

MESSENGER

Vol. 5 No. 1 September, 1898

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The S. Stephen's College Messenger.

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VOL. V.

ANNANDALE, N. Y., SEPTEMBER, 1898.

NO. I.

The Modern Idea of a University.

MANY and complex are the thoughts which arise in our minds at the suggestion of the question which we are to discuss. It seems to us that our ideas are all at variance with each other when we combine the various notions and opinions that are held throughout Europe and this country as to what a university is. In order to obtain as correct an idea as possible as to what a university is, what its duties and functions are, let us make a brief survey of its history.

In reviewing the history of the university there are two facts which immediately arrest our attention. The first is that the highest schools of learning were chronologically first. The schools for the people were not the forerunners of the universities; on the contrary the schools for the people grew out of the universities. The second fact is that the universities were not created by the State, but were the work of individuals. The fact is well known to us that solitary scholars during the Middle Ages delivered lectures publicly, which attracted men from all quarters. This was the inception of the university. The numbers of men who surrounded the university were so great that they could not be provided for; so inns, taverns, and halls were erected for their habitation, which in a short time gave place to colleges endowed by wealthy and benevolent men. Thus we see that colleges were designed primarily for aliment and habitation; afterward they became cloisters for studious men to retire to, in order to devote themselves in leisure and freedom from the cares of daily subsistence, to meditation and the studies of the arts and sciences in general. Thus the colleges were accessory and contingent to the universities. The progress of the university was very slow of necessity, since it was ham-

pered on all sides, especially by the Church and the State. The Church, as we know, from the fifth to the twelfth century had complete control of the schools of philosophy which had their origin among the Greeks. She turned them into ecclesiastical societies and merged all science and literature into theology. The institutions being thus controlled and restrained there was no free action of the mind, no freedom of speech; and it was not until the rise of Scholasticism that the power and authority of the Church was set aside and the rise of the modern university began. We need not dwell upon the rise and progress of Scholasticism with its final discardment, except to say that it gave an impetus to and was identified with the beginning of the modern university. From then until now we can trace the path and progress of the institutions of learning. Many appeared in Germany, France and England, and to-day the universities of Germany and France stand out preëminently among all the others. The rise of the universities in England is by no means so marked as in Germany and France. The influence and progress of the schools and colleges of that country kept the universities in the background so that they are really nothing more than a collection of colleges under the name of university.

It seems to us that the true idea of a university is that held by the Germans, which is substantially the same as that held by the French. The idea implies an object of study and two conditions. The object is the independent search after truth in any and all of its forms, wholly irrespective of utilitarian application. The conditions are first, that the professor is free to teach what he chooses, as chooses; secondly, the emancipation of the student from compulsory drill by recitation. Thus in Germany and France they have the elementary and preparatory schools which are respectively called *gymnasias* and *lycée*, corresponding to our high-schools and colleges. The student who wishes to enter a university must present evidence that he has graduated from one of the schools, or proof of some sort which shows that he is fully qualified to pursue studies of a higher character.

We thus see that the main idea of a university is an institution which is equipped and furnished in every detail, having a well-selected library, no thought in this case being given to old and antiquated volumes, nor to the number, but to the range and quality of them; a complete scientific apparatus, and well filled cabinets; in fact with the materials of learning. And finally and most essential, "many-sided" men as professors and instructors, who have a love for their work, keen appreciation of men, and a clear perception of the responsibility which rests upon them of instilling into men's minds high ideals which those men will put to practical use in the sphere they may choose. The university will thus have a two-fold influence over the world. The first, in drawing men from the world to fit them for a higher aim and purpose in life; and second, in sending forth men, educated in the highest degree possi-

ble, to cope and grapple with those profound and subtle social questions which can only be solved by sending out educated men.

In the foregoing we have tried to define clearly and distinctly the true idea of a modern university, and now, in the following we will try to show how the so-called universities of our own country fall short of that idea. We hear on all sides that this is an age of specialization and of particularization; an age of progress and advancement. This is only too true, for even the arts and sciences are particularized in every detail, just as the workman is constrained to make nothing more than the balance wheels of watches, for example. Schools of Law, of Medicine, of Agriculture and Mechanic Arts, exist independently throughout the country, and they take for themselves the name of university. Men are scattered everywhere with the result that there is a dispersion of effort and waste of force. There ought and must be centralization of effort and force if success is to be secured, and this can be done only by having four or five universities situated in various parts of the country.

