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LYRE TREE

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Page 1	President Addresses Student Body on New College Program Dr. Bell Outlines the Purpose of the College— Institution Now Able to “Pick” Enrollment Saints Overcome by Army Quintet, 34-23 Ricciardi and Fucas Shine in Defeat— Wilson’s Close Guarding Effective Prayer to Clotho L. Archibald Douglas, University of the South Scarlet Icemen Lose to Poughkeepsie Visiting Players Show Unusual Skill Cathedral Bows to St. Stephen’s Five Scarlet White Nose Out New Yorkers, 44-37, in Fast Game [Song] Fr. Crosby
Page 2	[Editorial] [“What are the several most familiar types of pedagogy? Where and how do they differ?”] Communications [“There were plenty of people on campus who did understand and appreciate the Dean’s subtle and intelligent lecture. . .”] Bernard Iddings Bell Six Men Admitted to Honor Society 15,000 Answer Call for One Man to Risk Jungles All Are Confident They Can Withstand Privations in Trackless Wilds Junior Varsity Drops Two Contests on Court Javees Lose to Pawling, 40-22, and Poughkeepsie High, 44-10
Page 3	Dance Preparations Continue
Page 4	Scarlet Five Defeats Team of St. Francis Saints Score Fourth Victory of Successful Season— Ricciardi and Lemley Star for Home Team Another Donation Made to College Library Rev. J. E. Barry Adds to His Gifts in the Past

PRESIDENT ADDRESSES STUDENT BODY ON NEW COLLEGE PROGRAM

Dr. Bell Outlines the Purpose of the College—Institution Now Able to "Pick" Enrollment

On Monday evening, January 30, Dr. Bell spoke to the student body about the purpose and the new policy of St. Stephen's College. The college, he said, has passed through an eight year period of development during which time it has been handicapped by its inability to choose its students. St. Stephen's, in recent years, has been able to pick the best prepared applicants, and in future years it will continue this policy. We have a college here which offers the student a unique opportunity for intellectual development. Our chief effort now is to tell the world. The president defined his job in recent years as one which required him to sit in the offices of millionaires awaiting a chance to tell them a story which they didn't want to hear and which they wouldn't believe. The story was, of course, the story of the college.

Dr. Bell said that the aim of the college is "to provide training for exceptionally earnest intellectual men." Continuing his outline of the new policy of the college, he enumerated several steps which have been taken by the faculty to help realize this aim. The number of students for next year will be strictly limited to 140. This limitation will prevent the college life from becoming unbalanced by an overwhelming influx of new men. The increased number of entrance applications this year is due mostly to the fact that St. Stephen's is receiving the recognition which it deserves—especially by the admissions officers of other colleges and by principals of high schools. No application will be accepted unless the applicant has the personal recommendation of his high school or secondary school principal. No applicant will be accepted who has not attained a certificating grade. Each applicant will be personally interviewed by a responsible representative of the college before his application is accepted. Students in college will have to receive 21 semester units a year to remain in residence; they will have to maintain an average of 70 per cent, and at the end of the second year they must have demonstrated that they have sufficient purpose, ability and promise to make it worth the college's while to allow the student to continue.

The president declared that St. Stephen's would, in the future, work on the principle of making the student, and not the teacher, the center of importance in the educational program. The curriculum is now designed so that it is flexible enough to allow the student to develop himself by choosing the work that interests him most. The student should be the integrator; he should have a "cohesive body of knowledge" gained from his years of study in college. This new principle will eliminate the traditional "student versus faculty" complex.

The curriculum is now so divided that there are practically two colleges, a junior college, and a senior college. After completing the first two years' work, the student should concentrate on one or possibly two related subjects. The major and minor system allows him to concentrate on two subjects and the "honors" system gives him the opportunity to concentrate on one. The first system is "devised" for students and the second "advised." The advantage of honors work is that, if done properly, the student will find that any one branch of knowledge leads to all knowledge, if it is pursued hard enough and long enough.

Dr. Bell's outline of what St. Stephen's is, and what it intends to be, is a satisfactory refutation of the definition of American colleges given by a Chinese student who had investigated them. Said the Chinaman "American colleges are athletic associations where certain opportunities for study are provided for the feeble-bodied."

Saints Overcome by Army Quintet, 34-23

Ricciardi and Fuscas Shine in Defeat—Wilson's Close Guarding Effective

On Wednesday, February 1, the St. Stephen's quintet met defeat at the hands of West Point 34-23, in a hard fought contest. At the opening whistle Ricciardi sank a long shot, putting the Saints in the lead. Fuscas followed suit but the Army quickly retaliated to even the score. Given did some excellent defensive work, holding the cadets down to three

(Continued on page 3)

PRAYER TO CLOTHO

(By L. Archibald Douglas, University of the South)

Let me build dream castles
High among the clouds;
I would not have my soul
Wrapped in sombre shrouds.

