

History of Alfred University

By Prof. E.P. Larkin

Written circa 1879

Remarkable as has been the material progress of Allegany County, the advancement of its inhabitants in education, refinement, and culture, is still more deserving of record.

True, as it is, that the sturdy arm of the pioneer, has cleared away the beach and maple woods, the pine and hemlock forests, which but yesterday covered the whole surface of the country; and where was once all wilderness, with here and there the lazy smoke from the lone woodman's log-cabin curling up through the tall trees; persistent toil had discovered to the face of day, verdant pastures and its meadows; and a thousand hillsides, enlivened with sleek herds, and dotted with white farm houses and their clusters of barns, furnish many a scene of thriving prosperity and quiet rural beauty unsurpassed in the state. It is even more to the purpose that in a new country, where "few of the farmers had paid for their farms, and fewer still had comfortable houses, a people far removed from market and generally poor", should have founded and maintained, at enormous personal sacrifices, schools, academies, and a college, and become one of the most enlivened enlightened and best educated sections of the country.

It would be impossible to trace the progress of education in Allegany Country without giving a detailed history of Alfred University.

It was founded by the poor, and for the poor: its struggles and successes wonderfully illustrate the pluck and sterling qualities of the first settlers of Alfred.

Too poor to send their children away to school, and equally determined to give them advantages of a higher education, a number of citizens banded together, in the summer of 1836, to establish a select school in the little hamlet of Alfred Center. Mrs. Orson Sheldon, sister of Dr. John R. Hartshorn, offered to the promoters of this project her north chamber, if they would "finish it off". This chamber was in the two

story house, still standing which was afterwards, for many years, the residence of Luke Green, Esq., one of the leading citizens of Alfred. So the carpenters and other mechanics of the place volunteered to “finish off” the chamber and fit it up for a school room. Here in this little upper room, on the fifth day of December, 1836 a select school – which proved to be the origin of Alfred University was organized under the charge of Rev. Bethuel C. Church, a convert to the Sabbath from Herkimer County, New York.

The school was maintained through the winter by subscription, and limited to thirty-six scholars. The effort proved a success; and was followed in the summer of 1837 by a more perfect organization, and the determination to establish an academy for the village and neighborhood. Accordingly funds were subscribed, and the first academic building, located in the center of the small village, of about a dozen houses, was erected. By citizens and students the building was dubbed the “Cadmus”. It was twenty-eight feet by thirty-eight feet, and one story high, and costs some seven hundred dollars, including school furniture and a small set of apparatus. Everything was got ready, and on the fourth day of December, 1837 Rev. James R. Irish, a student of Union College, who had been secured as principal, opened the second term of the school.

With some forty students in attendance, a variety of text books, and some studies new to him, Prof. Irish says that “here proved to be a field of incessant toil”. Mr. Irish was a close student, a successful and popular teacher, and a most devoted, earnest, and efficient preacher of the Gospel of Christ. There was no spring term of 1838; but early in August the school was opened again, by Mr. Irish, who taught through the summer, fall, and winter terms, with an attendance during the winter term of seventy-two students. The fall term, according to the statement of Mr. Irish averages less than thirty students. Largely promoted by the earnest religious labors of Mr. Irish, a very extensive revival of religion broke out at Alfred, and some two hundred members were added to the church of that place.

This resulted in his call to the pastorate of the church, in the spring of 1839. On resigning the charge of the school, Prof. Irish nominated as his successor William Colegrove Kenyon – then in his junior year at Union College, to become the principal of the Academy. From this time on during his whole life, Prof. Kenyon became foster-

father of Alfred Academy, and unquestionably, the father and founder of Alfred University.

