

T H E
Alfred Student.

VOL. V.

ALFRED CENTRE, N. Y., JULY, 1878.

No. 10.

ALFRED UNIVERSITY.

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F A C U L T Y.

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Pastoral Theology.

REV. ETHAN P. LARKIN, A. M.,
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REV. THOMAS R. WILLIAMS, D. D.,
Biblical Theology.

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Telegraphy.

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Book Keeping and Penmanship.

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Union School Department.

ALFRED UNIVERSITY.

DEPARTMENT OF INSTRUCTION.

Two general departments are in operation— a Collegiate and an Academical. These have each a male and a female department, with equal powers and privileges. As sub-divisions of these general departments, the following courses of study have been established, viz:

1. Classical Course.
2. Scientific Course.
3. Normal and Teachers' Course.
4. Industrial Mechanics.
5. Theological Course.

PROFESSORSHIPS.

1. English Language and Literature.
2. Latin Language and Literature.
3. Greek Language and Literature.
4. Pure Mathematics and Astronomy.
5. Industrial Mechanics.
6. Modern Languages.
7. Physical Sciences.
8. Natural History.
9. Metaphysical and Ethical Sciences.
10. Biblical Theology.
11. Church History and Homiletics.
12. Hebrew and Cognate Languages.
13. Pastoral Theology.
14. Painting and Drawing.
15. Music.
16. Didactics.
17. Telegraphy.

EXPENSES.

Tuition and Incidentals in Primary Department and Preparatory	\$7 00
Tuition and Incidentals in Grammar and Provisional Academic	9 00
Tuition and Incidentals in Higher Departments	11 00
One dollar off from the above when paid in advance.	
Board	\$30 00 to 40 00
Room	3 00 to 6 00
Fuel	3 00 to 6 00
Washing	2 00 to 3 00

EXTRAS.

Oil Painting	\$10 00
Drawing	2 00
Surveying—Use of Instruments	1 00

Graduation Fee	5 00
Piano, Cabinet Organ, etc., each	10 00
Cultivation of Voice, Harmony, &c., in classes	\$6 00 to 8 00
Cultivation of Voice, Harmony, &c., private lessons	10 00
Elementary Vocal Music, classes	2 00
Use of Piano, per hour	2 00 to 3 00
Telegraphy, one term	10 00
Telegraphy, full course	20 00
Elocution	1 00 to 2 00

1. All bills must be paid in advance.

2. In case of absence, no deduction will be made on tuition bills as arranged, except in cases of absence from sickness, and then not more than one-half of the full bill; and no deduction in board bill, except in cases of sickness or leaving to teach.

3. Parents and Guardians are earnestly solicited not to furnish money to be squandered on useless and frivolous things, nor permit their children or wards to contract debts for the same, thus laying the foundation for extravagant and reckless habits.

ROOMS AND BOARD.

The University Hall contains the Boarding Department, and rooms for the accommodation of about one hundred Students, besides rooms for Professors and their families, and also Society, Music, and Paint Rooms. *Rooms for ladies are furnished and carpeted, with a sleeping room adjoining each.* The Hall is under the immediate supervision of the Faculty. There is also abundant accommodation for rooming and boarding in private families.

CALENDAR.—1878-9.

- Fall Term begins Wednesday, Sept. 4, 1878.
 Winter Term begins Wednesday, Dec. 11, 1878.
 Spring Term begins Wednesday, April 2, 1879
 Anniversary of Literary Societies, Monday and Tuesday, June 30 and July 1, 1879.
 Annual Meeting of Stockholders and Trustees, Tuesday, July 1, 1879.
 Commencement, Wednesday, July 2, 1879.
 Annual Meeting of the Alumni Association, Wednesday afternoon and evening, July 2, 1879.
 The Terms continue thirteen weeks.

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VOL. V.

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Literary Department.

THE SCHOOL AND THE WORLD.

It has been said, that "Life itself is but a school." Certain it is, that our existence here is but a period of intellectual and moral development. That education which ends only with the close of life, is commenced within the walls of the school or college. It is finished by contact with mankind at large. The school and the world, then, are the great educational forces by which the character of each individual is developed and matured. That training which is received at the school is primary in its character. It remains for the student to complete the course there commenced in the broader school of the world. In the school, the object of all effort is training, culture, development. In the world, men labor for a livelihood, for wealth, for fame, or for the good of their fellow-men. The educational idea which was predominant in the school is obscured, but still the development of character, for good or ill, goes steadily on. The training of the school is from necessity theoretical in its character. School life, indeed, is an ideal, dreamy life, in which theories and projects of various degrees of merit, take the place of real work and genuine achievement. To the *true* student, theories and uncertainties may become sober realities; and the most resplendent of air castles develop into structures of enduring worth. In school, all that can be of interest to the student is before him. All is preparation and anticipation. Whatever influences or sentiments may control his actions during that period of his life, must to some

