner.

A very enthusiastic "Silver Bay Meeting" was held on May 7. Miss Sexton led the meeting and asked several members who had attended the last conference at Silver Bay to speak of specific subjects of interest.
College Club Notes

The Club was given the opportunity and very great pleasure of listening to an address by Judge John J. Brady on Friday, April 18. Judge Brady discussed the old method of dealing with law-breaking children, and the modern method which is being applied.

Dr. Ward of our faculty dealt with a most interesting topic to the members on April 25, when he spoke on the life of a college student. His address was very helpful.

On May 9 Miss Margaret Doane Gardiner talked against woman's suffrage. She gave a deep thought­ful and sensible treatment of the subject.

The members of the "College Club" desire to express their appreciation and thanks to all, who, through their interest and co-operation, have helped to make the organization a success. To those mentioned below we are particularly indebted for the excellent half-hour talks given at the regular meetings during the year that is just closing: Prof. Risley, Prof. Woodard, Prof. Walker, George E. Gorham, M.D., Prof. Kirtland, Dr. Richardson, Mrs. Joseph Gavitt, Dr. Henry P. Warren, Prof. Smith, Judge John J. Brady, Dr. Ward, Miss Margaret Doane Gardiner, Dr. George Dugan, Dr. Milne.

Delta Omega Notes

Miss Elizabeth Williamson spent an evening with the Deltas on her recent trip to Albany.

Miss Helen Odell has returned to college quite recovered from her siege of tonsilitis.

The Delta week-end is a thing of the past now, but
the girls can certainly look back upon a jolly time. Friday night, May 9th, was the dance in the College gym; Saturday noon a banquet at the Hampton with Miss Frances Burlingame as toast mistress; Saturday night the active Deltas showed the Alumnae what they could do, in an entertainment given at the home of Miss Agnes Futterer.

The girls at the "Flat" attended a house party at St. Stephen’s College, Annandale, May 2.

The “At Home” of April 22nd was especially well attended by the students and faculty of the College.

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**Kappa Delta Notes**

Kappa Delta’s “movies” were held on April twenty-fifth, when she changed her home from 82 N. Allen street to 262 Yates street, where she will be more than glad to welcome all of her friends, old and new.

Mary Denbou, ’10, and Henrietta Fitch, ’10, were guests of the House the week-end of the twentieth.

Kappa Delta wishes to congratulate the Seniors upon Moving-up Day — it was a grand success, and did more to promote college spirit than anything which has happened for a long while.

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**Eta Phi Notes**

On Friday, April 26, a meeting was held at the home of Geraldine Murray. Plans for the remainder of the year were discussed, and the commencement program was arranged. Our usual good time followed the business.
May 2nd we had a little "jollification" to which we invited a few friends.

Thursday evening, May 8, a meeting was held at Marjorie James' home. An especially delightful time was enjoyed by all of us.

Miss Lillian Houbertz visited us for a few hours not long ago. It seemed delightful to have one of "our" girls back with us.

Miss Myra Young has been home for a few days on account of illness.

G. A. A. Notes

They're all right!
Who's all right?
Juniors!

The Juniors won the inter-class track meet with a score of twenty-one points. The Freshmen were second with thirteen points, and the Sophomores last with six points. The Seniors did not enter the meet.

The individual events went as follows: 40-yard dash—Fanny Wood (Junior), first place; Louise Leggett (Freshman), second place; Lulu Cargill (Freshman), third place.

High jump—Jeanette Campbell (Junior), first place; Dorothy Schwarthof (Freshman), second place; Gertrude Wells (Junior), third place.

The potato race was won by the Juniors with Freshmen in second place and Sophomores third.

In the game of "hurl-ball" the Juniors and Sophomores playing together defeated the Freshmen.
The record for high jump won by Jeanette Campbell was three feet eleven inches. In the try-out for second place, however, the mark was raised to four feet one inch, which was Miss Campbell’s record of last year.

The fine weather now calls us out for long walks. Several were enjoyed last fall, and we are promised some more in the near future.

Entries for the spring tennis tournament will soon be in order. Every one who has played is urged to enter. A silver cup will be awarded the champion.