Born of poor parents, in the town of Richmond, RI, Oct 23rd, 1812; at the early age of five, he was bound out to a guardian. His boyhood up to the age of twelve years, was full of bitter experiences. Hired out summers to farm labor – as soon as he was old enough to earn anything for his guardian – in winter he was compelled to do chores, and work one day each week, for his board, while attending the district school; he was roughly used; and what was a thousand times worse to his sensitive nature – looked down upon and slighted by his school fellows. One of his companions spoke of him as follows: - “Our winter school was opened by a teacher who had enjoyed the advantages of an academic education. He had the reputation of being a fine scholar and having promising abilities for teaching. Kindness was his power. Among some forty others, there came one, a child of misfortune, who had received many more cuffs and kicks than smiles and kisses. He was a boy of some thirteen summers, his form slender, slightly clothed, and his countenance care-worn. He had been a member of our school, a part of the time, two past winters, and no one had ever made him a companion, or thought of doing so. He appeared melancholy and heart-stricken; said little to any one, and exhibited no particular anxiety to engage in the sports that delighted other children. There seemed nothing bad about him: he was not addicted to malicious tricks – neither a mischief maker nor malignant; yet, when teased and vexed by other children as he sometimes was, he would, now and then avenge himself by a sudden outburst of passion, that made him a terror, for the moment, and then would quietly shrink away and brood over his sorrows. He was not a scholar. Books had no charm for him. He could only read the easiest lessons; and as to spelling, he was often known to fail in getting a single letter to a word that belonged to it. We had seen him punished with savage cruelty for his very awkward attempt at reading and spelling, yet it never seemed to mend the difficulty, but rather made it worse. Our teacher, full of sympathy and with cheerful words that won the confidence of all, sought to catch his eye as he came into the room, and pass a cheerful word with him; but it was impossible. Without looking at the teacher, or any one else, he glided noiselessly to the remotest corner, and sat down in a place partly concealed from observation by the desks of the benches.

“When the teacher in his tasks with the scholars individually, finally reached him, he placed his hand lightly upon his head, and looking him fully in the face, spoke to him in words full of kindness and sympathy. He had never known his teacher to speak kindly to him before; and we had never heard any one do so. It aroused in us more than usual interest. His face lighted up with a smile and his eyes beamed with a sudden gleam of intelligence. After a moment’s consideration, the boy was told among other things to be done, that he must study arithmetic; and be prepared next morning with arithmetic and slate. He was treated by the other scholars that day with a kindness never before shown.

“Some how the example set by the teacher seemed to be contagious. All began to look upon him as one of the school. Something seemed to gladden him and chase away his usual sadness; but the next morning he came with his accustomed appearance, and when asked by the teacher for his arithmetic and slate, - “Haven’t got any” – was his response, “our folks say I shant have any, that I must learn to read first.” “Doubtless your folks will allow me to judge of what you must do while attending school”, replied the teacher; “but if they will not provide the necessary books, I hardly know what we can do”. At this one of the scholars, feeling an interest in the effort made for him said, “I have a small slate that I will lend him if some one will let him have an arithmetic.” The teacher said, “I will furnish the arithmetic.” That day he commenced “ciphering”. Before the winter closed, he proved to be the best arithmetician in the school, was a very good reader, and a tolerable speller. We next met him in college. He was a member of the Senior Class, a superior mathematician, and no mean linguist”. Such encouragement as he received from this noble teacher, and his good fortune in becoming for three following winters, a member of the families of Deacons Daniel Lewis and John Langworthy of Hopkinton, RI. while attending school, awakened in him aspirations which would admit of no satisfaction short of a liberal education and useful life. From this time until the age of nineteen, he seems to have possessed no opportunities to gratify this noble ambition, other than such as he could snatch from an over-busy life.

Says Rev. George B. Utter, “One man told us, that when a lad at work on the farm, he always had a book where it could be easily taken up whenever there was a spare moment before sitting down to a meal. Another of about his own age, who one

winter lived in the family with him, and went to the same district school, spoke of his readiness to build the morning fire, because it gave him such a good light to read by". At the age of nineteen, he gave his guardian a note for the balance of his time of apprenticeship. Years afterwards, this note was paid, principal and interest, with money earned by teaching in Alfred Academy. In order to acquire means for pursuing his studies, he learned the trade of machinist, commencing it in Westerly, RI, and working at it in Schenectady and New York City at the Novelty Ironworks, to support himself at Union College. We copy the following, from a Memorial Address, by President Allen. "He prepared from college while working at his trade in a machine shop. He did much of his studying in the shop, learning his lessons while working with the lathe and file; and according to the recollection of Rev. James R. Irish who was his roommate while in college, he recited with classes in a school known as the Lyceum. He entered Union College in the summer of 1836, having gone over only about half of the studies usually required for entering. Owing to this circumstance, he had to work very hard to keep up with his classes; standing at first "medium" rising soon to "man" in mathematics, and "good" in languages. As to physique and temperament, Professor Kenyon was slightly built, tough and elastic; light complexion, hair almost red and inclined to curl; a broad forehead, in repose almost as white as alabaster; his face somewhat freckled and marked with small pox, which he suffered while attending college at Schenectady; dark blue eyes that lighted up with electric enthusiasm which affected his whole audience, and relieved, and at times rendered almost enchanting, his entire physiognomy. He was always interesting, and when animated in discourse, positively handsome. Very nervous, active, and uneasy when not strenuously engaged in his calling, he was quick-tempered, impatient of deception, vice, and falsehood; yet under great provocation, he could govern his temper and was ever frank and ready to forgive an offence, as soon as he discovered the slightest relencings or penitence. He never harbored malice in his heart against any man."