extent shape his course when he shall have entered the arena of the world. The generally accepted idea of a school of the highest grade is that it is an institution which is able to send forth into the world all who may have fulfilled its requirements, fully prepared to perform the duties and solve the problems of life. In other words, to take the untrained school-boy, and after a certain period passed within its walls, send him forth again, with all the attributes of learning and manly culture. It is not unnatural that opinions differ as to what particular course or class of studies shall be pursued. One class of educators, regarding culture and discipline as the sole objects of all study, entirely overlook the practical utility of studies in the curriculum. Another class, considering the student merely as an apprentice at a trade, would exclude from the course all studies that may not be of practical utility. A leading citizen of the community in which he lived, whose boast was that he was a self-made man, once said in our hearing, "I shall give my son a good education; I intend that he shall master Arithmetic through interest, surveying, and book-keeping." If, in order to be successful in life, one must become a mere machine for the accumulation of money; if the great object of the school is, to so train the student that he may be able to protect his pecuniary interests, to avoid being cheated by others, if not to cheat them, the limited course of studies to which we have referred may be a good one. The true course probably lies between the two extremes which we have mentioned. Mental culture and discipline are prime essentials to success in any position in life, but it is important that the student keep in view the career upon which he is soon to enter. It will be of incalculable

benefit if he can have that career well mapped out before him. At all events, the choice of a profession or pursuit should be made at an early period of his school life. A course of study may be so arranged as to give a high and broad culture, and at the same time afford a special preparation for a chosen profession.

Whatever course may be selected, there are certain objects, the attainment of which will make school life pre-eminently successful, and without which its results will be indeed meagre. Among these we would mention, as of the first importance, the acquiring of correct habits of study and of that stern mental discipline which will, at all times, give a complete control of the mind. The success of the student in this particular will be a very good index of his career in life. The manner in which he performs his various school duties and that in which he will in succeeding years conduct his business will be, in most cases, identical. Mental discipline has been mentioned as of great importance to the student. By that term we would imply such a training of the mind as shall enable the student to apply, at will, all his mental powers to any given subject; such a training, in fact, as will enable him at any time to perform a mental task as readily as an undertaking requiring merely physical effort. He on whom the school has conferred that power, has received the highest benefit which it can bestow. Beside that, all other attainments are of trivial importance; without it, they are useless adornments. It is related of Harriet Martineau, that in the earlier years of her literary career, she was accustomed to write only when feeling the inspiration to do so, or when in the writing mood; but realizing more fully the value of time, she found that the determined effort to write and write well, developed the mental power which the work demanded. If you have an essay or oration to prepare, concentrate all the powers of your mind upon it and write it in the shortest possible time. If you have before you any task requiring prolonged mental effort, proceed promptly to the work; the mere effort, if earnest, will generate the inspiration necessary to its continuance.

Good scholarship is not the only necessary

preparation for the varied duties of life. However great his scholarly attainments, he who leaves the school for the world, unprepared to enter and maintain a good standing in the most refined and cultured society, has one defect in his education which will greatly impair his success in life. He should have the bearing and demeanor of a man of culture, and should be able to converse intelligently upon all the literary, scientific, or political questions of the day. He who would write or converse intelligently must have ideas to express, and that student whose reading, aside from his regular studies, has not taken a wide range or has not been careful and thorough, will commence the duties of active life under a serious disadvantage. No part of the training received at the school is of more general utility in life than that which is derived from active membership in a well conducted literary society. That student who neglects to become a member of such an organization, or who does not avail himself, to the fullest extent, of all its privileges, deliberately throws away one of the principal advantages which any institution of learning can afford. The controlling ideas of life are developed, if not matured, before leaving college halls. In that respect, school life is a period of great importance. Sentiments, cherished never so slightly, bear fruit for good or ill, in coming years. A mere doubt becomes fully developed skepticism, and a lack of honor, in trivial affairs, in early years, leads to its counterpart on a larger scale, in the more important affairs of active life.

All too soon school days pass away and the student commences the labors and lessons of real life. His instruction, which has been theoretical thus far, must be, henceforward, sternly practical. In some of our older colleges, it is not unusual for advanced students to give freshmen, who may seem to have exalted ideas of their own importance, a thorough "hazing," as an introduction to the felicities of college life, and to teach them their true personal value. Hazing may and ought to be abolished in every college in the land, but the world will never cease to "haze," in some one of its own various ways, the new candidate for its honors, who

does not conform to its general requirements, or who sets too high an estimate on his own importance. Not unfrequently the first lesson which the novice in the world has to learn is, that although he may have enjoyed the advantages of some renowned institution of learning, he is not, therefore, the embodiment of all earthly wisdom. He has to learn that there is no one, however humble, who does not possess some item of useful knowledge to him, as yet unrevealed. That however smooth the pathway to fame may have seemed, it is still the same to all—rough, thorny, and toilsome. He has to traverse a broad field of knowledge, to which no school or books can give access. He has to learn to distinguish the true from the false, the real from the unreal, the pure from the corrupt. He has to learn the true worth of temperance, of truth, of personal honor, and the priceless value of an enduring faith. He must learn to place a true estimate upon all that arouses the effort or the ambition of men, and that it is possible to stand in an exalted position before the world and still be worthy only of profound contempt. He has to learn that reputation and fame are not always true measures of worth, and that to leave to the world the example of a pure character, is genuine success. It remains for him to test the strength of his own moral character and to receive the lesson of trials, disappointments, and temptations. In school, the student is estimated by his scholarship. The world does not inquire concerning his standing as a student, or what college he graduated from, but simply "What is his character? What can he do? What use can be made of him?" The influences springing from an institution of learning are usually favorable to the development of noble sentiments, and of that true ambition which brings, with its fulfillment, manifold blessings to the world. Most students leave the school with high purposes, with faith in human nature and good will toward all men. Not unfrequently a brief experience will transform high purposes into selfish ambition, faith in humanity to a cynical distrust, and that temperate desire for material success, which is honorable in all men, into a devout worship of the

almighty dollar. Happy is that man who, through all the scenes of life, maintains his scholarly tastes and cherishes the simple and noble purposes of his earlier years. On him is conferred in a degree, at least, the boon of perennial youth.