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Alumni Department

The committee, to arrange for memorial exercises for Dr. A. N. Husted, held a meeting on Tuesday, April 29th. The following members of the committee were present:

President Milne, Prof. Birchenough, Hon. John Bowe, Mr. Lewis Cass, Principal Edward Deevey, Mr. John Mahar, Dr. H. E. Mereness, Miss Anna Pierce, Dr. Richardson, Prof. Sayles, Prof. Woodard, Miss McClelland, chairman.

Miss Elizabeth Williamson, ’12, and Miss May Larkin, ’10, were recent visitors at college.

Baguio, Benguet, March 8.

The Executive Bureau moved its employees to Baguio, the sixteenth of February, and that date will always be a pleasant memory. We left Manila, on a special train at eight in the morning, and I had the
good fortune to be slated for the special car Washington, whose occupants were furnished a delicious luncheon by Clark, the best caterer in Manila. The ride by train was through a variety of country; fields of country cane, hemp and pasture lands, where one noticed many goats, which I thought must be for the purpose of furnishing milk for infants, but was told that they furnished instead lamb for the table. We passed prosperous towns, where were fine market buildings, school-houses, playgrounds; now and then, perched in a picturesque spot a nipa school-house, with a U. S. flag waving over it; rivers, some rushing onward to the ocean, others whose waters had already run their courses and left the beds filled with stones, both large and small, washed down from the hills, during the rainy season; native villages with their nipa shacks; and, finally, pine forests. At three in the afternoon we reached Camp One and where we took autos for our ride over the famous Benguet Road, that the papers are always telling the people how much it costs the government to maintain. I have read about this road and been told about it, but one must ride over it to appreciate it. Up! Up! we went, towering rocks on one side, deep precipices on the other, falls tumbling over rocks, rivers roaring in the distance, over bridges spanning chasms, and along this wild scenery the road was as smooth as a floor. Finally we reached "The Zigzag," of which much has been written. There are seven roads, up this steep pitch, connected by sharp turns, at each turn is a gate, and the autos going up are stopped at each one to allow down-coming ones to pass, if notice by telephone has been sent that they are on the way.
The autos are the most powerful made and are driven by Filipinos, who have been well trained for the work. There has never been an auto accident under government control, which speaks well for the training of the chauffeurs. I put on a jacket when I left the train, and soon tied a veil over my ears, and later pulled on a sweater, and soon wished for a heavy wrap which was in my trunk. At seven-thirty we were five thousand feet above Manila at Baguio, where a fire was waiting, at “The Pines,” or at the “Gov. Mess,” or at the house of a friend, and we soon found our way to the place prepared for us.

The government offers its employees, the unmarried ones, a choice of three modes of life, hotel, tent, or dormitory. I chose a tent, and am as happy as two larks in it. The tent has everything convenient, including electric light, and faces east and west. The sunsets are glorious, and I am told the sunrises are equally so, but, thus far, I can not vouch for them. I take my meals at the Gov. Mess and they are good, fresh vegetables from the Experiment Station, which, after canned goods at Delmonico’s, are most acceptable.

There are miles of road up here perfect for autos and driving; and there are miles of trails over the hills, through the pines that have the real piney smell; besides babbling brooks and native shacks. I have already worn the soles off one pair of shoes, but have found a cobbler who is a genius for restoring lost souls, so let them go.

The natives wear a gee string and a shirt, in the morning, but discard the latter later in the day. Their muscles are well developed and they seem to be
far more ambitious than the Filipinos of Manila. Even my latent energy is returning, and I have sewed and crocheted quite a bit since I came to the hills.

The first night in a tent made me think of zero weather in the homeland. I was cold although I had three blankets on the bed, supplemented by a pillow over my feet, and a towel about my head.

Last week I was vaccinated, and my arm has caused me no discomfort, although the doctor says it is working mildly.

By the time of my next letter I shall be able to tell you something of the sights of this beautiful spot, as I shall have been about by that time.

I am quite sure I have not told you about the Carnival. We had nine days of it and not a drop of rain to mar the enjoyment of the confetti throwers. The exhibits of lace work, embroidery, furniture, vegetables, and flowers were wonderful and showed well the result of American training, as well as the ability of the Filipinos to learn. I spent quite a bit of time watching the machine, which seemed to have reasoning faculties, make cigarettes.

The Japanese and Chinese came for athletic sports, the former having a fine baseball team from Mejii University, and in one game there was certainly race prejudice shown, when they played with an all Filipino team.

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