Prof. Kenyon was a man of purpose. The question recurring to him was, "How can I make the most of the power God had given me?", and he never wanted time in building castles in the air and dreaming away the day. His motto which he often repeated was "Do whatsoever thy hand find to do, with all thy might" and the hour never came in his busy life, that a large field of labor was not open before him. His convictions were clear and profound, his purpose constant. He was a man of large

hearted benevolence. It is enough to adduce a single line of conduct which remarkably exhibits this kindly trait of character. Many of the young men and the young women who attended school at Alfred Academy in its earlier years, were so poor that their studies must frequently be interrupted to secure means to continue. It would often happen that Prof. Kenyon would say to one and another promising youth – “Go on; and when you have completed your course of study, earn money and pay up your indebtedness”. No student in earnest to go on with his studies but too poor to pay the bills, ever applied to be trusted for board or tuition and was refused. He used laughingly to say that the young ladies paid up these pledges for assistance, more promptly than the young men; and also it is true that several thousand dollars of these obligations were never paid; and Prof. Kenyon was largely the loser, yet this seemed to make not the slightest difference to his benevolence toward others. In this respect he was so confiding, and utterly devoid of suspicion, that it was not difficult to impose upon him. To jealousy and envy, he was a stranger; and no man ever rejoiced more over the success of a fellow-laborer. He possessed great dignity of character, to such a degree, that he was at times liable to be considered haughty and repellent, but the slightest acquaintance dispelled all such conclusion, and exhibited him as thoroughly impressed with the intrinsic worthiness of “the human soul divine”. Few men ever possessed so powerful a will and such tenacity of purpose. Prostrated with heart disease, I have known him, time and again, to continue to hear his classes, when he could neither go to the class room without assistance, nor sit up when there. His enthusiasm was unbounded and of the catching order. Hundreds owe their success in life to new powers awakened, and new impulses received from contact with this remarkable man.

The following letter written from Alfred after his first term had commenced gives us an insight into his surroundings, labors, and prospects.

Alfred Academy, April 3, 1839

I left Schenectady, March 26th, 1839, by railroad. At Utica took stage for Syracuse. Worst traveling I ever saw. We rode all night, being eighteen hours in performing the journey of fifty miles. Our stage broke down twice, creating some little delay and more

perplexity, but without serious injury to any one. From Syracuse to Auburn was by railroad. From Auburn I travelled by stage by way of Geneva to Bath, where we arrived at midnight, after a long and comfortable shaking. Next morning I started on foot for Alfred, thirty miles distant, travelling over hill and down dale, through mud and snow, seeing for the first half of the distance, nothing but wilderness and log houses. On the morning of March 30th, I arrived at the Academy. On coming into town, I met in the road, one of the trustees. On learning who I was, he looked me over, mud-bespattered, and travel-worn as I was, and promptly said "You are not wanted here". This was decidedly a damper. I however found the principal glad to see me. The term closed the same day, so I was just in time to attend the closing examinations.

I was introduced to the school in due order by the principal. It was composed of young ladies and gentlemen, about forty in number. I surveyed them very closely, and discovered many intelligent countenances. Was much pleased with the promptness manifested in answering questions. There were many scholars that might be considered excellent in the branches they had pursued. I was led to form an exalted opinion of the attainments of the scholars generally. A large number of visitors were in attendance, and, altogether it was an interesting occasion. I have a room in the Cadmus, and am located much to my mind. The building is quite a comfortable one, pleasantly located, finished with dome and bell. I like the place much. It is rather hilly; no more so however than to afford an agreeable variety. The soil is rich and on the whole it is a very pleasant country, fully answering my expectations.

I have formed an acquaintance with several of the families, among whom there is a great freedom and cordiality. With the people I discover nothing of ostentation or show. Their dress is plain and neat, but not extravagant, their manners simple and unaffected. They may perhaps, be considered by some rather rude in habits and destitute of that polish of manners so requisite to good society. This, to some extent, may be correct; yet, I must consider them far superior to the great majority of those who make such great pretensions to superior excellencies. You will have perceived, by this time, that I am much pleased with my place and the people with whom I am to be associated. I must acknowledge that, thus far, my expectations have been more than

realized; whether I shall continue to be thus satisfied, I shall not pretend to predict. My school commended the first day of May with twenty-five students. Eleven weeks constitute a term and four terms a year. I have an arduous work before me. I shall have to teach geography, grammar, arithmetic, algebra, surveying, book-keeping, natural philosophy, chemistry, botany, astronomy, besides latin, greek, etc, etc and am preparing and am to deliver lectures on chemistry and natural philosophy, accompanied with experiments during the year. Judge of the leisure I shall have.”

