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## I.—LITERARY.

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### THE REV. ROBERT LEWIS DABNEY, D. D., LL. D.

Robert Lewis Dabney was born in Louisa county in Virginia, on the 5th of March, 1820, of good old Hanover lineage. In June, 1836, he entered the Sophomore class, half advanced, of Hampden-Sidney College. He completed the remaining part of the Sophomore, and the Junior course, and left the college in 1837. He then taught a country school for two years. In December, 1839, he entered the University of Virginia, from which he retired in July of 1842 with the degree of Master of Arts. He again taught a select private school for more than two years. In October, 1844, he entered Union Seminary in Virginia, took the full three years course in two years and was licensed to preach in May, 1846. He spent one year as a missionary in his native county, at the end of which time he was called to be the pastor of Tinkling Spring church in Augusta county. Here he performed for a considerable time the functions of the pastorate to a large church and those of the head teacher of a classical school. After a pastorate of over six years he was elected to the chair of Ecclesiastical History and Polity in his *alma mater*, Union Theological Seminary, which he filled until 1870. Meanwhile, in 1869, he had been appointed Adjunct Professor of Theology, and he was made full Professor in this department in 1870. He continued to dignify this important chair until 1883, when owing to bronchial troubles he was warned by his physicians to seek a milder climate. Accordingly he accepted an invitation to the chair of Mental and Moral Philosophy in the University of Texas, at Austin,

## THE RELATION OF THE MINISTER TO THE COMMON SCHOOLS.

The common schools of America had their starting point among the early settlers of New England. These settlers were well to do, intelligent and deeply religious. Because of this last characteristic a religious tone was given to these first schools. "Character" was a word often on the lips of the teacher, and the effort to mould their pupils into noble characters was universal among teachers. Such a conception of a school's duty is the true one. No man is truly educated in the highest sense if Christ is left out of his character.

If this be the right conception of the school's duty, then there is a vital connection between the work of the school and of the pulpit. Such a school is the handmaid of the pulpit. If so then the minister's interest may and ought to be shown in his neighboring school. It need not be done in an officious way, in fact if so done it were better left undone. A disinterested interest may be expressed by occasional visits. And when there a commendation of all the good need not be left unexpressed. The minister's presence and his kind words will prove a stimulus and encouragement to the teachers. It will often take away the sting of the petty worries and annoyances which are so numerous in the teacher's life. That teacher will go back to the work with a brighter face and lighter heart that will have a quiet effect on the pupils.

But the benefit is not all the teacher's. The influence of his presence is felt by every pupil. Frequent visits from the minister, if he be highly respected, lends tone and standing to the school. Pupils who have been accustomed to regard the school room as a prison house, begin to view it in a different light. Their respect for it and for the knowledge that it imparts is increased. Besides, opportunities are here presented for dropping seeds that may bear fruit in eternity. Children are easily influenced. A few well chosen words specially applicable to them may never be forgotten.

I myself have seen five hundred children march into an assembly hall for morning prayers and sit in interested expectancy, because some well known minister sat upon the rostrum. I have seen a little greater faithfulness, a little more ready obedience all the day because of some earnest words spoken by that man at that chapel service.

But still further, the value does not all accrue to the teacher and pupil. The minister himself is benefitted, or rather his power for usefulness is extended. His interest in the school begets an interest in him on the part of teacher and pupil. A child will love any person that loves it, and will be influenced by such a person. As the boy meets that minister on the street in the afternoon he remembers the talk of the morning and is drawn nearer to him. The parents, too, hear of his visit with pleasure, are drawn to his church and rendered more susceptible to his influence.

In short, there is every reason for taking a deep interest in the common school. It was established for the public good, so was the pulpit. It was established to lift men into a higher purer atmosphere, so was the pulpit. It was established to make men better, so was the pulpit. It was established to roll the world a little nearer heaven, so was the pulpit. If these are some of the objects of the school, the minister, who must ever have the salvation of these precious souls in view, cannot fail to recognize it as one of the most powerful agencies for good in his town or community, and as such countenance, aid, encourage and advance its influence in every possible way.

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### HOLIDAY.

The Xmas holiday at Union this year consisted of one day only. The trustees seem to think this wise, the boys respectfully though most heartily disagree with them. While the student body is inclined in all things to be in subjection to the "powers that be," in this matter the editor is absolutely sure that he is voicing the sentiment of the entire Seminary in entering an earnest protest.

Take as a basis of that protest the facts as seen here during the past Christmas. About one-fifth the entire number of students packed their valises and went home or elsewhere for a week or more. A number left for a shorter time, several who remained on the Hill declined to go on recitation, those who went to classes made almost no preparation. Yet in spite of these empty benches the course moved steadily on. The work continued, though it was practically all done by the professors. If the idea is to keep the faculty at work then the abolition of holiday is a great success.