



T H E

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THE NOACHIAN DELUGE.

BY PRESIDENT ALLEN.

II.—The Testimony of Science.

What testimony has science to offer on this subject? It has, heretofore, been held by scientists that science had no words to offer, that it knew nothing of it. If such a catastrophe as the Noachic deluge has occurred, it has left no record discoverable by science. No trace on the face of nature remains of such an event. Geologists, especially, have almost universally asserted that there were no facts in their science which could be clearly referred to the Noachian deluge. Notwithstanding that in the written or unwritten traditions of most races, as we have shown, the story of a deluge has stood out prominent, yet geologists have affirmed that they could find no traces of such.

In the meantime, there has been slowly unfolding a science which is revolutionizing the whole subject. This science is pre-historic archæology, based chiefly upon those works of man more recently discovered, ante-dating historic times. "Celts," or stone chisels and axes, were known and held in high esteem and veneration among most nations. In the earlier ages, and, indeed, among some nations down to the present time, they have been held to be thunder stones, hurled to the earth as thunder bolts, and possessing great virtues. Aldrovandus describes the philosophical views in his time of the formation of these stones: "By an admixture of a certain exhalation of thunder and lightning with metallic matter, chiefly in dark clouds, which is coagulated by the circumfused moisture, and conglutinated into a mass (like flour with water), and subsequently indurated by heat like a brick." It was supposed these could be found wherever lightning

struck. In Ireland and Scotland they are preserved and lent by neighbor to neighbor, as something having great healing power. In Sweden and Germany they are believed to be a protection against lightning. In Burmah they are considered a specific for ophthalmia, and render those who carry them invulnerable. In China they are worshiped as very ancient ancestral relics. The Greeks considered them as sacred, and sometimes worshiped some of their gods under the form of a stone hatchet. The Chaldeans offered sacrifices to them. The Egyptian hieroglyphic, for nauter, God, was the figure of an axe.

While held for centuries in such veneration, it is only within a very few years that their scientific importance has been realized. It is true that they had been collected by the antiquarian, and a few preserved in museums as curiosities, but without any distinct realization of their importance as illustrative of the history of man before written history was born. "While we have," says Sir John Lubbock, "been straining our eyes toward the East, and eagerly watching excavations in Egypt and Assyria, suddenly a new light has arisen in the midst of us, and the oldest relics of man yet discovered, have occurred, not among the ruins of Nineveh or Heliopolis, not on the sandy plains of the Nile or the Euphrates, but in the pleasant valleys of England and on the banks of the Seine and the Somme, the Thames and the Waverney."

M. Boucher de Perthes has the honor of leading the way in these discoveries which have revolutionized pre-historic archæology. Being a firm believer in the Noachide deluge, and that geology, when rightly studied, would bear testimony of the fact, he had long been on the lookout for such evidence. In 1841, in some sand and gravel near Abbeville, France, along with mammalian remains, he found rudely fashioned hatchets. He continued to find these in the gravel-beds from five to thirty feet deep, about Abbeville, assisted in this by the extensive excavations for governmental and public works at that place. After having collected some two

thousand, he took them up to the Paris Academy of Science, and presented his discoveries to its members. These learned savans laughed him to scorn, and pronounced him crazy, so absurd to them was the idea that human works could be found with the remains of extinct animals. Regardless of their sneers he went home and continued to collect, and in 1846 he published his first work on the subject. This was received with a supercilious grin by the scientific world. For seven years Perthes made few converts. He was looked upon as an enthusiast, a one-idea man, gone mad on the Noachian deluge. Although a few Frenchmen were converted, still the new creed met with little favor. Prophets are proverbially without honor in their own country, and Perthes was no exception. At last, however, his time came to be vindicated. In 1858, Dr. Falcolner of England, fresh from the explorations of the Brixham cave, passing through Abbeville, examined the cabinet of Perthes, became convinced that these flints were fashioned by the hand of man, and wrote to his friends in England that it was time that this matter was looked into. And during the years 1859 and 1860 many of the leading geologists and archaeologists of England flocked to the valley of the Somme, and their eyes were opened, so that they could find for themselves these implements, not only in the gravels of the Somme, but in various parts of England. It was seen that the discovery of Perthes' took men back to the period of extinct animals, and threw much light on the cave discoveries of Prof. Schmerling and others.

For the last thirteen years these discoveries have been increasing in number and widening in range. Especially during the last five years have there been more books written and more investigation and discussion awakened in respect to the antiquity of man, and his connection with the changes of the Quarternary Period, than on almost any other scientific subject.

The pre-historic times have been divided into two ages:

1. The Stone Age.
2. The Metal Age.

The Metal Age has been sub-divided into:

1. The Bronze Epoch.
2. The Iron Epoch.

The Stone Age has been sub-divided into:

1. The Palæolithic, ancient or rude stone, Epoch. This epoch has been sub-divided into the period of extinct animals, known also as the drift period; and the reindeer period or the period of migratory animals, known also as that of cave-dwellers, or cave-men.

2. The Neolithic, recent or polished stone, Epoch, the epoch of domesticated animals.

The first in the order of time is the period of extinct animals, or the drift period. It is not at all determined, as yet, whether this was confined to what is known in England as the river drift, or extending back into the ice or glacier drift proper. Some recent discoveries point to the existence of man on the earth co-eval with, and perhaps anterior to the drift proper.

Toward the commencement of the Post-tertiary, Quarter-

nary, or Pleistocene Epoch, under the influence of numerous and varied causes, which up to the present time, have not been fully determined, a great portion of, at least, the northern hemisphere became covered with water and ice. This is known in geology as the drift or glacial period. This drift has constituted one of the great battle grounds of geologists. The question at issue is, whether this drift is the effect chiefly of ice, or of water. The truth, doubtless, lies in their combination—more water than ice in its more southerly limits, more ice than water in its more northerly limits. Southern New York shows in its drift more the action of water than of ice.

To what extent, if at all, was man a witness and a victim of this water and glaciation, is one of the unsolved problems. The hypothesis has recently been broached by certain French writers, by which the date of the Noachian deluge is thrown back so as to connect it with this drift period. It is thought that the absence of precise chronology in the Bible between the time of the deluge and Abraham will warrant it. The hypothesis rests on the vestiges of the existence of man, which a few scientists in France, Germany, England, and perhaps America, think that they have at the close of the Tertiary Epoch. If it shall be proven that man was already scattered over Europe, Asia, and perhaps America, then the Mosaic deluge may possibly be identified with that sudden, immense and prolonged irruption of waters which swept these primeval men from the earth at the opening of the Quarternary Epoch; but the data are, as yet, too scanty and vague, and the time too unconscionably long, being estimated all the way from one hundred thousand to six million of years, to warrant the acceptance of so bold a hypothesis.