A university is not a place where under-graduate work is carried on; that is the part of schools and colleges. Men entering universities are expected to have been trained in all the elementary studies. They are also supposed to know how to study, and that too for the attainment of a definite object. This is the point where specialization ought to begin and not in the preparatory grades. One may ask a college-bred man what the difference is between a college and a university, and he will tell you that the university has a greater variety of courses than a college. Again it is thought by some that a university is a place where they allow students the choice of fifteen or twenty distinct programs of special studies, seemingly thinking it must be one because all things are taught there. We thus see that they have lost sight of the fact that it is an institution in which opportunities are afforded, not for under-graduate work, but for the higher study of any and every branch of human knowledge.

The only way in which we can account for these ideas and opinions is the tendency on the one hand to particularization and to the recent creation of universities really worthy of the name on the other. This last named tendency is asserting itself, and with our large resources and continued legacies of benevolent men, we will undoubtedly soon have universities which will equal if not excel those of Europe.

Christian Andrew Roth.

Authors as Conversationalists.

IT is a common supposition, accepted, usually, without much consideration, that well-known writers are generally able conversationalists. Remembering that all writers of renown have something to say worth the telling, it is

perhaps pardonable if we jump to the conclusion that they have nothing to say which is *not* worth the telling; and, in a measure, we are to be excused for our thoughtlessness if we think our authors, whether they use the medium of pen and paper or that of conversation, must needs be always interesting in making known to us the brilliant and fascinating thoughts perpetually surging through their brains. Unfortunately for our "castles in the air," great writers have not been invariably clever talkers. True, they have had much to say of an interesting character, but we may say of many writers as Sir Alison says of Macaulay, "He had little sympathy with the minds or wishes of his hearers, but poured out whatever chain of ideas or incidents occupied his own mind at the time, without the slightest regard to whether it was of interest to his auditors." An ordinary mortal who does that is commonly styled a bore; if he lack ideas altogether he is considered a fool; but if like Macaulay, he has ideas, and unlike the great author, is unrecognized as a genius, he is called a crank. Either way he is a bore. Charity covereth a multitude of sins, and so, too, does genius.

Of Thackeray, Anthony Trollope says: "He was a man of no great power of conversation. He was not a man to be valuable at a dinner table as a good talker." Yet he could tell a good story, entertaining friends in a manner always pronounced delightful and remembered with pleasure long years after by his auditors. Perhaps Thackeray himself gives one good reason why he never won renown as a talker; and the reason is a commonplace one. "He sometimes complained that his best things occurred to him after the occasion had passed by." We were all good conversationalists but for that very reason.

Thomas Hood was a man of reserved nature, and though on occasion he could talk fairly well, we have evidence that Trollope's description of Thackeray quite as aptly fits him. Dickens told a story well but hated argument; obviously a great drawback to his becoming a conversationalist. In fact he made himself, by this habit, oftentimes detestable on occasions when conversation is apt to flow in any and every channel.

To comprehend in some degree the reason for the varying opinions prevalent as to the conversational powers of great authors, we may observe the diametrically opposed estimates of Campbell and Brougham with regard to Lord Macaulay. The former, speaking of a particular occasion, says: "In my passage through this world I have never met with anything so wonderful as Macaulay's talk during the two hours we were with him." This bespeaks Macaulay's power to make himself interesting—and intensely so—when the conversation ran in congenial channels. When, on the other hand, the time and opportunity required less of power and more of versatility, we find Lord Brougham anathematizing him as follows: "He is absolutely renowned in society as the greatest bore that ever yet appeared."

A word or two of quotation sums up Lord Cockburn's estimate of Macaulay

in that direction, and gives us one or two reasons why a man may be able and at the same time not particularly brilliant. Lord Cockburn writes thus: "His conversation is good but too abundant, and is not easy. Though the matter of his conversation is always admirable, the style is not pleasing."

"His style is not pleasing," and yet a pleasant style is one of the first requisites in elegant conversation. With regard to the "abundance" of his conversation, it is on record that Sydney Smith once said to Macaulay, "Now Macaulay, you'll be sorry when I'm gone that you never heard me speak."

After all it is hardly to be expected that writers whose power lies along some particular line of thought, should possess that acquaintance with unnumbered things, that quick wit and wonderful versatility so necessary to polite and graceful conversation. The essence of brilliant conversation is its spontaneity, while many of our writers attain the excellence of their work only by painstaking revisions and the most patient polishing. We could hardly expect of Gray, because, after forty times revising his "Elegy," he produced something marvellously worth the telling, spontaneous beauty of language and thought in conversation. Sydney Smith, it is true, was a sparkling wit and conversationalist, but if he had not been famous for his wit and humour in conversation it is doubtful whether he would be considered an author worthy of ranking as a contemporary of Dickens, Thackeray and Macaulay.