In 1841, Prof. Kenyon had raised the attendance to one hundred. In the summer of this year, a large two story front, 42 by 30 feet, was added to the Academic building, at a cost of about \$2500. The first floor of this building was used as a chapel and the second was finished off as rooms for students. To erect this building additional stock subscriptions were taken to the amount of \$1979.83, and an indebtedness incurred of \$219 – this included \$38 (or \$37) for books and \$124 for apparatus. The debt was paid off, and with \$200 granted by the State for purchase of books and apparatus, the financial condition in 1846 was: building and furnishing \$2778, Library \$196, apparatus \$367, making a total of \$3341. At this time, the tuition for attendance at the academy was about \$3.50 per term of eleven weeks; and board was from one dollar to one and a half dollars per week including fuel, light, and washing. Tuition for high branches \$4.75.

This same year, Prof. Kenyon was appointed superintendent of schools; and by his enthusiastic labors from district to district, gave an impetus to education throughout the county, the effect of which continue to this day. The following year, 1848, he resumed the management of the school. During his absence from the school, Mr. Irish was assisted by Miss Olive E. Forbes and Asa C. Burdick. A preceptress had to be employed and Prof. Kenyon was more than fortunate in securing the services of Miss Caroline B. Maxson to fill this place. What most amiable and distinguished young lady was preceptress from 1842 to 1846. The following is extracted from a just and beautiful tribute to her memory published in the Alfred Student of June, 1874. “Caroline B. Maxson Stillman. The influence of the bearer of that name in the early and formative period of this institution, was fully appreciated at the time, and her memory is fondly cherished by that class of early students who were privileged with her instruction. The formal record of her life runs briefly – born in

Homer, NY, 1822, daughter of Deacon John Maxson *** chosen preceptress of Alfred Academy in 1842, holding the position four year *** married to Dr. J.D.B. Stillman *** dies in New York City, May 26th, 1852, aged thirty years.” Such is the brief cold outline of a beautiful life. The briefer period while she was associate teacher and guide of the youth of this institution, span as a rainbow the fast darkening school-day memories.

Among institutions that are not made but grow, that is, those not manufactured at once in full proportions by the power of money, but sprout from small and quiet but living forces, and grow slowly through the years, as the oak grows, it not unfrequently comes to pass, that it is the genius of one of more individuals, reinforced by the tendence of the times, which thus vitalizes and grows into an institution, giving its type and tone, and determining its fruitage. Such coexisting and converging conditions were found here. Among the few individuals whose mutually supplementing and supporting characters and interlacing influences thus early gave life, type, and destine to the institution was that of the preceptress. Eminently fitted by nature and by culture for the position, she became a living force in the school. With a high range of mental power, with a comprehension of the subjects to be taught, clear and distinct as light, with a self poise that no rudeness could jostle, with a gentleness that won its way into the hearts of the roughest, mild, calm, serene – she taught her pupils to be so. Never scolding, nor fretting nor fault-finding, she gave her helpful hand to the diffident, trembling, and weary, and with winsome words led them on. Her dying words, “Father, teach thy child patience”, expressed the inmost character. Patience and child-like trust, toned with a love for all that was beautiful and good, moulded and directed her life.

In January 1843, the school was incorporated by the Legislature of the State of New York, under the title of Alfred Academy and Teachers Seminary. For the next two years, it increased so rapidly that it became necessary to add to the corpse of teachers; and accordingly, Prof. Ira Sayles was employed in 1845 as associate principal and John D. Collins assistant teacher in Latin. Prof. Jonathan Allen, now president of Alfred University, and Prof. Gurdon Evans was hired as assistant teachers; and at the close of the year, Miss Abigail A. Maxson (afterwards wife of President Allen) became preceptress in place of Miss Caroline B. Maxson resigned.