While the evidence of man's existence on the earth prior to the glacial drift is vague and insufficient, yet, on the subsidence of the ice and water of this period, man is found in Europe and North America. In the Terrace or River Drift epoch, the remains of man's workmanship are found in the gravels of the Somme and Seine, in France; Surrey, Kent, and Middlesex, in England, with his bones in the caves of France, Belgium, England, and Wales; also in various localities in North America. Man was, then, cohabitant with a race of now extinct animals. The following is a list of some of these animals, whose remains are found with those of man:

EUROPE.

- Elephas primigenius*—Siberian mammoth.
- Elephas antiquus*—ancient elephant.
- Rhinoceros tichorhinus*—Siberian rhinoceros.
- Rhinoceros hemitæchus*.
- Rhinoceros leptorhlinus*.
- Felis spelæa*—cave-lion.
- Ursus spelæus*—cave-bear.
- Hycena spelæa*—cave-hyena.
- Megaceros hibernicus*—great Irish elk.
- Hippopotamus major*.
- Machairodus latidens*—saber-toothed tiger.
- Gulo lucus*—glutton.

AMERICA.

- Elephas primigenius*—woolly-haired elephant.
Elephas Americanus—mammoth of the United States.
Mastodon Americanus or *giganteus*—great mastodon.
Felis atrox—great lion.
Trucifelis fatalis—great tiger.
Ursus Americanus.
Ursus amplidens.
Canis indianaensis—wolf.
Equus fossilis—fossil horse.
Cervus Americanus—great American elk.
Bison Priscus and *latifrons*.
Onibus bombifrons and *latifrons*.
Casteroides ohioensis—great beaver.
Megalonyx Jeffersoni.
Megatherium mirabile.
Mytodon Harlani, etc.

These animals, in connection with many species still living, roamed over the pre-historic earth, some of them in immense herds. This was especially true in respect to Central Europe and North America.

The palaeolithic men were a race, small in stature, sturdy, broad-shouldered, lozenge-shaped faces, pyramidal skulls, of which the present Basques, Lapps, and Finns are very good types. Their habitat was chiefly in caves and beneath the shelter of overhanging rocks, in those countries where they were to be found. Especially was this true of that later period of the palaeolithic epoch known as the reindeer or cave period. They were largely carnivorous, even cannibal. They lived chiefly by the chase. The flesh of the mammoth and cave bear was a favorite with them, especially at their funeral feasts. All of the long hollow bones were split for their marrow. Metal of any kind was unknown. Fire, wood, stone, bones, and horns of animals furnished all the materials of industry. Rudimentary art, in the form of shell-beads, and the like, are to be found. Fossil shells were in especial favor. There were manufactories where the rough-hewn flint implements were made, and a trade carried on in them with other countries. Several of these workshops have been discovered. Toward the close of this epoch, bones and antlers were extensively used for arrow and spear heads, needles, and the like. There were some attempts at art in drawing and carving the figures of animals, mostly on bone and ivory. They buried their dead in caves when practicable, at the mouth of which they held their funeral feasts, after which the mouth of the cave was closed till another burial required its opening. They placed weapons, ornaments, trophies, and joints of meat by the side of the dead, which is supposed to argue a belief in a future life. The great and supreme truth that the whole being of man does not die with the material body seems thus to have been universal in the ante-diluvian times.

But the end of these primitive rude stone folk had come. These troglodites or cave-dwelling men, with the great pachyderm mammals are overtaken by water accompanied by partial glaciation. Floods filled the valleys and climbed the moun-

tains, in some places from three to sixteen hundred feet. Man fled to the mountain regions. It is not easy for science to assign the cause of this catastrophe in the world's history. Whatever may have been the cause, it is now quite well agreed that water overspread large portions of the then inhabited parts of the earth. In valleys and on plains and hillsides it left a reddish or grey clayey deposit, mixed in some places with sand and pebbles, called loess or lehm. It covers a great part of Western Europe, ranging from ten feet to two hundred feet in thickness, of uniform homogeneous loamy material. The fossils are chiefly terrestrial, being species of the genera *Helix* and *Pupa*, or of the amphibious genus *Succinea*. In America, especially in the Western States, this clay of what is here known as the terrace period, overlies the old forest bed, in which are found the remains of the above named extinct animals. It constitutes the ground trodden under-foot by the present race of men, and lies like a mantle over the remains of extinct animals and of the Archæolithic men. This inundation closed the series of inundations of the quaternary period, all of which man was the witness and the victim. After this inundation the present geological period commences, which has thus far been characterized by the almost entire permanency of the geological order established at its beginning—no great cataclysms, but day and night, seed time and harvest, summer and winter, the former and the latter rain have come in uninterrupted succession. Between these two, that is between the rude stone folk and the polished stone folk, between the period of extinct and of domesticated animals, there was evidently a vast interval of time—a gap in the history of the past, into which many events of intermediate date will one day be intercalated. The "bone earth" which is referred to this inundation, forms a division, in many of the caves then inhabited by man, between two distinct fauna—that of the extinct and of the domesticated and still living animals. There is also a broadly marked change in climatic conditions, constituting one of those physical events in the world's history, from which the geologist can assume new lines of latitude and departure. Man by some means survived a great physical revolution which was fatal to the great pachyderms and ferocious beasts of prey.

[TO BE CONTINUED.]

COLONEL HAY'S BALLADS.—He returned to America in the autumn of 1870 with *Castilian Days* in his portmanteau. All the world was reading Mr. Bret Harte's "Heathen Chinee," and Col. Hay did what all the world was doing. Whoever has read the "Heathen Chinee" must have little curiosity if he do not make haste to read everything else that its author has written, and Colonel Hay's curiosity was of as good quality as that of the best of us. He read all the poems, but "Chiquita" and "Cicely," which gave him particular pleasure, puzzled him, and set him thinking. He saw the value and the scope of the subtle and original genius that had produced these ballads. He saw how infinitely finer and better than nature they were, but, having been born and brought up as a Pike himself, he saw that they were not nature. He

wrote "Little Breeches" for his own amusement—at least we have heard that this is his account of the matter—to see how a genuine Western feeling, expressed in genuine Western language, would impress Western people. Whether Colonel Hay really wrote "Little Breeches" with this deliberate purpose or not, he was not long in learning how Western people were impressed, or Eastern people either. Before he knew what was happening to him he found himself borne lightly on the top wave of popularity, where he and Mr. Bret Harte have since continued to sit and ride—

"Like little wanton boys that swim on bladders,
These many summers in a sea of glory."

—*Scribner's for April.*

THE SPECTRE OF THE BROCKEN.

Fair up, the silent clouds among,
Above the Vosges' towering tops,
A giant spectre darkly hung,
And menacingly swayed and swung
'Twixt earth and heaven. Its fearful stops
'Mid awful strides, its outstretched hand,
And ghostly finger scared the land.

The peasants in the vale below,
Their gaze toward Brocken often bent,
And, filled with superstitious awe,
In this dim, shadowy spectre saw
An evil sprite with dire intent.
And so, for many a feverish year
They lived amid this haunting fear.

Did some unlooked for ill portend—
Some sudden danger rise—
They shuddered and bent low, as bend
Their saplings in a mighty wind,
And looked into each others' eyes,
And whispered low, lest It should hear,
"The Spectre of the Brocken's near!"