A. C. L.

MY PICTURE.

Oh! the picture I would paint, must have every rainbow hue;
 With the clear and liquid light of a Summer's morning dew,
 As it sparkles on the petals, where the blushing roses grow,
 As it crystals in the meadows, on the lilies white as snow.
 Lifted mountains in the background, cloud-crowned, ribbed, and hoary,
 With their white tops gleaming in the sunlight's rising glory.
 Clouds and sunshine, gold and purple, mingled in a silver sheen,
 With bright gleamings of pure azure, through the rifted chasms seen,
 Grand old forests in my picture, such as nature's canvas shows;
 When in Autumn all the splendor of its passing beauty glows.
 Let my brush paint all the glory that the frost king's magic weaves;
 All the warm and glowing colors of the frosted woodland leaves;
 From its deep and dim recesses from the mountain's rocky side,
 I would have a noble river out from living fountains glide.
 You must see the laughing waters rushing o'er its pebbly bed;
 Yes; my brush must catch the sparkle of a ripple ere it's fled;
 All the life and wondrous beauty, all its onward, ceaseless flowing,
 All the lesson that it teaches, in its ever going, going.
 I must have a brown old homestead, in an orchard deeply bowered;
 Green with lilacs, red with sumach, and with roses richly dowered.
 Seated at the doorway, looking with far eyes out to the west,
 Where her sun of life is sinking to its long and peaceful rest;
 I must paint *one*, old and wrinkled, yet with fairest form and face;
 For must shine through those old features, heavenly love with human grace.

Standing on one side the granddame—woman in her golden hour;
 On the other, honest manhood clothed in all its regal power.
 Children playing in the orchard, cheeks like roses, all aglow,
 Eyes so bright you'd think, for certain, stars had fallen here below.

If I paint as I have sketched it, if my picture shall be true
 To the glory of the sunlight, and the beauty of the dew;
 To the grandeur of the mountains as they tower to heights sublime,
 To the wonders of the woodland in the glowing Autumn time;
 To the brightness of the waters as they dancing, glancing go
 To the lesson of the river, in its onward, ceaseless flow,
 To the grace of heaven shining o'er the frosted head of time,
 To the spell of woman's beauty, and of manly power divine,
 To the joyousness of childhood, ere it meets the war of life,
 Ere it feels its heavy burdens, or its moiling, toiling strife;
 Will my picture win the plaudit? will it bear a glorious name?
 Will it hang among the honored in art's temple high of fame?
 If so be, then I will covet naught of all earth's golden store,
 I will *dream* and *dream*, my picture though I paint it never more.

O. D. S.

THE notion that those who work only with their brain need less food than those who labor with their hands is fallacious; mental labor causes greater waste of tissue than muscular. According to careful estimates, three hours of hard study wear out the body more than a whole day of hard physical exertion. "Without phosphorus, no thought," is a German saying; and the consumption of that essential ingredient of the brain increases in proportion to the amount of labor which the organ is required to perform. The importance of the brain as a working organ is shown by the amount of blood it receives, which is proportionately greater than that of any other part of the body. One-fifth of the blood goes to the brain, though its average weight is only one-fortieth of the weight of the body. This

fact alone would be sufficient to prove that brain-workers need more food and better food than mechanic and farm laborers.

The Alfred Student.

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EXEUNT OMNES.

Thus endeth the fifth chapter! With this number of the STUDENT, the present Editorial Board lay aside the mighty editorial pen and mightier editorial scissors, and bid adieu to patrons and friends. In the language of somebody in Holy Writ, we are at last permitted to say: "We have kept the faith; we have finished the course; it is done. Selah!" And now we step down into the ranks, and make way for the newly-elected verdants. But we were verdant once, and know something of the toils and sorrows that are linked with editorial honors, and so our hearts go out in sympathy and tender compassion for those who shall succeed us. In this connection, we will express our gratitude for kindly-given suggestions and aid from friends of the STUDENT who have had larger experience than we. We have found much of the work of the year pleasant, even though we have often been subjected to criticism. Though we have often thought it a thankless task, though it has brought us no pecuniary benefits, the labor has been profit-

able—profitable in that it has given us an opportunity for improvement. There have been mistakes, errors in judgment, and it may be that many of our patrons are dissatisfied, and inclined to criticise harshly our work. But we have not hoped to avoid all mistakes, nor have we hoped to please every one. We, too, in a certain sense, are dissatisfied with our work; we have not accomplished all that we had hoped for in the outset; the rose-colored dreams in which we so fondly indulged at the opening have not been realized; and as we leave the STUDENT to other hands, we feel some tinge of regret that we were unable to do more for it; yet we have honestly and sincerely striven, so far as our time and opportunities would permit, to make the STUDENT a first-class college journal and a faithful exponent of the institutions it represents, and if we have been unable to accomplish this end, it has been because we could not, and not because we would not. With all our mistakes, errors in judgment, and incompetency, this has been our highest aim, our sincerest endeavor: the honor of Alfred University. Of her we are justly proud—proud of her history, proud of her earnest and enthusiastic teachers, proud of the noble men and women she has thoroughly equipped for usefulness in the world—and if we have justly fulfilled our obligations to her and fairly represented the literary societies under whose appointment we have worked; if among all the chaff, our readers have found some few kernels of wheat, we shall feel that our labors have not been altogether in vain. Our connection with the STUDENT during the year has kindled in us a genuine love for it, and a strong desire for its future prosperity. As we gladly yield our places to other and better workers, we will by no means relinquish our interest in the STUDENT. So long as it shall exist as the organ of our school and societies, we pledge to it more than well-wishes, and to its managers more than empty sympathy. We have large faith in those whom the Faculty and Lyceums have chosen as our successors. But they will need the support and co-operation of every student and friend of Alfred, as others before them have needed it. With such support, the in-going

Editorial Board can and no doubt will make the STUDENT a permanent success, and demonstrate to those spiritless persons who would abandon the enterprise, that there is ability and enthusiasm enough in Alfred to produce a college journal that shall be a peer to any.