In the autumn of 1845, important additions were made to the buildings of the institution by the erection of the Middle, North, and South Halls, at a cost of about \$16,000. Of this amount \$5000 was loaned and afterwards donated by the state, and the balance paid mostly by the labors and sacrifices of Prof. Kenyon. These buildings were located on the hill side, across the brook, a little east of the village; and the original forest of beech and maple trees were cleared away to give them room. They were literally built in the woods and nearly hidden by its foliage. Aside from such assistance as could be rendered by students, no additional teacher was employed until 1849 when Prof. Darwin E. Maxson was engaged to take charge of the Natural Sciences. The school continued to increase in numbers, and advance in grade of studies and scholarship until there was a necessity for more teachers.

In 1850, the faculty was increased by the addition of Prof. Daniel B. Pickett, for many years afterwards professor of mathematics in Alfred University, and who still stands head of his profession as a teacher. Prof. James Marvin, also a long while connected with the school at Alfred, and afterwards for years, a professor in Allegany College, at Meadville, Pa, and who is at present chancellor of the University of Kansas, and Prof. Darius R. Ford who held for several years the chair of Greek, and had been one of the leading educators connected with the Elmira Female College.

During the year 1850, the Chapel [Alumni Hall] was erected at a cost of about \$12,000 which, with the exception of a subscription of some \$3,000 in the form of stock certificates, was paid for by Prof. Kenyon, and his associate teachers out of their scanty salaries. Prof. Sayles resigned in the Spring of 1850, and was succeeded by Ethan P. Larkin as Professor of the Latin Language and Literature. Prof. Larkin was a graduate of Oberlin, Ohio and had come fresh from a post-graduate course at Yale College; he left, at the end of the year, to pursue his studies in Union Theological Seminary, New York, from which he graduated in Theology in 1854, when he again accepted a call to the chair of Latin. Mrs. Melissa B. Ward Kenyon, the devoted wife of Prof. Kenyon, a most valuable assistant in the Academy, was appointed in 1840 to teacher in the English department; and continued to be connected with the school till her death in 1863. By reason of her kind sympathy and helpfulness to poor students, she won the endearing sobriquet of "Mother Kenyon" and literally gave her life a sacrifice for the school.

Shortly after Miss Caroline B. Maxson was employed as preceptress, Miss Margaret McCauly was engaged as teacher of instrumental music, which position she held until 1846; Prof. Orra Stillman was appointed vocal music teacher in 1842; and teacher of instrumental music in 1847; and continued to fill the chair of music faithfully and successfully until 1850 when he resigned.

Dr. John R. Hartshorn, the leading physician of the place, was for many years a most efficient trustee; and gave several courses of lectures in physiology to the students.

Mrs. Susan Eulalia Crandall Larkin, wife of Prof. Larkin, was early distinguished as a student and teacher in the institution. Miss Crandall and Miss Susan M. Coon were the only lady graduates in the class of 1846-47, the first class graduated from Alfred Academy after it received its charter. Miss Crandall succeeded Prof. Orra Stillman, in the department of music, in 1851; and in 1852, served as preceptress, teaching French and Geometry, in connection with music and occasionally assisting in the English branches. Miss Crandall left Alfred to teach in the Union Academy at Shiloh, NJ, where she had previously taught, and from Shiloh was called to the Appleton University, Wisconsin where she was the music teacher for several years. In 1851 Miss Sarah Vincent was employed as instrumental music teacher but on account of failing health was compelled to resign at the close of the second term, and was succeeded by Miss Amanda M. Crandall who accepted and completed the year. From 1853-58 she was principally occupied with the music, which had so grown on her hands as to acquire all her attention and that of an assistant besides. She resigned in 1858, and was again appointed 1874, in connection with Miss Helen M. Crandall, also an excellent teacher, who had taught the instrumental music since 1871. Mrs. Larkin continued her charge of the music, up to within four weeks of the close of the winter term of 1879-80, when on account of failing health from overwork she was compelled to retire. Altho my wife, I cannot give her the tribute which I think will be conceded, on all hands, that she was one of the most successful teachers ever employed in the Alfred School.

In 1853, Mrs. Ellen Goodrich Ford was appointed preceptress and adjunct teacher of the natural sciences, which position she continued to fill with ability and success, till her sudden death in 1856, deprived the institution of another of its most

faithful and beloved teachers. Miss Ida F. Sallan, afterwards second wife and widow of President Kenyon, was appointed to the German Languages in 1854 and taught two years. She was again appointed to the Modern Languages and Literature in 1867. A native of North Germany, early addicted to speaking French, Mrs. Kenyon attained a wide reputation as a most efficient teacher of the German and French Languages.