And now and then, a traveler
Stood on a rock below,
And looked, and felt his pulses stir
With somewhat nigh akin to fear,
As first this weird and ghostly show,
With wondrous strange and varying phase
Burst forth on his astonished gaze.

But once there came a thought'ful one,
Who asked the question, "Why?"
When quick, between the genial sun
And humid air, the tale was done.
This ghost gigantic 'gainst the sky
Was but the shadow, lengthening slow,
Of him who watched it from below.

A curious reflection, thrown
At certain favored hours—
A weird mirage—but all unknown
In those benighted times ago,
When men ignored their powers,
And, chafing at their leading strings,
Still revelled in mysterious things.

So, oft the spectres dark, and dread,
That loom above the soul,
Would vanish, if interpreted,

Or change to shadows, vapor-bred,
Of doubts it might control.
And faith's own sunlight in their stead,
Shine unbeckoned overhead.

M. A. F. DEANE.

RECKLESS USE OF POISONS.

PROF. H. C. COON.

CONTINUED FROM LAST MONTH.

Huxley says, "It is notorious that in proportion to the ignorance of the people of their own constitution, and the true cause of disease, is their credulous confidence in pills, potions, and quackish absurdities." This is about the only explanation that can be given to the enormous consumption of the so-called "patent medicines" of the present day. A few of these compounds may be good for particular diseases, but the large majority of them are gotten up by men ignorant of the true nature of disease, or of the true action of remedies, and whose only aim is to sell for the profit. In order to do this, they invent "taking names," make great claims, and blazon them forth by advertisements in the secular and even the religious press. These, while trying to enlighten the mind and to lead the heart heavenward, proclaim, because it pays, that which causes people to destroy their health by taking as a medicine, poisons not needed, hence always injurious when thus taken. Thousands have been led to try this or that remedy, and without benefit, simply because a "religious paper" proclaimed its "numerous virtues." Would that these might learn that such are not of the kingdom of heaven. As an illustration of this class of compounds, take *Mother Winslow's Soothing Syrup*. This was invented by a young man in Connecticut, simply to sell. It contains one grain of morphia in every ounce, and the dose directed for a child three months old contains an equivalent of ten drops of laudanum, and the recommendation is to repeat the dose every two hours. This would keep the brain narcotized, so that it is not to be wondered at that the child is quiet, because its little nerves are paralyzed and insensible to pain; nor is it to be wondered at, that, with such treatment, soon, when disease comes, the power to resist is gone, and it withers and dies; or it lives puny in body, weak in mind, a life blighted by the ignorant use of a poison. The injury done by such a reckless use of such a nostrum is incalculable. It is calculated that fifteen million ounces of this is sold every year. There is a reason for one half of the children born in the United States dying before they are five years old, and we may well consider who is responsible, for God will demand a reason, of somebody, why these lives were wasted. The hairs of our head are all numbered, and our destroying these, or any of our powers, may require "our Father's notice," even if done ignorantly. We must take the consequences.

Be honorable in recitation. Don't take a book in yourself, but sit next to the man who does, and pump him.—*Argus.*

A VACATION RAMBLE.

Examinations were over, vacation was really ours, and in half an hour we were speeding swiftly away on the down train. A jolly crowd of fellows they were, and no wonder, with their backs to a long terms' severe work, and their faces toward home and friends. No wonder, a hundred and more lusty throats joined in the chorus:

Farewell to college duties;
— we're going home;

and for many a mile, made the cars ring with familiar college songs, much to the astonishment of the sleepy occupants of the little way stations.

Home was not before us individually, but instead the kindest of friends, and a visit to one of the most enticing spots in New England, both for its own beauty and picturesque surroundings, and for the historic interest clustering about it—America's Isle of Rhodes.

A pleasant trip by steamer down the windings of the bay brought us to this garden islet, lying embraced by the friendly arms of the bay, and toward the north, looking out upon the main, with Mt. Hope, the home of King Philip, rising in the distance; hovering at her side her smaller sister-isles; and stretching away to the south to meet the heaving billows of the Atlantic.

Salubrious in climate, and in soil rich and fertile, she has won the title—"Eden of America." It was here that Coddington and Clarke, with their associates found refuge from the persecutions of the Massachusetts colonists, which they suffered for conscience's sake, and because of differences in religious belief. To John Clarke must be given the credit of being the author and procurer of the charter, as well as the master hand in securing here the legislation under which was first planted civil and religious liberty in this western world.

From his family sprang a long line of Seventh-day Baptist ministers. Members of this society also, were Richard and Samuel Ward, both Governors; and Henry Collins, one of the committee for erecting their house of worship at Newport, and with several associates, founder of a literary and philosophical society, which was the first in the colony, and probably one of the earliest in America.

To this island retreat came the gentle Quaker, when expelled from Massachusetts and prohibited from returning under penalty of death, which, indeed, many suffered at the hands of the *Puritans*, who, when they first began to taste of Christian liberty themselves, forgot that others had a right to the same enjoyment.

It was our privilege to accept the hospitalities of a fine old mansion, which dates back more than a century, and bears plainly the impress of its Quaker builder. It is still occupied by his descendants and stands with gambrel roof and mossy sides, looking quietly down upon the bay. As you enter the little square hall, an old wooden clock, a relic of by-gone days, meets you, stiff and in silence; for its tick ceased long ago. Opening a narrow door you mount the steep and angular stairway, wondering, meanwhile, how surefooted the builder

must have been; and are shown into a low square room; and here, they say, Lafayette made his headquarters, while the American forces held the island in Revolutionary times. They add an anecdote of the good general, how, when stationed here, he became greatly attached to a tiny four-year-old girl, with whom he prattled and frolicked from day to day; and how, upon revisiting America fifty years afterward, true to his little friend of former years, he sought her out, now a gray-haired woman.

Among the objects of interest handed us, was the journal of some unwarlike Friend during the summer and autumn of 1777, when the island was occupied by the British and Hessians. The following are the entries for two days:

"July 23. For to-day I was to home a reaping of rye in the forenoon and in the afternoon I was over to Reuben Lawton and stayed and drunk tea and nothing more at present for to-day."

"Aug. 18. For to-day there was a firing of cannon on the main and the Hushans come to the house and took ten geese and nothing more material at present for to-day."

Frequent depredations are recorded of the "Hushans," who were encamped at a little distance; and, upon the rising ground, are still the remains of fortifications:

"Long years have pass'd away, and all dismantled and alone,
Thou standest there, thy blacken'd walls with weeds and grass o'er
grown;

Amid thy trenched bound, which once the clang of war could wake,
Is heard no sound, save insects' hum, or bugles from the lake."

This little island, replete as it is with the memory of heroic and sacrificing men, and the history of our Republic in embryo, cannot fail of being an interesting subject for the antiquarian, or, in fact, any one who is interested in the thought, whence and through whom came our dearly prized freedom.