VARIOUS TOPICS.

—Don't forget to pay for the STUDENT, and while you are about it, subscribe for the next year.

—Hallelujah! 'tis done—another school year; and now cometh peace and rest and quiet, for which our soul longeth.

—We make over to the "local man" a page of our usual editorial space, for a review of Commencement day, which of course will be full of interest to all.

—This is the season when church societies send in ten-cent berry and cream festival tickets (printed in boys' job offices) and ask the newspapers to give them \$5 worth of free advertising in exchange.—*Corning Independent*.

—He has departed. We regret that our local editor was so suddenly called from his duties. He had barely time to say his little piece on Commencement day, when he was called from among us. But he was ready and willing to go. It was not grim Death that took him. Oh, no! It was Cupid.

—We desire to express our thanks to the *Times*, *Tribune*, and *Herald* of Hornellsville, the *Reporter* and *Democrat* of Wellsville, the *Sabbath Recorder*, and others for the announcements they have given of the Commencement Exercises of the University, and especially for their generous notices of Dr. Talmage's lecture, from which source a large patronage is due.

—Financially, the STUDENT is in a better condition than ever before. We believe that if those who are in arrears will pay up, there will be some little surplus of receipts over the expenses of the year. This surplus, if there be any, of course will be urgently needed to pay up the old debt, and we kindly suggest that those who owe for the STUDENT make it a point to settle as soon as possible.

At Home.

COMMENCEMENT WEEK.

The ever-revolving cycle of time has added another twelve months to the past, and another year of study has taken its departure. Again, exercises similar in character and equal in point of interest to those of the past, have been completed, and, in turn, take their place in the ranks of pleasant memories that cluster around the monuments of school days; and the graduating class of '78 have gone forth from the halls of their *Alma Mater* to fathom the mysteries of the untried future, and ascertain what of victory or defeat awaits them in the great battle of life. The Commencement Week of 1878 opened on Sunday evening, June 30th, with the

BACCALAUREATE SERMON.

President Allen delivered the Baccalaureate Sermon upon the subject "Love one another." No synopsis of the sermon by us would do it justice, and we only hope that every year the outgoing class may receive such a parting address.

OROPHILIAN LYCEUM.

On the afternoon of July 1st, the Oros held their twenty-fourth annual session. Owing, no doubt, to the excessive heat of the day, the chapel was not as well filled as usual. At 2.30 P. M., Pres. J. McLennan called the house to order, and after prayer by the Rev. A. H. Lewis, the following order of exercises was presented and attentively listened to:

Oration, "The Sandwich Islands,"	E. A. Higgins
Recitation, "The Modern Cain,"	L. D. Seager
Lecture, "The Striker,"	Hon. W. W. Brown
Oration, "The growth of the Democratic idea,"	E. L. Magner

At the head of the programme appeared the name of Mr. H. W. Ingham, but on account of sickness, Mr. Ingham was unable to fulfill his appointment; the programme also announced that Mr. Chas. Cobb was to give the closing oration; through sickness he also was compelled to be absent, and his place was filled by Mr. E. L. Magner. It is regretted by all that the

gentlemen referred to were unable to be present, but notwithstanding the disappointment, the session was highly meritorious. The music was furnished by Mr. La Frone Merriman, a violinist of some note, assisted by Mrs. Helen M. Crandall. We hear the violin music of Mr. Merriman very well spoken of by competent musical critics who attended the session.

ALFRIEDIAN LYCEUM.

On the evening of July 1st, the Alfridians entertained a large audience, at which time they presented the following instructive and pleasing exercises:

Prayer.	
Oration—"Pilgrim Fathers,"	Mary E. Sherman
Oration—"Unsatisfied,"	Mrs. M. V. Kenyon
Correspondence, presented by	Alzina Saunders
Lecture, "Roots,"	Mrs. C. E. D. Groves
Selections—	
"The Wedding Fee,"	Corabell Crandall
"Tell,"	Mary L. Green
"Biddy McGinnis,"	Ada Lewis
"My Papa's Grave,"	Susie Burdick
Valedictory—"Individuality,"	Mrs. Ida F. Kenyon

The session was presided over by Miss M. E. Darrow (now Mrs. Almy). We hear nothing but the highest terms of commendation for the session, and indeed we were very well pleased with the exercises, yet in a few instances the speakers did not make themselves distinctly heard by all in the room. The Alfred Centre Cornet Band are to be thanked for the excellent music which came in at the proper intervals. It has been formerly urged that band music was too heavy for a room like the chapel, but on this occasion it seemed as soft and smooth and tender as the most fastidious could desire.

ALLEGHANIAN LYCEUM.