Let me be a singer
Of lilting, minor tunes;
Let me catch the stardust
And chrisom from the moons.

Give me stabbing pain,
And the blinding flash—
Let my life be bright-hued
As a gypsy sash.

Why do roses grow,
If not for man's delight?
Let me take the noon-time,
For soon there comes the night.

Rather my life were dented
As an old ship's hull
Than to have it finished
Colorless and dull.

L'Envoi
O Clotho, let my life-cloth
Be never gray or wan—
Let me ever reach for
The colors of the dawn.

Cathedral Bows to St. Stephen's Five

Scarlet and White Nose Out New Yorkers, 44-37, in Fast Game

The Saint Stephen's quintet nosed out the Cathedral five, 44-37, last Saturday night in a speedy game on the Annandale court. The Saints went into the lead at the first tap-off and from then on they were never headed although Cathedral kept sifting substitutes in and out during the whole of the game in a vain attempt to break up the Scarlet and White attack.

Coach Banks started a new combination with Lemley at center, Ricciardi and Fuscas at forwards, and Given and Quarterman at guards. However, Lemley was soon ousted via the personal foul route and Keen

(Continued on page 4)

A smart St. Stephen's man
Conceived a mighty plan,
And straightway set the project
into motion;
He built a laboratory boat,
And set the thing afloat,
St. Stephen's is the gem of all
the ocean!

Chorus

Then it's hip-hip-hooray,
We'll drink 'til dawn of day,
And each to the other pledge
devotion.
Here's a health to you and me,
May we ever loyal be.
St. Stephen's is the gem of all
the ocean!

—Courtesy S. A. E.

Fight for the team, give a song
and a cheer.
Rise in your might for the victory
is near.
Receive, old St. Stephen's, the
deeds we have done,
And we will fight—fight—
Fight, fight, fight, until the game
is won.

Sons of old Saint Stephen,
Here's where we get even
With a foe that laughed to scorn;
Drive the play around them,
Let your zeal confound them,
Till of laurels they are shorn.
Forward, forward, fight against
the foe!
Onward, onward, the crimson banners
go!
Fight and never waver
Till with triumph's savor,
Honor shall your name adorn.

—Words by Fr. Crosby.

Scarlet Icemen Lose to Poughkeepsie

Visiting Players Show Unusual Skill

St. Stephen's fledgling hockey team met defeat for the second time in a 10-0 game, played on the home rink, Saturday, January 21, at the hands of the Spring Lake hockey team of Poughkeepsie.

The Saints, handicapped by lack of practice, were no match for the Poughkeepsie men, who kept up a successful offensive throughout the game. Several times our men pushed down the ice for what seemed like a goal, only to be repulsed each time by their opponents' impregnable defense.

Vail was high scorer for the visitors. He dropped the disc in the net five times during the game.

After the game both teams were served coffee and sandwiches in the Students' Recreation Room.

The line-up of the teams was as follows:

(Continued on page 3)

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Scientists have been known to dabble with religion, especially in recent years. Religionists have occasionally tried their hand at science, though less frequently. An editor with spare time on his hands will probably wander over all the categories of human knowledge and find, here and there, something to write about. Psychology furnishes about as many suggestive topics for discussion as any other branch of knowledge. Why not dabble in psychology?

What is the psychological explanation of the several methods of instruction used by teachers? Certainly this subject ought to interest students who have frequently been perplexed, and at times, even concerned, about the methods of pedagogy tried out on them by various professors. To exhaust the possibilities of a subject like this would be to write many volumes. One might even study for honors in a course entitled "psychology of pedagogy," and finally discover that "one branch of knowledge is pursued long enough and hard enough, leads to all knowledge."

But briefly, what are the several most familiar types of pedagogy? Where and how do they differ?

First, chronologically, comes the "goode olde" method of "assign and do" (and it should be mentioned only with reverence for its venerable adherents). Contrary to advanced opinion, it has its advantages. It is restful. What does the modern student need more than rest? It is definite. The student can say to himself, "I have done my assignment conscientiously and I can now go skating, see Mary, talk, or study intensely some other subject that interests me more than my curricular activities." The system breeds a complacency that really isn't half so bad, in its effects on the individual, as the restless and nervous educators claim that it is. The old method allows the student to digest one thought till he has assimilated it. Very frequently not many thoughts

ever become assimilated but is not this better than mental indigestion? The professor, like a wise doctor, teaches his "patients" how to keep in good health by moderate daily exercise. Be just now, and admit that the system has its advantages.