A return trip up the bay; a tedious delay; a five hours' ride, followed by a hearty meeting with the "fellows," and we are at work again. F—.

BOOKS AND READING.

I have said that the fountains of true wisdom are not books; nevertheless, in the present stage of society, books play, and must continue to play, a great part in the training of young minds; and therefore I shall here set down some points in detail with regard to the choice and the use of books. Keep in mind, in the first place, that though the library shelves groan with books, whose name is legion, there are in each department only a few great books, in relation to which others are but auxiliary, or it may be sometimes parasitical, and like the ivy, doing harm rather than good to the bole round which they cling. How many thousands, for instance, and tens of thousands, of books on Christian theology have been written and published in the world since the first preaching of the gospel, which, of course, contain nothing more nor nothing better than the gospel itself, or which, if they were all burnt to-morrow, would leave Christianity in the main, nothing the worse, and in some points essentially the better. Stick, therefore,

to the great books, the original books, the fountain-heads of great ideas and noble passions, and you will learn joyfully to dispense with the volumes of accessory talk by which their virtue has been as frequently obscured as illuminated. For a young theologian it is of far greater importance that he should have the Greek New Testament by heart than that he should be able to talk glibly about the last volume of sermons by Dr. Kerr or Stopford Brooke. All these are very well, but they are not the one thing needful; for the highest Christian culture they may lightly be dispensed with. Not so the Bible. Fix, therefore, in your eye the great books on which the history of human thought and the changes of human fortunes have turned. In politics look to Aristotle; in mathematics to Newton; in philosophy to Leibnitz; in theology to Cudworth; in poetry to Shakespeare; in science to Faraday. Cast a firm glance also on those notable men, who, though not achieving any valuable positive results of speculation, were useful in their day, as protesting against widespread popular error, and rousing people into trains of more consistent thinking and acting.—*Professor Blackie.*

STATE SUPERVISION OF SCHOOLS.

BY PRESIDENT ALLEN.

The Regents of the University of the State of New York originated in an act of the Legislature of 1784, the first session after the termination of the revolutionary war. The Board was modified and their powers enlarged by the Legislature of 1787. The draft of this act is generally believed to have been prepared by Alexander Hamilton, then a member of the Assembly, and, with some modifications, still continues in force as the fundamental law of the State on this subject. This act provides "that an university be and is hereby instituted within this State, to be called and known by the name or style of the Regents of the University of the State of New York." It also prescribes the mode of appointment, the tenure of office, and the powers and duties of the said Regents; and provides for the incorporation by them of colleges and academies within the State, as component parts of the University established by the act. The Board, as now constituted, consists of the Governor, the Lieutenant Governor, the Secretary of State, and the Superintendent of Public Instruction, as *ex officio* members, and nineteen other persons chosen by the Legislature in the same manner as Senators in Congress, and serve for life or during good behavior.

In 1793, the Board presented to the Legislature the subject of Common Schools, that is, "the institution of schools in various parts of the State, for the purpose of instructing children in the lower branches of education. Governor Clinton, in his annual message, renewed the suggestion, which was followed by a temporary "act for the encouragement of schools," and in 1812, by "an act for the establishment of Common Schools," from which has grown the present Common School system of the State. Gideon Hawley, who acted for more than twenty-five years as Secretary of the Regents,

was appointed the first Superintendent of Common Schools, serving till 1821, of whom it has been officially said, that "to no individual in the State are the friends of education more deeply indebted for the impetus given to the cause of elementary instruction in its infancy, than to him." In 1821, the duties of this office were transferred to the Secretary of State as a part of his department. In 1844, General Wetmore, now one of the Regents, recommended that a separate department of public instruction be established. This was effected in 1851, under the leadership of, then Assemblyman, now Senator Wood, and the present Free School system was adopted in 1857.

Soon friction began to show itself between the workings of our educational system. This grew out of the very nature of the double-headed system thus inaugurated. This has increased and extended till it is effecting, more or less seriously all of the educational interests of the State. This arises from the very nature of such a duplicate system. Division of supervision must inevitably create antagonism in all the departments of education, between the different classes of schools ranged under this divided supervision, and between educators throughout the State, who represent these schools. This antagonism is sensibly weakening these interests. Instead of being mutual supports, mutually building each other up, they are becoming more and more mutually destructive. This is pervading the whole educational system.

Again, the present plan of electing the Superintendent of Public Instruction is opposed to permanent progress and improvement. He is elected only for three years. This necessarily excludes the possibility of laying any broad and well-defined plans for improvement and progress. He is largely the creature of politics, which excludes any guaranty that the right man for the position will be chosen; and if chosen, will make it impossible for him to touch a large number of questions vital to the highest interest of education. Especially is this true, if he aspires for re-election to a second term. He will, of necessity, be compelled to consult the wishes of the party whose support he is seeking, rather than the best interests of education irrespective of party. It is further admitted by those best versed in the workings of the present system, that it is next to impossible to secure the best men for the place; but political availability and intrigue will almost universally carry the day against true merit.

Suffering from these combined influences, the leading educators among the public school men of the State are moving for a change. Seeing clearly and feeling sensibly the defects and wrong tendencies of the present system they have united in urging upon the present Legislature a change. In conformity with their solicitations, backed by the influence of most of the leading educators of the State, a bill has been introduced into both branches of the Legislature, and favorably reported by the Committee on Literature in the Senate and on Education in the Assembly, looking to a remedying of these evils by uniting these two departments in one, the Regents of the University. The proposed law makes the Governor, with the advice and consent of the Senate, the ap-

pointer of the Regents, who are to hold office nine years hereafter instead of for life, as heretofore, and they, in turn, to appoint the State Superintendent, to hold his office during their good pleasure, and to be subject to their direction, under and within the laws of the State.

This plan, it is thought, will secure unity and harmony in the educational work of the State, doing away with the present double-headed and inherently antagonistic system of school supervision. It will unite the efficiency and energy which belong to a single educational head, with the stability and power to devise and execute improvements, and to mould public opinion, which belong to an educational board. It will place the office as far above political partisanship as possible. It will remove it from the fluctuations and the plottings of politics. There is no office in the State to which a man could aspire with higher aims or a fairer prospect of doing great good if it can be so placed. It needs a man, like Horace Mann, with his life with all of its powers consecrated to the cause of education, willing and eager to give his life to the work. The educational interests of the State transcend all other State interests. This State expends ten millions of dollars yearly for educational purposes, and it is of the highest importance that it be expended wisely and efficiently. It is the willing yearly contribution of the present generation to make the next wiser, stronger, nobler than ourselves; and it is of the last importance that it be so expended as to accomplish this high aim. It is earnestly to be hoped that the members of the Legislature will rise above all minor considerations, to the grandeur of this work, and act for the best interests of all.

THE MAIDEN AND THE LILY.

A lily in my garden grew,
Amid the thyme and clover,
No fairer lily ever blew,
Search all the wide world over.
Its beauty passed into my heart—
I know 'twas very silly—
But I was then a foolish maid,
And it—a perfect lily.