The question of the advisability of converting Alfred Academy and Teachers Seminary into a college, was long and earnestly discussed between President Kenyon, Prof. Allen, and Prof. Larkin, and by persistent efforts, they not only secured the cooperation of the S.D.B. denomination with this enterprise, but succeeded in raising from various sources, mostly through the S.D.B. Education Society, an endowment fund of about \$40,000.

Prof. Kenyon and Allen did most of the soliciting for funds; and perhaps a larger part of that onerous task was performed by Prof. Allen. The charter for the University was signed by the Governor, March 28, 1857. The following were the first board of thirty-three trustees: Nathan V. Hull, Thomas B. Stillman, Thomas B. Brown, George B. Utter, William C. Kenyon, Lemman Andrus, William B. Maxson, James R. Irish, Joshua Clark, James Summerbell, Joel Wakeman, George Maxson, George W. Allen, Hamilton Clarke, Elisha A. Green, Benjamin Maxson, Alfred Lewis, Elisha Potter, John A. Langworthy, Clark Rogers, Daniel B. Pickett, Perry F. Potter, Ira B. Crandall, John Hamilton, Henry Crandall, Solon O. Thacher, Darwin E. Maxson, Darius R. Ford, D.C. McCallum, Ethan P. Larkin, Ira W. Simpson, Erastus A. Green, Jonathan Allen.

The first three professors elected under the University charter, were William C. Kenyon, Ethan P. Larkin, and Daniel B. Pickett. Jonathan Allen was nominated president and declining, was elected to the professorship of history, moral science, and Hebrew. Prof. Kenyon, who had urged the nomination of Prof. Allen to presidency, was elected President, and for ten years continued to fill that office with distinguished ability. At the close of the Spring term of 1858, Prof. Larkin resigned to accept the principalship of the high school of Milwaukee, Wisconsin; and was not again connected with the institution as professor, until 1868, when he accepted the Chair of Natural History.

In 1861, the Brick Hall was built to accommodate ladies; for it is well understood that this institution of learning has from the beginning furnished a notable illustration of the great advantage of the co-education of the sexes. The cost of the Ladies Hall was about \$20,000. The same year the faculty was increased by the election of Miss Elvira E. Kenyon, preceptress. In 1857 she had been appointed as adjunct Latin teacher, and in 1862, the German Language was also assigned to her. Miss Kenyon continued her connection with the school for a term of five years, till 1866. Of a thoroughly inquisitive mind, gentle and winning ways, disposed to pursue every question to its logical consequences, restricted by no creeds nor conventionalities, and regardless where the truth might lead, she was satisfied with no result of her teaching, that did not arouse the dormant energies, and awaken the best powers and susceptibilities of the student. Miss Kenyon continues to illustrate and adorn the teachers profession; and is at the head of the Seminary for Young Ladies of Plainfield, New Jersey; a school that has been placed by her untiring and zealous labor, deservedly, among the first in the country, both as regards instruction and culture, and those amenities and that refinement of manner which constitute the genuine lady.

Prof. William A. Rogers was appointed to the Chair of Mathematics in 1857, and was connected with the University for ten years. Early giving his attention to astronomy as a specialty, in 1863, he built and equipped an astronomical observatory at a cost of about \$5,000. Considerable of this amount, he temporarily advanced. In 1866, the following works by Prof. Rogers were published. (1) In the "Astronomical Notices", published by a brunow at Ann Arbor, Michigan two communications on the orbit of comet No 1 in 1861. (2) In the "Paris Bulletin" a communication on the first order of "Eurynome, from the observations at Washington, Ann Arbor, Mich, and Alfred. (3) In the monthly notices of the "Royal Astronomical Society" London, A notice of the first orbit of Eurynome. (4) In the "Supplement of the British Nautical Almanac", approximate position of Echo, for 1863 (5) In the Supplement to the "American Nautical Almanac" a discussion of the orbit Eurynome from all the observations of the first opposition. (6) In the "Astronomische Nachrichten", Alton, Germany, four communications on the orbit of Echo. Prof. Rogers in 1870, to accept a position in the astronomical observatory of Cambridge, Mass.

Prof. Thomas R. Williams was appointed to the Chair of Greek in 1863, resigned in 1866 to accept the professorship of Biblical Theology and Greek, resigned in Greek in 1877, and still retained the Chair of Biblical Theology. He was succeeded in Greek by Prof. George Scott, who bids fair to prove a valuable acquisition to the University. Prof. Jarius M. Stillman was elected professor of vocal and instrumental music in 1863; and resigned in 1868. Prof. Stillman is a Doctor of Music, a celebrated teacher and an interesting composer.