Next comes the "high pressure" method. The professor assigns three or four times more work than the student will do. The student is supposed to absorb what he can, and leave the rest untouched. The advantage of this system is that it awakens the student to the appalling fact that for every morsel he can consume, there are three or four that he can't possibly assimilate. He concludes that humility isn't such a pitiable thing after all, for behold, he himself is humble! There seems to be only one serious objection to this method. The sly professor thinks that he can frighten the student into working a little harder than if the antiquated method of the "old school" were used. Now to return to the theme of this article—is this sound psychology? Does not the student sometimes become bewildered rather than humble? He is, presumably, an intellectually hungry man, but if he is given food on the condition that he must eat either ten square meals or none at all, what does he do? Is it not the part of wisdom to choose hunger to inevitable indigestion?

The third method has its roots in reason. Therefore, let only the most energetic attempt it! The simplest and, withal, the soundest method, has at last been discovered. The new formula is simple: give the student opportunities for study and research, give him all his time, free to use as he wishes, and give him a worthy daedasculus to guide him. Then, if he gets an education, it will certainly be of the best. He will learn how much he knows, where he can find what he doesn't know, and how much he will never know. Is it POSSIBLE that this system has a defect? Certainly not! It is human nature that is at fault. An old Indian sage once said (or was it the first sociologist?), "Man is a lazy animal."

Communications

Dear Mr. Editor:

I read in the January 20 issue of your paper two editorials about Dr. Shailer Matthew's lecture here. One was disguised as a news item and the other as a communication, but they were really expressions of editorial opinion. I was somewhat appalled. It is not that Dean Matthews needs any defense by me. It is the student body which needs defense. There were plenty of people on campus who did understand and appreciate the Dean's subtle and intelligent lecture, even if to you it seemed to have only one point, and that unimportant, and who saw the barb behind the jokes which seemed only jokes to you. You suggest that the Dean misjudged his audience. He did not. Most of them were intelligent enough to get his points. He showed how the new definition of matter makes scientifically preposterous the easy mechanism of pseudo-science; how personality may be defined as the highest known development of energy; how meaning can be found for the peculiarly human sides of life only in terms of reality conceived in personal terms. You missed all this, which was lit by shafts of apt and often penetrating wit. Argument by irony was beyond you.

And, really, Mr. Editor, you cannot seriously maintain that a man's philosophical and scientific arguments are of no value because he has never read any of the writings of Mr. Joseph McCabe, that prolific composer of second-rate history. One cannot read everything.

I write this letter, Mr. Editor, because quite a number of highly intelligent students have asked me to. They are a little sensitive about proclaiming their own intelligence; but they feel that a word needs to be said which will hint that there were those able to understand Dr. Matthews, here as well as in the many other colleges where that lecture has been delivered.

Yours sincerely
BERNARD I. BELL,
President.

(Editor's Note. The editor wishes to repeat that the communication under discussion was distinctly labeled **communication** to distinguish it from editorial opinion. No unsigned communications are accepted by the "Lyre Tree" but in some cases the name of the author of an article is withheld at the request of the writer. Also, the editor wishes to remind all the students that the communication column is open to them. If students feel that their opinions are of any value, and if they have enough courage to go on record for their ideas, they will use this column.)

SIX MEN ADMITTED TO HONOR SOCIETY

The Honor Society announces the election of the following men: Melvin P. Clark '29, Edward G. Lodter '28, Walter Lemley '30, W. Wingate Snell '30, Orville N. Davidson '28 and John Heuss '29.

15,000 Answer Call for One Man to Risk Jungles

All Are Confident They Can Withstand Privations in Trackless Wilds

Of all the 15,000 persons, men and women, who so far have answered Commander George M. Dyott's call for a volunteer to go with him into the Brazilian wilderness, there is none so eager as one man who in particular seems to have found life confining.

He has written his qualifications in detail and they seem excellent. He is inured to hardship, he has no fear of danger and death, he wants most intensely to be in some other part of the world at once, away from the restraining influences of civilization.

"But there is one drawback," explained Commander Dyott. "It is very unfortunate. The man is in jail."—Syracuse "Post-Standard."

Junior Varsity Drops Two Contests on Court

Javees Lose to Pawling, 40-22, and Poughkeepsie High, 44-10

Two defeats in the past week has run the series of reversals of the St. Stephen's Junior Varsity quintet to five with only one victory to their credit. The Saints managed to nose out the St. Bernard five while they have been forced to bow to Beacon High School, Oakwood School, Hudson Boys Club, Pawling School and Poughkeepsie High School.