One day a learned man came by,
With years of knowledge laden,
And him I questioned, with a sigh,
Like any foolish maiden:
"Wise sir, please tell me wherein lies—
I know the question's silly—
The something that my art defies,
And makes a perfect lily."

He smiled, and stooping plucked the flower,
Then tore it, leaf and petal,
And talked to me for full an hour,
And thought the point to settle;
"Herein it lies," at length he cries;
But I—I know 'twas silly—
Could only weep and say, "But where—
O, doctor, where's my lily?"

—John Fraser, in *Scribner's* for April.

BOOKS AND MAGAZINES.

SEX IN EDUCATION; a fair chance for the girls. By Edward H. Clarke, M. D. Boston: J. R. Osgood & Co. 16mo., cloth \$1 25.

In this small book, Dr. Clarke discusses a phase of the educational question which has hitherto received little or no discussion, and yet one which we wonder that medical men and educators have so utterly ignored in the past. A single quotation will best give the purpose of the whole work. After mentioning the similarity of boys and girls in childhood, and then their gradual divergence, and referring to the tripartite life of woman, which he calls the three critical periods, he continues:

"During the first of these critical periods, when the divergence of the sexes becomes obvious to the most careless observer, the complicated apparatus peculiar to the female, enters upon a condition of functional activity, . . . taking on a process of rapid growth and development. Coincident with this process indicating it, and essential to it, are the periodical phenomena which characterize woman's physique, till she attains the third division of her tripartite life. The growth of this peculiar and marvellous apparatus, in the perfect development of which humanity has so large an interest, occurs during the few years of a girl's educational life. No such extraordinary task, calling for such rapid expenditure of force, building up such a delicate and extensive mechanism within the organism—a house within a house, an engine within an engine—is imposed upon the male physique at the same epoch. The organization of the male grows steadily, gradually, and equally, from birth to maturity. The importance of having our methods of female education recognize this peculiar demand for growth, and of so adjusting themselves to it, as to allow a sufficient opportunity for the healthy development and for the establishment of the periodical functions, cannot be overestimated. Moreover, unless the work is accomplished at that period, unless the reproductive mechanism is built and put in working order at that time, it is never perfectly accomplished afterwards."

Hence, Dr. Clarke claims throughout his book, that, for girls, education—which he defines as the drawing out and development of every part of the system; and this necessarily includes the whole manner of life, physical and psychical, during the educational period—must recognize this peculiarity of their constitution, and must adapt its course of study and its requirements to it. Any system of work for girls which does not take into account the element of periodicity, must, in very many cases, result in serious injury, either arresting the development of the reproductive apparatus, or disordering the brain and nervous system, and often producing insanity. In mental work, there is more nervous susceptibility excited, and hence more liability to disturbance and exhaustion than in physical labor, and so, working girls, factory girls, suffer less than school girls. Our author does not lower the standard of education, nor limit woman's acquisitions. He merely urges that she do her work in a woman's way, and not a man's; that she respect the laws of her own constitution. "The real question is not, *shall* women learn the alphabet? but, *how* shall they learn it?" The school girl may master the wasps of *tristophanes* and the *meccanique celeste*, and may make the acquaintance of Kant and Kolliker, and explore the anatomy of flowers and the secrets of chemistry, but she must not thereby ignore her woman's physical nature. Co-education, *i. e.*, identical co-education, which he carefully defines, he, of course, opposes, because it recognizes no difference of sex, and requires of girls persistent instead of periodical, work; while a course of study and regimen fully adapted to girls would emasculate boys. The sexes may attend the same schools and use the same libraries, apparatus, etc., but must pursue different methods of study and a different regimen. Dr. Clarke supports his arguments by many cases from his own extensive practice as a physician, and, while claiming that false methods of education are not the only causes of the evils women suffer, seems to prove that such methods are, nevertheless, very prolific causes of such evils. He doubtless has not reached the full truth of the case, but he has done much to awaken thought and discussion, and can only be answered by showing, from facts, that girls can, with proper care, perform severe and persistent mental labor without injury. Let the academies and mixed colleges give us the results of co-education and persistent study. In this college,

co-education has been tried for nearly forty years, and we have the opinion of a gentleman of high position and attainments and long acquaintance with the school, that a large number of the best female students here have broken down, sooner or later, as the result of their studies or modes of study. We have rarely read a book with more absorbing interest than this, nor laid one down with more hearty approval, and we wish that every mother, educator, and school girl in the land, would read it and profit by its teachings, or plainly prove their falsity. Whether its reasoning be true or false, it will awaken thought on a topic which is of vital interest to the American people.

The *Atlantic* for April is especially interesting. Variable like the month, it is grave and gay in turn. "A modern Financial Utopia," by David A. Wells, is a clearly written article, the object of which is well stated in the opening sentences. "There is one great, plain, practical fact in respect to irredeemable paper money, which in itself, is a sufficient answer to all the arguments that may be advanced in its favor, and that is, that there cannot be one single instance referred to in the history of army, state, nation or people in which its adoption and use has not been wholly disastrous. To illustrate this, the author presents the details of the fiscal experience of the Republic of Texas as showing in miniature the working of the paper-money system of all nations." "Baddisk and that sort of thing" grows in interest. Mr. Warner, in this number, describing his visit to the jail, and his "interview" with its single occupant, in his best vein. An enthusiastic pupil paints glowing pictures of Liszt in her letters home. The poems are by E. C. Steadman, Elizabeth Stuart Phelps, C. P. Cranch, and others, and are exceptionally fine. The two brilliant stories, Prudence Palfrey, by T. B. Aldrich, and Mose Evans, by Wm. M. Baker, increase in power and interest, the former by virtue rather of the way it is told, and the latter by its peculiar and original characterization. There is a review with copious quotations, of *Mistral's Calendar*, and several other interesting articles, while the departments of criticism in Recent Literature, Art, and Music are especially well sustained.

The April number of *Scribner's* monthly contains another generous installment of Mr. King's "Great South," the subject this time being, "A Ramble in Virginia, from Bristol to the Sea." The illustrations, as usual, are profuse. Among the noteworthy features of the number, are Jules Verne's serial, "The Mysterious Island;" an essay by Augustus Blauvelt, author of the articles on Modern Skepticism, entitled "Christ's Resurrection Scientifically Considered," and a timely paper by Miss Beedy, on "The Health and Physical Habits of English and American Women." The perusal and consideration of this article may well be recommended to the admirers of Dr. Clarke's "Sex in Education," as calculated to allay their fears in regard to the special harms resulting to women from Co-education, showing as it does that the failing health of our young women is probably owing to causes further back than three or four years of hard study, some of them underlying the structure of American society. Noah Brooks has an article "Concerning some Imperial Booty." The new story writer, George W. Cable, tells a tale of the "Belles Demoisells Plantation." Mrs. Davis' serial is concluded, and Miss Trafton's is continued with increasing interest. The number opens with an illustrated poem by Benj. F. Taylor, telling, in stirring measures, of the devotion and intrepidity of a Revolutionary wife and mother. There are also poems by John Fraser, J. G. H., Edward King, Charlotte F. Bates, and A. R. Macdonough. Dr. Holland, in *Topics of the Times*, writes about "Jules Verne's New Story." "The Taxation of Church property," and "Social Usages." The *Old Cabinet* is concerned with "Veracity;" Amateur Theatricals are practically discussed in *Home and Society*, and the other departments have their characteristic variety.