On the morning of July 2d, at 10 o'clock, the Alleghanians celebrated their anniversary. Prayer was offered by Rev. G. M. Cottrell, of Dodge Centre, Minn., after which Pres. A. W. Sullivan, Class of '78, announced in their order the following items:

Oration—"Shipping,"	G. P. Darrow
Oration—"Emancipations,"	B. M. Cottrell
Recitation,	D. S. Burdick
Oration—"The Blackgnard,"	W. A. Canfield
Paper, "The Alleghanian,"	N. O. Stillman

Lecture—"South America," Prof. E. P. Larkin
 Oration—"John Knox," Prof. J. R. Groves

The exercises, interspersed with music by the Alfred Centre Cornet Band, were in every respect entertaining and instructive, and not below the standard; but the programme, or one particular part of it, was too long, and the audience was pleased to hear the President announce the adjournment. A wise custom has established a certain length for these sessions, and the Lyceum that oversteps this bound, be their session good or bad, lays itself open to criticism.

LADIES' ATHENÆAN.

The Ladies' Athenæan held their annual session on the afternoon of the second. The President, Miss Alice Compton, called the house to order at 3 o'clock, and the following programme was listened to with attention and interest by the many friends of the Society:

Prayer,	Rev. L. M. Cottrell
Oration, "Novels and Novelties,"	Amy Place
Recitation, "Stow Away,"	Ida Lewis
Paper, "Petroleum,"	Mae C. Simpson
Essay, "English Poetry,"	Vandelea Varnum
Oration, "Purpose, Patience and Power,"	Carrie W. Coats

The names upon the programme—Coats, Place, Simpson, *et al.*—is a sufficient guarantee that the session was unusually interesting and pleasing. Mr. Merriman added much to the interest of the entertainment by his music upon the violin, proving himself a master in his art. Mr. Ed. McCormack played a bewitching piece upon the tumblericon.

THE ANNUAL LECTURE

before the Literary Societies was given Tuesday evening, July 2d, by Rev. T. DeWitt Talmage, D. D., and was the feature of Commencement Week. The weather was pleasant and the attendance from a distance the largest for many years. With possibly a single exception, no lecturer has been greeted with as large an audience in the history of the University. It would be impossible for the most gifted pen to give an account of the lecture or lecturer. His style, which is the entire absence of style, is simply inimitable, indescribable. Never was an audience more completely

captured with the first sentence of a lecture; never did a speaker more completely command the entire attention and sympathy of his listeners. With no pretention to profound depths and lofty heights, "The Bright Side of Things" was a lecture which no one could listen to without pleasure and profit. There was a stream of irresistible humor that rippled through the talk that kept the crowded audience in the best of spirits. From the first word of the lecture till his closing "Good night," the audience listened, laughed, and wondered what would come next. Mr. Talmage has left us feeling that the bright side of things was never so bright before, and believing like himself that although there are many things in the world that are unavoidably unpleasant, we are glad that we got on board of this planet after all.

COMMENCEMENT DAY.

On the morning of July 3d, the village was crowded with visitors, waiting for the Commencement exercises, which were to begin at 10 A. M. At the time appointed, the following programme was presented:

<i>Music</i> —"Achieved is the Glorious Work."	
Prayer,	
<i>Music</i> —"The Great Jehovah."	
Elizabeth Gurney Fry,	
	Lida Benetty Burdick, Albion, Wis.
Local Self-Government,	
	Lewis Elston Dunn, Freeborn, Minn.
The Conflict of Opinion,	John McLennan, Elgin
<i>Music</i> —"Thanks be to God."	
The Poetic Sentiment,	Anna Narcissa Powell, Alfred
Conscience,	Callie F. Randolph, Berea, W. Va.
Effort,	Earl Perry Saunders, Alfred
<i>Music</i> —"O Lord, Our Governor."	
Unsatisfied,	Weltha Victoria Tucker, Ward
Ego,	Orville Dewey Williams, Cobden, Ill.
Faith,	Margaret F. C. Henderson, Alfred
<i>Music</i> —"Eyre Eleison."	
Ancient Civilization of Egypt,	
	Mary Emma Darrow, Waterford, Ct.
The Leaders and the Led,	
	Eva Lisette Santee, Hornellsville
Liberty,	Abraham Wolfe Sullivan, Lost Creek, W. Va.
<i>Music</i> —"Gloria."	

The biographical sketch of the life of Elizabeth Gurney Fry, by Miss L. M. Burdick, was a well-written history of one of those self-sacrificing spirits whom we so seldom meet with

in this life, and which brighten and make happy all who come within their circle of influence.

The oration by L. E. Dunn, was an exposition of the principles of self-government, and the benefits to be derived by the practical application of the principles of individual responsibility and freedom to the government of a nation.

"The Conflict of Opinion," by J. McLennan, was a worthy effort, and the orator portrayed the conflict of opinions from the early foundation of the world to the present day, and showed how in every walk of life the conflict was waged with unabated fury even at this advanced age.

The oration by Miss Powell on "The Poetic Sentiment," showed much merit, and careful, thorough study of the subject. Among the many factors contained in the largeness to humanity, poetic thought is one of the most sacred gifts. It pervades and inspires all life, implying at once a vision, a gift, and a faculty. As a vision, it is the medium between mind and matter that takes cognizance of the secrets of nature, suggesting noble grounds for noble emotions. As a gift, it is the power to discern and transform into particles of truth the thoughts of the mind passionate by feeling. As a faculty, its presence is spontaneous, moving on the depths of life organic and formative, as of old the spirit moved on the face of the waters. The production was well delivered, and listened to with marked attention.