Potter Hall, '99.

Where the Dead Past Sits Enthroned.

DARK are the shadows, dark the walls of stone
That close about her; silence over all.
The dim light shows her regal figure, tall
And stately, seated on an ancient throne.
White-faced she is, and dead, and all alone.
A withered palm her nerveless hands let fall,
And white against the blackness of the wall
Shines out her hair, with cobwebs overgrown.
Wide are her eyes and straining through the gloom
Far searching always, but the rocks that loom
Throughout the void let never pilgrim nigh,
Nor voice e'er break the silence of that tomb,
But now and then the dead thing throned on high
Sends through the darkness one great, shuddering cry.

Emma Lou Garrett, '99.

In the Vassar Miscellany.

ANNANDALE VERSE.

IN THE "SOUL OF THE DAY."

WITH twilight gloaming silvering the sky,
 The last tired wave in murmurings sad and faint
 Breathes forth some long, low, shuddering complaint,
 Gasps once—sinks slowly back again to die;
 And in the deepening shadows quiet, I,
 With thoughts full sweet and free from day's constraint
 In Nature's calm feel God and my blest saint;
 But knowing my unworthiness I sigh.
 From out the starry stillness of the night,
 A voice in seeming accents speaking clear
 Of endless hope and of the glorious might,
 Outpoured on man by love of man held dear,
 My soul with nobler yearning cries for light
 To guard and keep this love without vain fear.

Harry B. Heald.

COLLEGE MOTHER-GOOSE RHYMES.

A JANITOR lived in a little white house;
 He kept a blind dog and a hustling spouse;
 He trotted around with a little tin pail,
 And managed to keep quite hearty and hale.

Hey diddle diddle!
 The night's in the middle,
 A college cow barked at the moon;
 The college men swore to hear the sound,
 And hoped that the cow would die soon.

A GIBSON GIRL.

A SUMMER girl,
 With all a summer's passion.
 Albeit bold,
 Her heart's as cold
 As snows that whirl;
 She loves when love's the fashion.

Potter Hall, '99.

TWILIGHT.

THE sun has set and seemed to take away
 My self-assuring spirit, and that rest
 In all things as they are. 'Twere surely best
 That man should thus throughout the day
 Deceive himself, and whether work or play
 Engage him, feel a master in the quest.
 Self-trust is our day-angel; if confessed,
 Our loneliness and fear, the Sun would stay
 Affixed in heaven by our prayers:
 We could not dare to lose his living light.
 The proud boy sees his shadow and declares
 Himself a man. But ours would fright
 Us, lengthening darkly o'er our wheat and tares,
 If not so oft absorbed in soothing night.

H. S. H., '98.

WHEN THOU WERT HERE.

I.

WHEN thou wert here,
 And by my side,—thy little arms
 Close locked in mine—we walked in sheer
 Forgetfulness of future harm;
 When thou wert here.

II.

When thou wert here,
 No disappointing thoughts of how
 I fain would see thee, and be near
 Thee, as those thoughts afflict me now;
 When thou wert here.

III.

When thou wert here,
 My spirit seemed to be imbued
 With gentler fire; the merest spear
 Of God's green grass seemed brighter hued,
 When thou wert here.

IV.

When thou wert here,
 No tiresome hours e'er came to cast
 Their shadow o'er my joy, or sear
 One verdant leaf in mem'ry's past,
 When thou wert here.

V.

When thou wert here,—
 Tis past, but how my heart essays
 Again to live, and backward peer
 Into those sweet and charming days,
 When thou wert here.

Alfred Reed Hill, '01.

A '98 ECHO.

To the Air—"O Give Us a Drink Bar-Tender."

O SING us a song of college, of college,
 What you say and what you do;
 Of your work and play in search for knowledge;
 Tell us all and tell us true.

"Then list to the tale of our Alma Mater,
 A brief and hurried view.
 Would you hear of each class as it comes in order?
 Then we'll sing our song to you."

What can you say of the Seniors, the Seniors,
 Are they swell, although they're few?
 Are they good examples, those Seniors, those Seniors,
 To the students fresh and new?

"O, we don't dare say what we think of Seniors,
 For trouble then would brew:
 They might be worse and they might be better,
 On the whole, they'll have to do."

Now is there a class called Juniors, the Juniors?
 Just give us a point or two:
 Are they a gay lot those Juniors, those Juniors?
 We think we've heard a clue.