Prof. — "Mr. —, when you begin to construe a sentence in Latin, what is the first thing you do?" Freshman—(aside to companion) "Compare it with the translation."—*Ex.*

The Alfred Student.

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WE have among us several views of the nature and office of criticism which seem to us worthy of notice. One of these views is that any one who can pen a grammatical sentence is thereby fully qualified to give judgment upon all subjects, literary, social, moral, aesthetical.

The critic, being fully qualified by nature for his duties, must, in order to perform properly his critical functions, blame sharply everything he mentions. "It is not the province of criticism," quoth he, "to discover any beauties nor to mention any merits." The critic of another school, however, goes to the other extreme and praises everything. The first thing he hears or reads is "superb," "magnificent," "sublime," "such expression and such taste," and the second is like unto the first, and so on until the critic finds something that floors him. Language fails. He calls upon the muses to give him fitting terms of praise, and, failing of aid, gives up in despair and leaves it to the imagination of his readers to picture the matchless graces and beauties of the production under consideration. The readers, disgusted with both forms of criticism, deery it all as something no one has a right to indulge in under any circumstances.

All parties, critics and readers, doubtless err; not discerning the true function of criticism, nor the needful qualifications of the critic. There is a legitimate field for criticism, whether men have been wise enough to discover it or not, and critics are not necessarily the enemies of mankind. The critic should, at least, possess considerable knowledge of the subject on which he gives his judgment, and, to be a model critic, should have a broad and extensive culture. A few terms "schooling," with some knowledge of grammar and rhetoric, do not make one a first class literary critic, nor do a few terms instruction give an art critic of absolute authority. So also is it in other departments.

Professor Blackie, an eminent Scotch educator, says: "All criticism worthy of the name is the ripe fruit of combined intellectual insight and long experience." Matthew Arnold says: "To be worth anything, literary and scientific criticism require—both of them—the finest heads and most sure tact, and they require besides that the world's experience shall have come some considerable ways." In regard to the scope and objects of criticism, Arnold again says: "It is the business of the critical power in all branches of knowledge, theology, philosophy, history, art, science, to see the object as it really is," and again: "Its business is to know the best that is known and thought in the world, and, by, in its turn, making this known, to create a current of true and fresh ideas."

Accepting these statements as true, we insist that criticism is to show exactly what every production, which becomes an object of its examination, really is, as judged by the best standard the world has adopted. Hence a knowledge of the canons of criticism and an acquaintance with the thoughts of men, at least upon the topic which he examines, are needful for every critic. A literary production is a work of art, or should be. Among a number of articles, as, for instance, those in an exhibition of a literary society, we may have many kinds, each perfect in its way, silhouettes, etchings, fully elaborated paintings. The individual who presumes to judge those works must know the different standards by which each is to be judged; it will not do to judge them all by the same standard. The true critic measures each by its proper standard, and points out its artistic excellencies while pointing out its deviations from the true principles of art.

In this view of the subject every one should enter upon criticism with considerable modesty and hesitation, feeling that unless he knows well what he is doing he may judge an etching by the standard of an elaborate painting. We do not demand of all critics the qualifications demanded by the authors we have quoted, but urge that they should be kept in mind by every one who thinks he is called to criticise any production whatever, save in a private capacity.

THE Regents of the State of New York require all institutions, subject to their visitation, as one of the conditions of receiving moneys from the educational funds of the State, to compel their students to perform a Rhetorical exercise once in two weeks during the school year. This requirement, we think, fails largely of accomplishing the desired result. In order that all may speak upon the same day, the students must be divided into comparatively small divisions so that the stimulus of a large audience is lost, while the frequency of the exercises destroys the sense of their dignity and importance in the minds of the students. Very many hurriedly commit a declamation or write an essay on the morning of the exercises, and consider the duty fully performed. If, instead of this custom all the students met together, or at most, were divided into two divisions, and only a certain proportion spoke at each exercise, while the rest were spectators,

with no exercise of their own to draw away their thoughts and attention, much more valuable results would be obtained than at present. The stimulus to exertion would be much greater; the exercises would be more carefully prepared, because there would be more time for preparation and more would be expected of the speakers. Five or six carefully prepared exercises delivered before the whole body of students, during each year, would, we think, give more development and culture, awaken more enthusiasm, and would do more in every direction for the speakers than eighteen or nineteen exercises, hastily and poorly prepared, as under the present arrangement. Under any system whatever, there should be careful criticism by the Professor in charge, of every production presented at Rhetorical exercises.

No village of its size in the State can boast of a more commodious or better kept hotel than Alfred Centre. The "Tremont House" is its name, and Jarvis is the man whom nature throughout these long years, and by her slow processes, has been maturing for the responsible position of host. Friend of other years: the sight of that revised and enlarged Tremont House, that beautiful and commodious stage wagon, with its sleek horses and gentlemanly porter, would bring tears of joy to your eyes, and would pay for a pilgrimage to the old shrine.

ON the principle of giving every one his due, which prompted us to say in our last, that the lateness of the issue of our last two numbers was on the printers' account, we are glad to state that the seasonable appearance of this number is also entirely due to their promptness and enterprise. The mechanical execution of the paper, which has been commended by many of our readers and exchanges, bears its own testimony to the painstaking care and fidelity of our printers, and needs no word of praise from us.

A FRIEND asks about the next meeting of the Alumni. The next triennial meeting occurs in connection with Commencement, 1875. We hope, however, that none of the Alumni will feel constrained to stay away until that time. Alfred University has a welcome for each one of her children, whenever they choose to return. The Alumni are well represented at each Commencement, but their meeting as an organization occurs only triennially.

LELAND EDWARDS, General Ticket Agent, on Loder Street, opposite the Depot, at Hornellsville, always gives reliable information as to routes, and generally makes it an object for travelers to purchase their tickets of him. See his advertisement.

WHENEVER any of our friends have occasion to stop in Hornellsville, they will find the NICHOLS HOUSE, on Main Street, a place where they will be well cared for. We have tried it and know whereof we speak. See card.

A NEW cross-walk, between Sheppard & Coon's and the Variety Store, made of *great thick planks* and plenty of them, has been laid. How difficult, with the English language, to give expression to the finer emotions!

WE remind those of our subscribers who are still in arrears, that the publication of the "STUDENT" costs money, and that it is necessary that all bills should be settled as promptly as possible.

At Home.