On January 31, the Saints were completely overwhelmed by the Poughkeepsie quintet by the score of 44-10. The High School courtmen, although not infinitely superior to the Saints, were a better coached team and consequently they seemed to be able to take advantage of everything that came their way. The Junior Varsity, however, seemed to be completely bewildered and looked as if they had received no coaching at all. The only redeeming feature for the Scarlet and White quintet was the consistent playing of Townsend and the fighting spirit displayed by Nobis.

In the Pawling game, the Javees played better basketball than they displayed in the Poughkeepsie contest but they were up against a much superior team and also one which was playing on their home court. Nevertheless, the final gong found the Saints again trailing behind, the score being 40-22. Townsend once more was the only offensive gun that the Annandale team possessed. He sent the ball through the cords several times and practically bore the brunt of the St. Stephen's scoring alone. However, the outstanding point of the game was the ability of the visitors in regard to foul shooting. The Saints received nine chances at the fifteen foot mark and they converted all of them into points.

**SAINTS OVERCOME BY
ARMY QUINTET, 34-23**

(Continued from page 1)

close shots in the first period. The first half was very close, neither team holding the lead. The whistle blew with the score 13-11 in favor of the Army.

The second period began with renewed vigor on the part of both teams. For the first ten minutes the Cadets led by only four points, but toward the close of the contest they

spurred and the game ended 34-23 in their favor.

Lemley, who sprained his ankle in the beginning of the second half, had to retire. He was replaced by Quarterman, who played an excellent game. Ricciardi and Fuscas gave a fine offensive exhibition, although Wilson, the star Army guard, held Ricciardi in check so that he was unable to keep up to his old scoring form.

The team was well supported by the rest of the college, who went to the game in busses and cars.

**SCARLET ICEMEN
LOSE TO POUGHKEEPSIE**

(Continued from page 1)

St. Stephen's (0) Poughkeepsie (10)
MacKean..... cVail
Brewer..... r. w.Sweet
Andrews..... l. w.Smith
Kroll..... r. d.Otis
Smith..... l. d.Bedell
Miller..... GoalSimmons
Referee: Dr. Phalen.

Substitutions: Brunot for Kroll, Blomquist for Miller, Armitage for Andrews.

Dance Preparations Continue

The committees in charge of the Freshmen dance report that considerable progress has been made in their work. An orchestra has been secured and an elaborate decoration scheme has been improvised by the men in charge of that part of the work. The college will serve meals on Friday night and on Sunday morning and noon to the men who attend the dance and to the guests on campus. In the intermission refreshments will be served in the recreation rooms in Albee.

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Scarlet Five Defeats Team of St. Francis

Saints Score Fourth Victory of Successful Season—Ricciardi and Lemley Star for Home Team

On Wednesday evening, January 18, the St. Stephen's quintet staged the fourth victory of the season by defeating St. Francis, 46-34.

In the first few minutes of play Ricciardi sank a long shot, scoring the first points of the game. Lemley followed suit, and a lead was obtained for the home team which was held throughout the game. St. Francis retaliated, but failed to overtake the St. Stephen's aggregation, and the half ended 20-13.

During the first period neither team played up to standard; the shooting was poor and the pass-work was slow. The second half started much better. Ricciardi again began the scoring, making three baskets in succession, each from the center of the floor. Lynch of St. Francis proved a formidable opponent, scoring eleven points in the second half. Fuscas, back in his old position once more, gave a fine exhibition of pass-work, but failed to score more than once. St. Francis tried in vain to overcome the lead, but the game ended 46-34.

Another Donation Made to College Library

Rev. J. E. Barry Adds to His Gifts in the Past

The Rev. J. E. Barry, always a generous contributor to St. Stephen's College library, recently has given the following books:

Churchill, Winston	World Crisis 1916-1918
Sanders	George Sang
Scott	Portrait of Zelide
Segur	Marie Antoinette
Spender	Changing East
Tarkington	Claire Ambler
Wertenbaker	The First American 1607-1690
Wilder	Bridge of Sanheus Rey
Roberts	My Heart and My Flesh
Westcott	Grandmothers
Asbury	A Methodist Saint
Adams	Provincial Society

CATHEDRAL BOWS TO ST. STEPHEN'S FIVE

(Continued from page 1)
came in. This combination immediately set things moving, due, perhaps, to Keen's ability to get the tap-off. Keen and Ricciardi were easily the outstanding lights of the game; each contributed six goals from the floor. Given gave his usual exhibition of close guarding, keeping his man to one two-pointer during the evening. Quarterman, however, capably filled Lemley's position as running guard by crashing through with four field goals meanwhile keeping his man scoreless. During the short time that Lemley was in, he also contributed four goals.

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