"Conscience" was the subject of a creditable oration by Miss Callie Randolph. Conscience is an inward revelation, a warning voice which, though speaking within us, is not of us. It is that still small voice which is ever deciding for us what is right and what is wrong; what will tend to the highest well-being of the soul. Of all the gifts of God to man, next to the soul itself, conscience should be considered of the most importance. One may refuse to listen to its warnings until all the noble qualities of his nature have been perverted, but sometimes, as he pauses to meditate upon his condition, it will lift its voice and make him feel the remorse which only comes from a sense of utter wretchedness. It is a precious gift and should be guard-

ed with the most scrupulous care, as it is the medium through which man becomes aware of his lost condition and his need of a Savior's love.

Mr. Saunders's oration on "Effort" contained many excellent and practical ideas, and was very distinctly delivered. Distinction and eminence can never be achieved and retained by brilliant talents alone; hard, untiring labor is the price of fame and greatness. The lives of those whose names illumine the pages of history are none the less remarkable for great ability than for great labor and persistent energy.

"Unsatisfied" was the subject of a carefully written oration by Miss Tucker. Dissatisfaction with present attainments, awakening a desire for higher culture and achievement, is the source of all progress and reform. To be satisfied with what we are, is to deteriorate and decay. Progress begun in the present life, will continue and increase throughout eternity.

"Ego" was the theme of a carefully prepared production by Mr. Williams. Ego is the spiritual part of man, the divine impulse impelling him on to higher planes of noble, Christian living. This principle exists in all enlightened humanity, binding them together in one common brotherhood. We should feel that we are in a large measure responsible for its culture and growth, and should ever seek the guidance of the great I Am. We should scorn to live for self alone; we should seek to make the world more fruitful, more noble, more worthy of God, and as we exert an unseen, silent influence on all, our lives should be pure and worthy of emulation.

The oration on "Faith," by Mrs. Henderson, gave quite a metaphysical discussion and definition of the subject, making it the mainspring of all effort, the faculty by which all discovery, invention, and improvement in the natural world was made, as well as the bond which binds the finite to the infinite, the human to the divine. "'Only believe,' was the pleading exhortation of the great Ambassador of the court of heaven to the degenerate, death-doomed family of man."

Miss Darrow's exercise was an admirably written, distinctly delivered history of the

civilization of ancient Egypt. There was something in the simple sentence written over the characteristic Egyptian portal at the Centennial Exposition, "The oldest people of the world sends its morning greeting to the youngest nation," that unconsciously carried one back through the vista of untold centuries into the thick mists of the morning of antiquity; it recalls visions of palaces and pyramids, of temples and tombs. The discovery by Champolion of the long lost key to their language broke the silence of centuries, and gave to the world a knowledge of their history and literature. A condensed history of their wonderful achievements in art, science, and literature, was given, and practical lessons drawn by which America can benefit by her experience.

Miss Eva Santee, in the discussion of the subject of "The Leaders and the Led," stated that there were but few among the masses to whom the title of leader properly belonged, and that unremitting toil, arduous, patient struggling through darkness to light is the price which every one must pay who would tread untrodden paths and discover new truths; and that although history gave us numerous instances of martyrdom, there were many martyrs even in the lowest walks whose daily life was one continued round of martyrdom, but were unnoticed and unknown, whose only reward would be the approbation of their Maker.

"Liberty" was the theme of the valedictory, which was well delivered by Mr. Sullivan. The history of liberty is the history of men struggling to be free; of men who have acquired and are exercising their freedom; in short, of all those great movements in the world by which liberty has been established and perpetuated. The desire to attain social, religious, and national liberty has been one of the great civilizing forces of the world. The tyranny and oppression of Greece, Rome, and all the mighty nations of the past have yielded to its influence and power; bigotry and superstition have fled before its mighty sway; sin and wickedness have been overthrown, and Christian freedom established. The liberty of pulpit and press, the liberty of speech and opinion, the liberty to worship God according to the dic-

tates of one's own conscience are the inherent, inalienable rights of all, and alone furnish the basis on which an enduring nation may be founded. The speaker closed with a brief and appropriate address to teachers and classmates.

The following degrees were then conferred:

Bachelor of Arts—A. W. Sullivan, J. W. Whiting.

Laureate of Arts—Mary E. Darrow, Eva L. Santee.

Laureate of Education—Margaret F. C. Henderson.

Master of Arts—Rev. Theodore L. Gardiner, Prof. Emmett L. Maxson, Frank E. Mungor.

Mistress of Arts—Helen M. Carr, Lavinia E. Champlin, Inez R. Maxson, A. Eliza Nelson, Mary C. Simpson, Weltha V. Tucker.

This Honorary Degree of Master of Arts was also conferred on Miss Fannie M. Sherman, Preceptress of Griffith Institute, Springville, N. Y.

The following Parting Hymn was sung, and the exercises closed after benediction:

Through changeful seasons, light and shade,
Unswerving, comes the parting hour;
Sweet ties must rend, Love's flowers fade,
And joys possessed be joys no more.

Yet all of best and truest worth,
Our growing spirits' inward gain,
We from these halls may carry forth,
To bloom and fruit elsewhere again.

Blessed be this home of youthful hopes!
Blessed be its friends, long tried and true!
And when dark care with effort copes,
May struggle but their strength renew!