Prof. Anderson R. Wightman was elected to the professorship of the Natural Sciences in 1864, which he resigned in 1867, to accept the Latin, filling the latter chair successfully up to the time of his resignation in 1870.

Rev. George E. Tomlinson filled the Chair of Greek from 1866 to 1867, and was succeeded by Prof. Edward M. Tomlinson who assumed the Latin in 1870. He resigned in 1871. Prof. Tomlinson is not only a most excellent teacher, but a profound scholar, and has pursued the study of his favorite languages both in this country and in Europe. He was for several years, Professor of Latin in Germantown Academy at Philadelphia, Pa. In 1866, Miss Mary E. Brown, a most accomplished lady and successful teacher was chosen to teach French, and in 1868, appointed preceptress. Miss Brown resigned in 1870, carrying away with her the love and esteem of all who knew her.

Rev. Nathan V. Hull became greatly interested in the school from its foundation; and actively connected with it, from the commencement of his pastorate of the First Alfred Church in 1845. He was president of the Board of Trustees from 1848 to 1862, and always deeply interested in every movement for the advancement of the institution. In 1868, Dr. Hull was elected to the Chair of Pastoral Theology, which he continued to fill with ability and general satisfaction.

Prof. A. Herbert Lewis, in 1862, became assistant in Latin for a year, and was appointed to the Professorship of Church History in 1868.

In 1868 Professor Prosper Miller was elected to the Professorship of Natural Sciences, and was a much respected and popular teacher. Since his resignation he has been principal of the Friendship Academy which owes its success and almost its existence to his management.

Prof. Albert Whitford was elected to the Chair of Mathematics in 1868, and resigned in 1872, to accept a professorship in Milton College, Wisconsin. The University never possessed a more exact scholar or thorough teacher. Wherever Prof. Whitford labors he will prove a positive gain to science and education.

Miss Charlotte E. Douse, afterwards the wife of Prof. Groves, was appointed preceptress. She had taught from 1868 in the English Department and in 1871, was given the Latin. She resigned in 1874. Nothing but remarkable scholarship and ability as a teacher would have led to her appointment to such important posts, and it is not too much to say that she filled them most successfully.

Prof. Lucius Romaine Swinney was elected to the Chair of Hebrew and Cognate Languages in 1870 and resigned in 1877. Prof. Swinney was remarkable for his scholarship, clearness, and precision, and is spoken of most affectionately by those whom he taught.

In 1870 Miss Amelia E. Stillman was made associate teacher of Painting and Penciling; and in connection with Mrs. Allen who had conducted this department of art for many years, with enthusiasm, has continued to hold that position for some time. She attracted favorable attention by her excellent work, and the marked progress of the art students under her instruction.

In 1863, Prof. John R. Groves was elected to the English department; and in 1872, to Mathematics; after teaching acceptably until 1874 he resigned to become principal of the Rogers Academy and is now at the head of a graded school in Coudersport, Pa.

Miss Harriet Dowse was also a teacher in the English Department from 1871-1874, and did excellent and thorough work.

In 1872, Prof. Henry Coon was appointed to the Chair of Physics and History which he filled satisfactorily.

In 1874, Professor Alpheus B. Kenyon accepted the appointment to the Chair of Industrial Mechanics, to which has been added that of Arithmetic. Prof. Kenyon is a remarkably facile and thorough mathematician, and an excellent teacher.

Prof. William R. Prentice was appointed in 1874 to the English Department and adjunct mathematics and resigned in 1878. He was a very thorough and popular teacher. Mrs. Sarah Williams, wife of Mr. Williams, was appointed to the English department in 1864; resigned in 1866; was again appointed in 1874; and since that time has taught classes from time to time acceptably.

We have thus briefly and all too inadequately sketched most of the leading men and women who have built up and given character to Alfred University. The school suffered, beyond comparison by the war of the rebellion, which took away probably a much larger proportion of the young men out of the upper classes of this institution, than from any other in the State. One of its honored professors, D.E. Maxson, D.D., joined the service as chaplain, and continued nobly to serve his country throughout almost the entire war. Prof. Maxson in the earlier days of Alfred, did much to impress his earnest character upon the students; and his enthusiastic adoption of the great reforms of the day, and particularly his views upon the subject of slavery, no doubt contributed largely to arouse the war spirit which swept so many of our best students on to the front, to the defence of liberty and country. While an earnest and successful teacher, he was par excellence Alfred's Aportte of reform. Since the war, Alfred University has been slowly but steadily regaining its former patronage; and the Fall of 1878 witnessed the largest attendance for six years, up to that date; and the winter term following was the largest corresponding term for ten years.