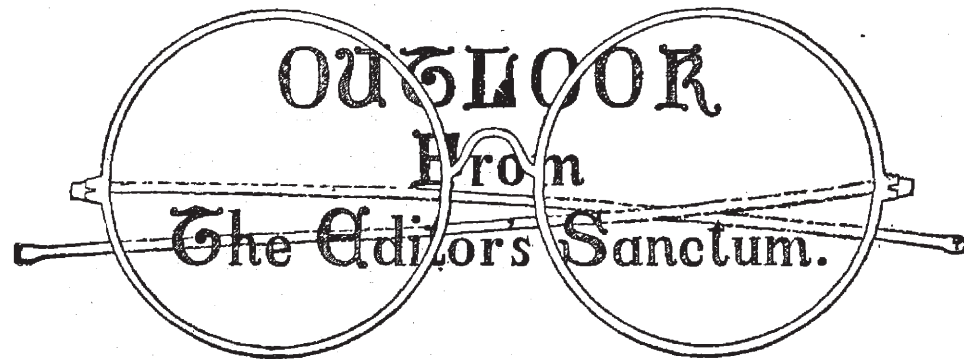
"They're studying logic and reading in chapel,
 And think they're 'not so few,'
 They'll improve next year, these Juniors, these Juniors,
 Any harsh words, then we'd rue."

And what do you mean by "Sophy," by "Sophy"?
 Information now we sue.
 Are they foolishly wise as their queer name tells us?
 What lines do they pursue?

"They're an 'ornery lot,' as the saying has it,
 On Lysias now they chew;
 But we're fond, very fond of our Sophies, our Sophies:
 From Freshmen *how* they grew!"

Have we come to the last the Freshmen, the Freshmen,
 Those birds of emerald hue?
 Let's hear of them the Freshmen, the Freshmen,
 If it gives us the dumb-ague.

"Oh, words would fail us to tell of the glories
 Of the class that is *not* blue.
 So will hold our tongue in a 'sacred silence,'
 And leave the tale to you."



IT is not within the province of the MESSENGER to venture to make any comparisons or to attempt to discuss the effect of the many alterations which have been made in the organization of the college during the past few months, but these changes must appeal to the student body as being of so radical a nature that some notice of them in the Outlook cannot be considered out of place.

At least for those of us who are nearing the end of our college career and who have grown to think of S. Stephen's almost as our second home—and some perhaps look upon her as home indeed—it is very hard to realize that Dr. Fairbairn is no longer its active head. All of us know that for thirty-five years Dr. Fairbairn has given his best energies to the management of the college, but we cannot pretend to realize how great was the self-sacrifice, and how untiring the efforts which he bestowed upon its support and advancement. We who have learned to know him as teacher and friend may be pardoned if we are selfish enough to wish that we might have graduated under the man whom we have learned to respect and love as *the* Warden of the college; *the* Warden, because for us S. Stephen's can have but one Warden, Dr. Fairbairn, whether he is in active duty or enjoying the rest which he so richly deserves.

The old adage that every cloud has a silver lining is exemplified for us in this instance. Instead of a stranger at the head of affairs we are fortunate enough to have one to whom we ought, all of us, be glad to render implicit obedience and all the support in our power, because we honor him and have perfect confidence in his judgment.

The following correspondence explains itself and cannot fail to be of interest to all the friends of the college:

SCHENECTADY, N. Y., Sept. 20th, '98.

Editor of the Messenger:

The following correspondence will, I feel, sure be of interest to the Alumni and other readers of the MESSENGER:

On Sept. 1st, the day on which Dr. Fairbairn was leaving Annandale, the Executive Committee of the Alumni Association, through its Chairman, and in the name of the Association, sent the following telegram:

“The Rev. R. B. Fairbairn, D. D.

The Alumni Association sends you the assurance of the affectionate regard of every member, with prayers for long continued life and health.

(Signed) P. MCD. BLEECKER.

For the Executive Committee.”

The following is Dr. Fairbairn's reply:

94 DECATUR ST., BROOKLYN, N. Y.

Dear Mr. Bleecker,

I got your telegram just as I was leaving Annandale. The first letter I write in my new abode, is the acknowledgment of it. It gave me great pleasure thus to hear from you all, and at the moment of my leaving the scene in which I have done the most of my work.

I have always received the loyal support of the Alumni of St. Stephen's, and I have no doubt of their sympathy with me in the future.

I pray God that you may all be prospered, and that the College may go on, and flourish and grow strong, and do a great work for the church. Little temporary drawbacks should do no permanent harm. I hope that you will rise up with the determination that the college shall be more successful than it has ever yet been.

Believe me to be,

Ever faithfully yours,

(Signed) R. B. FAIRBAIRN.

The Rev. P. MCD. BLEECKER.