Our heavenly Father, thy great name,
Through dangers past, has been our shield;
Thy glory be our highest aim,
When scattered through the world's broad field!

THE net proceeds of Dr. Ford's lecture for the benefit of the Physical Science Department of Alfred University, were \$70 65. This has been expended as follows: For battery and wire of Mr. Guion, \$9 40; Rhumkof's Coil and Geisler's tubes, \$25 65; Mineralogical specimens, \$14 95; Barometer and Metric apparatus, \$16 64; bill of sundries of J. Nelteger, \$10; express, \$1 60. Total, \$78 24. For this much needed help we are very thankful, but this is only a fraction of what is needed to place the department in good working order.

Among the many old students who came back to attend the Commencement of 1878, were Mr. and Mrs. John R. Groves, of Coudersport, Pa., Mr. and Mrs. E. L. Maxson, of Woodhull, W. I. Lewis, of Duke, Pa., James McNett, of Belmont, Miss Mollie Setchell, of Cincinnati, Ohio, Miss Lucretia Rathbun, of Corning, Miss Belle Crawford, of Rathboneville, Miss Mae Simpson, of Portville, Messrs. Magner, Alberti, and Place, of Cornell (the latter two spend their vacation here), Mrs. and Mrs. J. E. B. Santee, of Hornellsville, Misses Gelia and Lissie Stephens, of Hornellsville, Mr. and Mrs. W. W. Brown, of Corry, Pa., Miss Maggie Mekeel, of Searsburgh, Miss Inez Maxson, of Adams, Marshal Dennis, of Jasper—all of whom were welcome guests. There were scores of others, whose names we do not now recall, but whose faces we were all glad to see, and whose presence added much interest to the festival week. If the coming back to visit the *Alma Mater* affords the old students as much pleasure as it does us to greet and welcome them, they will come often.

LET us give thanks—we are to have a new stone bridge at the foot of Main street, in place of the old wooden one that so long spanned the creek, and which recently gave way under pressure of high water. Yet around the old bridge there clusters many fond memories—here young men and maidens oft did congregate; here they gazed at the pensive moon above, and the rippling, pebbly stream below; here they carved their names in the wooden railing, upon which, it is currently said, appears the name of every student of the University for the last twenty years. The boards upon which these autographs are preserved, upon which so many traces of the past are stamped, should be “pickled” for succeeding ages among the archives of the University. Perhaps they may be useful data in compiling some future number of the Catalogue.

PROF. N. Baker, who has been teaching in the town of Stonington (Pawcatuck), Conn, for two years, and his wife, are in town, and will probably stay with us during the vacation.

EVERY one seemed to be taken completely by surprise at the pleasant affair which occurred at the Brick immediately after the close of the Commencement exercises on Wednesday. It was the marriage of Mr. A. A. Almy, of Wellsville, and Miss M. E. Darrow, of the class which graduated scarcely a half hour before. The ceremony was performed in No. 18, by Pres. Allen, in the presence of fifteen or twenty of their intimate friends. The newly wedded pair, married under such pleasant circumstances, carry with them the kind congratulations of their many friends, both students and townspeople.

SINCE our last issue, the printers of Wellsville visited the printers of this place, at which time they were to indulge in a match game of base ball. On account of rain, but one inning each was played by the typos, which resulted in the complete and overwhelming defeat of Alfred Centre printers. The game was not designed as an exhibition of skill of either side, but to have a social good time, which was had, especially when they gathered at the supper table at D. R. Stillman's.

OUR thanks are due to Mr. E. A. Higgins for his timely assistance in furnishing copy for the *STUDENT*, in absence of the local editor. We are mainly indebted to him for our review of Commencement day, and for much other editorial work. He should receive the thanks of all our readers. Mr. Higgins will doubtless have charge of the local columns next year, and, if he does, we are sure they will be full of interest.

THE young people of the village are planning a camping excursion to the trout region of Pine Creek, Pa. A jolly good time is expected, and we see no reason why it shouldn't be. Let the Nine Mile Woods ring from one end to the other with the merry shouts of boys and girls.

THE net proceeds of Dr. Talmage's lecture were over a hundred dollars, a larger sum than was ever before cleared on an Anniversary lecture.

THE "ever glorious" was quietly celebrated in Alfred by the students who yet remained, together with many citizens of the place, by a basket picnic in Lover's Lane. The occasion was an exceedingly pleasant one, and resulted in much fun and merriment. Among other enjoyable features of the day was an original song in which the melodious voices of Silas C. Burdick and Deacon Sherman were happily heard to mingle.

AMONG the enjoyable features of Commencement Week, was the re-union of a number of the old boys at Burdick House, after the lecture, Tuesday evening. The banquet was not elaborate, the preparation had been hasty, but there was a wealth of good cheer, and fifteen congenial spirits enjoyed an hour of "sweet converse." It was indeed a gathering of "the saints in an upper chamber."

THE Seventh-day Baptist Western Association met with the church of this place on the 13th of June, continuing four days. On Sabbath day, there were a thousand people in the church, who listened to an able sermon by Rev. T. L. Gardiner (Theological class of '74) of Mystic Bridge, Conn.

THOMAS WAYLAND WILLIAMS has lately been elected superintendent of the Alfred Centre Sabbath-school. We learn that Sam H. Coon received six ballots for the position. Had Rog Stillman been present at the election he would doubtless have been unanimously chosen.

ON Thursday evening following Commencement day, a large party of citizens and students assembled at the residence of Pres. Allen, and were admirably entertained by recitations by Miss Mollie Setchell, Miss Eva Allen, and Miss Jennie Green.