LOCAL items might be expected to disappear from our vacation number, and, indeed, we have thought it would be most consonant with the feelings of those students who are at their homes, to find a column or two in this department, entirely blank. To the great majority of our number, Alfred has been annihilated, or, at least, buried for a season, and for that majority to see, in this paper, accounts indicative of actual, stirring existence, in this quarter, will seem not unlike a message from over the Styx. Alfred has always been, to us, synonymous with Geometry and German, irregular verbs and regular hours, roots and rules, and to close all books and check trunks was to drop Alfred out of existence as effectually as Calculus out of our calculations. But we have added a new definition, of late, and without the help of Doederlein, have discovered that there's quite a difference between terms we had called synonyms. Yes, be it known to you, O, scattered fellow-students, there are mornings in Alfred that call for no recitations, (the sun actually comes over Pine Hill without the call of the five o'clock bell,) there are breakfasts with time for sipping the coffee, instead of finishing on Elocution; and whole, solid days with twenty-four sixty-minute hours in each. Think of an evening bounded on neither north nor south by the unfeeling, unrelenting Chapel bell—an evening prefaced by a real twilight—the old story-hour of our childhood come again—and concluded with "We thank Thee for rest, O, our Father," which we are neither too busy nor too tired to sing. And then recall your stillest hour, your sweetest "sleep after toil, port after stormy seas," imagine such a silence as poets call music, and you will have some idea of the blessed calm that now reigns in the *othertime* noisy halls and walks. To be sure, U. S. mails still go and come, the stores are opened day after day, there's buying and selling, we presume, and marrying and giving in marriage, we know, (in one house, at least,) and in the "Brick" we notice walls and floors have grown white, curtains and carpets clean, but none of these things break the restful spell of vacation; indeed, we could almost believe the old Hall's cleanness and whiteness born of the very silence reigning there. There's time, too, in these three weeks, to pause and inquire "what manner of men we are," at this particular stage in our studies—to search long in the mirror for the

"classic expression" we've been secretly expecting since we read Cæsar, and to find out how tall we actually are, "in our stockings," since we "finished" Astronomy.

But, seriously, it is to the student's profit, sometimes, to withdraw from the influence and assistance of his books and guides, and test his own strength; he can hardly do this in term time, so much and so unconsciously does he rely upon the authors he is studying. Thus, even though it be humiliating, vacation may teach a lesson no less valuable than those of school days. Much, also, may be done, by wise students, toward digesting and assimilating their intellectual food even in a short respite from study. Then, too, there's time for bringing out our poets, the gentle friends that will not fraternize with the sterner spirits of our work-day leaders; with these there is rest; but just here we are reminded that only the toiler needs or appreciates rest; the idler of the term relishes the excitement of travel and visiting, while to the faithful worker, sedatives rather than stimulants are the best gift of vacation. Alfred, then, is better than we had thought her, since by very contrast with her usual spirit, she offers such perfect rest when the term is done, and we shall hereafter associate with her name gentler thoughts and sweeter recollections than we have been wont, and better ones, too, than we dare, in our selfishness, tell to our fellows, lest too many shall be tempted to taste, and future vacations lose their rarest excellence by reason of the multitude of sharers.

Alumni Notes.

WE intend to make this a permanent and special department of the STUDENT, and solicit items from all sources, concerning any of the Alumni or old Students.

'44. Hon. Charles Rollin Head, M. D., is a resident of Albion, Wis., and is engaged in educational and professional pursuits. He has been appropriately styled the "Patron Saint" of Albion Academy.

'47. Horace H. Nye, M. D., is a prominent physician in Wellsville, N. Y.

'48. Rev. Amos W. Coon is pastor of the Seventh-day Baptist Church of Scott, N. Y.

'51. John H. L. Jones, Esq., is practicing law in Wellsville, N. Y.

'55. Cynthia A. Babcock, M. D., is a physician in Dansville, N. Y.

'57. J. Albert Brown is proprietor of a hardware store in Westerly, R. I.

'58. J. Byron Whitford, A. B., is a successful merchant in Berlin, N. Y.

'58. Sarah A. Blakeslee Chase, M. D., is lecturing in California.

'59. Rev. D. D. Van Allen, A. M., is preaching near Syracuse, N. Y.

'60. Prof. Eli J. Rogers, A. M., is teaching at Colorado Springs, Col.

'60. Addie Hubbard, A. M., is teaching in Hornellsville, N. Y.

'61. Hon. Wallace W. Brown, A. M., is a very prominent lawyer in Corry, Pa.

'62. Preston F. Randolph, A. M., is a merchant in New Salem, West Va.

'63. Marie Reynolds, A. L., is teaching in Minnesota.

'64. Charles A. Chapin, A. M., is a merchant in Newark, N. J.

'64. Albert L. Chapin, A. B., is a druggist in New York City.

'66. D. Ayres Blakeslee, A. M., is Principal of one of the Elmira public schools.

'67. Prof. Reuben A. Waterbury, A. M., is Professor of Mathematics in the Geneseo State Normal School.

'69. Prof. A. E. Wardner, A. M., is teaching in Missouri.

M. '68, '69. John G. Swinney, M. D., is a Homœopathic physician in Symrna, Del.

'72. E. M. Tomlinson, A. M., Professor of Greek in this University from 1867 to 1871, has been for some time, pursuing linguistic studies at the University of Berlin, Prussia, and is now studying at the University of Leipzig.

Perry J. Hallett is studying law with Rumsey & Miller, at Bath, N. Y.

The College World.

HISTORY OF EARLY AMERICAN COLLEGES.

Prof. Moses Coit Tyler delivered an address on Tuesday evening, March 3d, before the New York Historical Society, on "The Early Colleges, and the College Builders of America." He said that before the Revolution there were nine established Colleges in this country, all of which are still in existence. Harvard stands first, it having been built in 1636. The second college was built in Virginia, in 1692, and called William and Mary. Yale College was built in 1692. The fourth was built in New Jersey, in 1746, and is now known as Princeton College. In 1754, Kings College in New York City was erected. On the top of the building was placed a huge iron crown, which was torn down after the Revolution, when the building was rechristened Columbia College. In 1755, the University of Pennsylvania was erected in Philadelphia. Next came Rhode Island College, built in 1764, and which forty years later was renamed Brown University. Later, the Rev. Eleazer Wheelock opened a school for Indian children in Lebanon, Conn., which in after years led to the erection of Dartmouth College, in New Hampshire. The ninth college was founded in 1770, in New Jersey, and was called Queen's College, and this name was changed in after years to Rutgers College.

The lecturer then described the action of the Pilgrims in

1636, only eight years after their landing on the continent, in beginning work on Harvard College. He said that almost as soon as they were safely landed they began to think of the future, and make appropriations for the work. Their motives were to provide for themselves a succession of learned ministers and rulers from among-themselves; they desired to have leaders of society and politics, and they knew the value of a good education. He next described the way of building Harvard College, and gave a list of the legacies, subscriptions, etc., and the gift of £800 and a library of 300 volumes from the Rev. John Harvard, after whom it was named.—*College Courant*.