At a meeting of the Ex-Committee held in Albany suitable resolutions were passed and ordered printed and sent to each Alumnus.

Very sincerely yours,

P. MCD. BLEECKER.

Foot-ball.

THE following is a list of the men who will probable form the first and second teams this year :

First team.	Center.	Second team.
Smith	R. G.	Fowler.
Oliphant	L. G.	Smith.
O'Hanlon	R. T.	Anderson.
Durell, Capt.	L. T.	Carter.
Argus	R. E.	Frye.
Mottram	L. E.	White.
Morang	R. H.	Wells.
Graham	L. H.	McGay.
Carroll	F. B.	Treder.
Porter	Q. B.	Lewis.
McGuire		Tuthill.

Thus far the men have been doing good work, and Captain Durell has every reason to be encouraged, though the lack of weight among the candidates for positions in the line is very noticeable this year. S. Stephen's has done good work with a light team before, and there is no reason why she should not do it again.

Of the men who have played on the team before the backs and tackles are doing the best work. McGuire is in good form and though he is still suffering a little from holiday fever, and does not move quite as fast as he can, yet we are expecting a great deal of him this season. Carroll and Graham are doing good work, though Graham is not as quick as he ought to be. Speed is a very important thing always, but doubly so when the team is lacking in weight. Nixon is very new to his position and has a great deal to learn. It looks now as though he would hold his place, but he must wake up and play with more snap. Porter is doing better work than he did last year, but he must increase his speed if he does not want to interfere with Carroll's beautiful end plays. He is playing a much stronger game than before, and is quite able to fill the position which he holds. Thus far Graham seems to have found it as easy to break through the line for a gain of fifteen yards as he did last year when playing substitute. Morang is doing fairly well but White is not playing his position as well as he ought—he must keep cooler and charge harder. "Lively" Argus is playing his old-time fierce game, and has probably done more damage to the "scrubs" than any other man on the team, but he will persist in loosing his head and getting off side. O'Hanlon is doing well, but Oliphant is slow; he could do much better if he would put some life into his play.

Among the other players, Nixon, Fowler, Mottram, Treder, La Salle and Barnes of the old men, and Tuthill and McGay among the new are to be com-

mended. Mottram in particular is playing a fierce and effective game at end, though his weight is very much against him.

The following games have scheduled :

Sept. 24th, Kingston Field Club, at Annandale.

Oct. 1st, Union College, at Schenectady.

Oct. 8th, Hudson River Institute, at Claverack.

Nov. 12th, Hamilton College, probably at Troy.

College Notes.

—The college faculty has been augmented by the addition of the following gentlemen :

Rev. Eliphalet Nott Porter, D. D., LL. D., D. C. L., Professor of Metaphysics.

Prof. Charles G. Goodwin, Ph. D., Professor of the Greek Language and Literature.

Prof. H. N. Seaver, M. A., LL. B., Professor of History and of the English Language and Literature.

I. F. Davison, B. A., Tutor in Latin and Greek.

—Among the Alumni who visited the college during the past month were the following: J. P. Gibson, B. A., '97; A. M. Judd, B. A., '98; H. A. Flint, B. A., '97; A. McGinnis, Sp. C., '97; F. H. Staples, Sp. C., '97; C. L. Wheeler, B. A., '98; F. DuM. Devall, Sp. C., '96; A. I. E. Boss, B. A., '98; H. S. Hastings, B. A., '98; F. J. Knapp, B. A., '98; Almon Stengel, Sp. C., '98.

—At a meeting of the Athletic Association C. W. Popham, '99, was elected President for the year '98-'99.

—A. P. Kelley has been elected to fill the position of Sophomore editor, which was left vacant by the withdrawal from the college of G. H. Toop.

F. D. H. Coerr, '99, has severed his connections with the college to enter the medical school of Columbia University.

—G. H. Toop, '01, has entered Berkley Divinity School.

—The class of 1900 has received an addition in the person of H. L. Stoddard, who returns to the college after five years' absence.

—John Kettle Crouse, '92, of Red Hook, has been appointed City Editor of the "Poughkeepsie Evening Star."

—F. W. Starr, '02, has been elected manager of the foot-ball team in place of Angus Mackay Porter, '99, who resigned.

—The election of officers of the class of 1900 was held Sept. 20th, and resulted as follows: Pres., W. W. Silliman; Sec. and Treas., H. L. Stoddard.

—The election of officers of the class of 1902 for the ensuing year resulted in Duncan O'Hanlon being elected President, Frederick W. Starr, Vice-President, W. Burrow, Jr., Secretary and Treasurer.

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