IN accordance with a vote of the Alleghanian Lyceum, their library will be opened at seven o'clock every Friday afternoon during the vacation, when Alleghanians may draw books under the same regulations as in term-time.

Now is the time to renew your subscription.

THE Kenyon Memorial Hall is "rapidly nearing completion" not.

Alumni Notes.

ALUMNI.

'56. Rebecca J. Titsworth *Roger's* is residing in Westerly, R. I.

'71. We mentioned Miss M. E. Setchell as teaching in a Union School, but we wish to correct the mistake. For the past two years she has been engaged in teaching a private school in Cincinnati, Ohio, and during this time has been studying Rush's system of the voice under Prof. James E. Murdock for the especial purpose of fitting herself for a teacher of vocal culture. She returns to her studies next year, and is to devote herself entirely to them and to teaching elocution.

'75. F. E. Mungor is editor of the *Sandy Creek News*, at Sandy-Creek, N. Y.

'76. Rev. M. S. Wardner has been appointed pastor of the Seventh-day Baptist Church in Little Genesee, N. Y.

PERSONALS.

'52. A. T. Parkhill is a lawyer in Avoca.

'49. R. F. Parkhill, M. D., is practicing in Howard.

'59. Belle Randolph *Pope* is residing in Plainfield, N. J.

'62. G. C. Hubbard, M. D., is practicing in Hornellsville.

'64. C. H. Andrews is practicing law in Penn Yan, N. Y.

'69. H. B. Packer is a lawyer in Wellsboro, Pa. He has thus far been very successful.

'70. Martha R. Chase is at present attending the University of California, and is editor of the College paper. She has the honor of being the first who has filled this position.

'70. William G. Duke is very properly engaged in the oil business in Duke, Pa.

'71. F. L. Gleason is in an insurance office in Cuba, N. Y.

Prof. A. B. Kenyon and family started for Rhode Island Tuesday, July 2d. They are to spend the Summer in recruiting.

MARRIED,

ALMY—DARROW—In Alfred Centre, N. Y., July 4th, 1878, by Pres. J. Allen, Ph. D., D. D., Mr. A. A. Almy, of Wellsville, and Miss Mary Emma Darrow, of Waterford, Conn.

ROGERS—BLIVEN—In Westerly, R. I., June 26th, 1878, by Rev. L. A. Platts, Mr. Frank L. Rogers, of Alfred Centre, N. Y., and Miss Anna Bliven, of Westerly.

WHITFORD—THOMAS—In Alfred, N. Y., June 27th, 1878, by Rev. A. H. Lewis, DeForest Whitford, of Albion, Wis, and Brunett E. Thomas, daughter of Marshall Thomas, of Alfred.

The College World.

WITH the present number of the STUDENT, our duties as editor of this department are finished, and our year's work has been to us a lesson that we shall not soon forget. The monthly review of the many exchanges, with their varied pictures and problems of college life, have been at once pleasant, interesting, and instructive. Even the low, which with sorrow we confess has not been entirely wanting, has had its moral; while the abundance of noble ambitions and high ideals which characterize these journals, form the basis of an assured hope in the future. We soon became convinced that even a careful and just criticism of the different exchanges, from month to month, was of very little value; what was weak would remain weak; what was silly would continue to be silly; and that which was low would keep its level; that the student life in each college had but two controlling elements—that which it received through its own personal surroundings, and the ambition to excel that which it perceived to be excellent in others. Therefore, a brief account of the plans and doings in the different colleges was quite as much to the point as anything that could be done. For this purpose we have examined each exchange, with a view not more to discover its literary merit than to find out the spirit and status of the college of which it should be an exponent, having a desire more to the outcome of manhood and womanhood in these training grounds of mental, moral, and physical culture, that to classic erudition or scientific research;

for, as the *College Journal* says: "We want something to develop more thought and less fancy, something to make fewer dupes and more men. Finally, we want literature and men that shall stand behind the banner of truth and support it."

EXCHANGES for June are most of them in the full tide of Commencement. Many are the bands of noble youths who go forth, crowned with glory and honor by the powers that be, to the fair fields of duty and pain. "May their shadows never grow less."

Exchanges for June are The Rochester Campus, College Journal, Washington Jeffersonian, The Colby Echo, Boston University Beacon, Niagara Index, The Wittenberger, The Bates Student, The Montpelierian, The *Æstrus*, The Tripod, College Mercury, The Vidette, College Record.

CLIPPINGS.

"Now, my boy," said an undergraduate examiner in the Grammar School, "If I had a mince pie and should give two-twelfths of it to John, two-twelfths to Isaac, and two-twelfths to Harry, and should eat half myself, what would there be left? Speak loud, so that all can hear." "The plate!" shrieked the boy.—*Ex.*

The benefit of an acquired fortune is not objective, but subjective; consisting not in the value of the possession, but in the moral character acquired in its pursuit; just as in a gymnasium—the good to the athlete is not the weight lifted, but the muscular strength acquired.

A rural Sophomore was overheard telling a classmate that he wished he was at home, for then he could have fresh butter every day, as the hens had begun to lay well this Spring.—*College Mercury.*

Student in Greek, just back from a walk, and wishing to appear very classical: "I will take myself off as to my overcoat."—*Ex.*

Cambridge University (England) passed 264 boys out of 1,215, and 413 girls out of 1,061. Good for the girls!—*Ex.*

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