In 1867, June 7, President Kenyon died in London; immediately after his death, Prof. Allen accepted the presidency, and continued president of the University until his death. Besides the degrees in course, he has been honored with the distinction of Ph.D., conferred by the Regents of the University of the State of New York, and D.D., from Kansas University. He was identified with the institution from an early date, and was one of the leading spirits in every step of its progress. In 1868, President Allen proposed the erection of a suitable building to the memory of President Kenyon. The meeting held to consider the proposition was so meager that all further action was postponed.

In 1872, the proposition was renewed and more than \$2000 pledged for the object, when for various reasons, the undertaking was postponed. In 1876, the enterprise was resumed, and at the earnest request of President Allen and the

trustees, Prof. E.P. Larkin was employed by the Board of Trustees as their agent to solicit subscriptions, collect the funds, and build Kenyon Memorial Hall, and to found in connection with this undertaking a professorship of Natural History. The plan proposed was a structure of stone and brick that should cost \$15000, and when completed, fitted up, and furnished not to exceed \$25,000. Its object is first of all to suitable perpetuate the memory of William C. Kenyon, the father and founder of the University, and under whose personal instruction, a large number of our youth, and more than 5000 young men and young women of the surrounding neighborhoods, received their education. It is the grateful offering of willing hearts to a beloved benefactor. In the second place, to furnish appropriate lecture rooms for the several departments of the University; and room for the various libraries; and lastly, a museum of Natural History, Archaeology, Palaeontology, etc. This building is one of the most substantial structures that our denomination has ever attempted to build.

Of special contributions to the University, beside the endowment fund already mentioned, that of Mrs. Ann M. Lyon, amounting to \$10,000 is worthy of special mention. The various cabinets have received contributions from many friends of the school, the largest contribution to the cabinet of conchology is Prof. Larkin, who presented a valuable suit of shells from the west coast of South America, as well as numerous specimens from other parts of the world; and to those of Palaeontology and Archaeology is President Allen who succeeded in obtaining a large and valuable suite of stone implements from the Kjekken-moeddings of Denmark, before the exportation of such specimens was interdicted by the Danish Government, some of the principal contributions to the General and Theological Libraries, are President Allen, Prof. Larkin who gave his entire private library, T.B. Stillman of New York, Rev. Dr. William B. Maxson, and President Kenyon.

We conclude in the words of William C. Whitford, the late President of Milton College, Wisconsin, "The success of the Alfred School is due to a rare combination of causes: The hearty and uniform support given it by the people in the immediate vicinity, the cheapness of the board and tuition, the absence of strong competition by another school for a long time, the enterprise and the intelligence of the surrounding community, the "drive and push" and the self-sacrificing spirit of Faculty, and the thorough instruction it has imparted, all have contributed to this result."

In glowing terms, Dr. Maxson has pictured to you, some of the results – the fruitage of Alfred. Thank God the past is secure, but the demands for higher education are increasing every day, much faster than our facilities to meet them. If we would make Alfred most useful to the present generation, best prepared to subserve the educational variety of generations to come, we must heed her necessities and generously supply her with means without which she cannot be eminently useful. We need more teachers, professorships must be endowed, or they cannot be hired and supported. We have a large patronage; but we cannot retain them for want of better facilities in the higher departments. It is cruel and provoking to stand back and berate the College for not doing with a small over-worked faculty what other institutions are accomplishing with the means and five times the number of teachers. If Alfred University is not, in all respects, what we could desire, let us make her so. Ours is the responsibility. Our conviction is clear and profound that this society should proceed steadily to endow one professorship after another until we shall leave no reason to complain of the efficiency or deficiency of our college.

We are glad that Milton [College] is making the effort to get out of debt and endow her professorships. We should assist Milton and make Alfred University, in fact, as well as in name where Milton students will feel honored to come and prepare for the gospel ministry.

Above all this, let it not be forgotten that Alfred owes much of her prosperity to the widows'mite, as well as to the more generous gifts of her friends. Alfred University is largely the creature of the S.D.B. Society. Without the income which it enjoys from that source, it would be difficult if not impossible to continue the school a single term.

It is not natural and wise to care for the growth and prosperity of the child of your tears and your prayers – of your affections and your sacrifices? Let the S.D.B. Education Society make Alfred what she ought to be, and then solidly secure what it has so nobly achieved.