—The *Alfred Student*, published in the interests of Alfred University, has come into existence in good form and with generally good matter. It is novel in its government, and stands forth as the only representative of the combination of Student and Faculty organs. Whether the plan upon which it is founded can be sustained is a very doubtful question. However, we do not predict its fall, although we do predict very serious consequences. If a faculty cannot repose sufficient confidence in a corps of editors to manage a paper itself, we seriously doubt if it will allow sufficient freedom of expression to maintain anything more than a mere obsequious existence.—*College Herald*.

The writer of the above item labors under a misapprehension, though no doubt a natural one. We are not united with our faculty from any distrust they may have of us, nor are our liberties taken from us, but we have combined for mutual aid. Any relation between students and faculty for a common effort in each others interests, were we aware, is not very common, and is hard to be understood by many students. It, nevertheless, seems to us the true relation. We regard the college or school whose faculty and students are co-workers, freely consulting with and aiding each other, as a fortunate one; and we trust that the notion that teachers and students are natural enemies will soon be no more, while the idea that they must work together to insure the greatest good of all will fully prevail. When that time comes, we shall hear no more of the wanton destruction of college property by students, nor of the hundred and one ruthless acts which frequently disgrace our colleges. This relation has prevailed here—with jars now and then of course, but on the whole very small ones—for many years, and it has commended itself very largely to all who have witnessed its workings.

—The system adopted by Cornell, and in a degree by Williams, Bowdoin, and other colleges, of employing non-resident Professors, is, we trust, the beginning of a progressive movement in education. By this custom, the great minds of the various colleges can extend their influence and can awaken and inspire a much larger number of students than at present. The colleges can exchange the services of their most distinguished instructors and lecturers, and thereby raise the standard of education and benefit their students far more than they can now, when each college is able to secure the services of a few leading minds only, and fill out its faculty with men of lesser powers.

—The *College Courant* says that the galleries of the new Chapel at Yale will accommodate 300 *parsons*.

—It will be remembered that Harvard College, in the spring of 1872, announced terms and conditions on which the degrees of Master of Arts, Doctor of Philosophy, and Doctor of Science, would thenceforth be given. They are no longer mere compliments, but given in consideration of passing certain examinations. At the beginning of the year 1872-73, there were two candidates for the degree of Master of Arts, five for that of Doctor of Science, and seven for that of Doctor of Philosophy. At the end of the year, two candidates for the degree of Doctor of Philosophy, and one for that of Doctor of Science passed satisfactory examinations and received their degrees. At the present time there are thirty-five candidates for the several degrees, all but five being bachelors of the university, indicating that the new system is likely to lead to a longer stay at Cambridge, and the growth about the college of a distinct scholastic society.

—Every Saturday.

—The Rochester Democrat and Chronicle thinks that one of the evils of secret societies in colleges is that resulting from the desire of each society to make the best case possible for itself, with those they desire to initiate: "and so, among other things, the recital is had of the prizes the society has taken. It is desirable that the list should be a long one and a brilliant one. Therefore in order to make a great array of prizes the graduate members of the society are called upon to help; and in their zeal for the fraternity, and in their easy and somewhat demoralized good nature, they do help; and many a prize which passes to the credit of the society is bestowed upon compositions written not by the undergraduates, but by graduate members of a number of years standing, by members engaged at the bar, in teaching, at the desk of the editor, and even in the pulpit."

—The receipts of Oberlin College for the past year were \$21,000, while the expenses were \$30,000; the receipts of Michigan University were \$104,243, and the expenses \$107,410. The income from invested funds of Harvard University was \$135,390; of Williams College \$22,000; of Wesleyan University \$64,774. Let those who are so sure that colleges should be self-supporting carefully note these facts.

—The scholarship fund of Dartmouth College is about \$130,000; that of Williams College \$85,000; of Amherst College \$70,000; of Colby University \$51,282; of Mount Holyoke Seminary \$19,000.

—In Scotland, one young man in every thousand of the population goes to college; in Germany, one to every 2,600; in England, one to every 5,800.

—A Japanese paper says that three hundred and eighty-two Japanese students are studying in Europe, America and China. Of these, five are women.

—England has three Universities, Scotland has four, Prussia has six, Austria has nine, Italy has twenty, and the United States over three hundred.—*Ex.*

—New York has twenty-two colleges, thirteen Medical Schools and five Law Schools.

—Yale has, in all her departments, 955 students.

MARRIED,

At Alfred, N. Y., March 19th, 1874, by Rev. J. Allen, assisted by Rev. E. P. Larkin, WILLIAM H. CRANDALL and HELEN M. CRANDALL, both of Alfred.

At Alfred, N. Y., March 25th, 1874, by Rev. J. Allen, assisted by Rev. L. R. Swinney, LUTHER W. LEWIS, of Almond, and ADELINE J. GREEN, of Alfred.

RESOLUTIONS passed by the Alfredian Lyceum upon the deaths of EMELINE LANGWORTHY TITSWORTH, and JOSIE M. COPP:

Resolved, That the notice of this death carried sadness to the hearts of many a friend. That in the death of Emeline, we, as a Lyceum, have cause to mourn the loss of a tried and valued member, one who cheerfully performed every duty, and has left to her followers, the example of a self-sacrificing Christian.

Resolved, That we extend our sympathy to the bereaved husband and friends, knowing the sorrow is all ours while joys immortal are hers.

—Since, in the wisdom of an overruling and merciful Providence, our honored friend and beloved sister, Josie M. Copp, has been called from this to a higher life; therefore, be it

Resolved, That, while as a Society, we acknowledge that it is the unerring hand of our Heavenly Father that has afflicted us, and while we would, in simple trust, say "Thy will be done," yet that we feel the deepest sorrow at the loss of our sister, whose faithful scholarship, gentleness and devoted Christian life, while with us, had attracted from all the warmest love and highest esteem. And that, since her graduation, we had received with rejoicing the good tidings of her earnest missionary labors, and the complete consecration of her young life to the cause of Christ.

Resolved, That we extend our heartfelt sympathy to the parents and relatives of the deceased, as also to those who mourn her as teacher and guide in spiritual things, and that we would commend them, for consolation, to her God—the ever-blessed Father of all.

Resolved, That these resolutions be printed in the ALFRED STUDENT and the Plainwell (Mich.) Republic, and a copy be sent to the parents of the deceased.

ELVIRA E. COON,
SARAH M. SAUNDERS, } Com.
C. E. GROVES.

The Alfred Student.

Published Monthly, (10 Numbers per year,) by the Literary Societies and Faculty of Alfred University.

TERMS: \$1 25 per annum, in advance.

Parties sending us five names, with the price, will receive one extra copy.

Subscriptions may be forwarded at any time.

Our first issue having been exhausted, we can only supply back numbers from No. 2.

The publication of the STUDENT has not been undertaken with the hope of pecuniary gain, the time and labor required being freely contributed for the "cause."

Our ambition is to make just such a paper as every old Alfred Student will be glad to receive, to increase our circulation as much as possible, and to keep on good terms with our printers.

We therefore ask each one of our friends to make common cause with us in our enterprise, and to forward to us their names and address, accompanied with the "sinews."

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