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THE Alfred Student.

VOL. IV.

ALFRED CENTRE, N. Y., JUNE, 1877.

No. 9.

Literary Department.

ORIGIN OF THE MODERN COLLEGE.

At the dawn of Christianity, institutions of learning flourished in all of the great cities, under the especial patronage of kings and emperors, in which were taught philosophy, medicine, jurisprudence, literature, grammar, and astrology. Ample salaries and rare privileges were conferred upon the teachers; but these, thus furnished with costly libraries, competent and well-paid instructors, and all the educational facilities of the age, were under the control of pagans; and, although Christians had, in most instances, the lawful right to attend, yet such were the prejudices and influences brought to bear against them that very few availed themselves of these privileges. Schools, therefore, were early established for the popular instruction of youth and proselytes, and also for giving to religious teachers a scientific knowledge of Christian doctrines—seminaries in which young men, devoted to the sacred office, were regularly and thoroughly trained in whatever was thought necessary to qualify them properly for their work. Instruction was given in the Scriptures, in the duties of religion, and in Christian manners. To some or all of these schools flocked learned pagans, and young men desirous of being instructed in the doctrines of Christianity, and of becoming teachers in the church. These schools were, for three or four hundred years, the centers of learning and the nurseries of piety. Indeed, many churches were virtually schools, in which the bishops trained, with especial care, as if they were their own children, those who in turn were to become spiritual

guides and teachers. Inspired by the invigorating and liberalizing power of the gospel, it is believed that the early Christians prepared their children, amid poverty and persecution, to become intelligent, worthy, and efficient Christians. In every diocese there was, at least, one general or cathedral school, designed, not only to instruct catechumens, but also to carry forward those who aspired to the sacred office.

The dark night of the middle ages drew on. Decay and death seized upon the pagan institutions, and their literature gradually degenerated into a tame nerveless system of effeminate forms, fancies and routines. Having no inherent, life-giving power, and opposed by Christians, they went down amid the overwhelming incursions of the northern hordes, and perished in the general shipwreck. Not so with the Christian institutions. As if arising from a baptism of fire and blood, and inspired by great and living principles, they incessantly struggled to overcome its disadvantages and its adversaries, and labored to instruct, convert the world. In them there was, as yet, much life, thought, activity. Christian literature abounded, more and more, in the productions of great philosophers, statesmen, and divines. The cathedral schools were gradually formed into organizations, which, in the form of monasteries, became the germs of the schools of the present. In them religion found a covert from the storms of the times, and the pious and the learned found a safe retreat for self-discipline, meditation, and prayer. Here they studied, discussed, taught. Each monastery had a school for the instruction of youth. Many, of those times, were thus educated. These institutions rapidly increased until they spread like a network over all Europe, and, in connection with

cathedral and rural schools, gave a prevailing character to the learning and literature of the middle ages. As we come down to the nadir of the Dark Ages, the seventh century, they degenerate, as all human institutions are prone to do, and higher learning gives place to sermons, legends, foreign to research and progress.

The light again began to dawn, the scene began to brighten, an upward movement commenced. This was earlier and brighter in the British Isles than on the Continent. Schools and learning prospered better, consequently the intellectual state was superior. This was, doubtless, chiefly owing to the fact that Christianity was very early introduced into these islands by learned missionaries, and schools established, while the progress of religion was not as much interrupted in its early stages by the irruption of the barbarians, as upon the Continent. The advantage gained then, the position taken, has never been entirely lost. Among the first institutions established were those of Bangor and Iona. Not less than a hundred institutions modeled after Iona were said to have arisen in different parts of Britain. The most prominent among these was perhaps that of York; one of the teachers of which and his instructions is thus celebrated in a poem by Alcuin: "The learned Ælbert gave drink to thirsty minds at the sources of various studies and sciences. To some he was eager to communicate the art and rules of grammar. For others he made flow the waves of rhetoric. He exercised these in the combats of jurisprudence, and those in the songs of Adonia. Some learned from him to sound the pipes of Castalia, and to strike with a lyric foot the summits of Parnassus. To others he taught the harmony of heaven, the works of the sun and the moon, the five zones of the pole, the seven wandering stars, the laws of the course of the stars, their appearance and decline, the motions of the sea, the tremblings of the earth, the nature of man, of beasts, of birds, and the inhabitants of woods. He unveiled the various qualities and the combination of numbers. He taught how to calculate with certainty the solemn return of Easter, and, above all, he explained the mysteries of the Holy Scriptures."

This poetic description, reduced to simple prose, signifies that grammar, rhetoric, jurisprudence, poetry, astronomy, mathematics, natural history, chronology, and the explanation of the Scriptures, was the course of study pursued in that institution—a course very extensive for the times. These institutions produced such men as Bede, and as Alcuin, the minister and champion in his times, of learning throughout all Christendom, and who, in connection with Charlemagne, laid the foundation of the University of Paris. Alcuin had for his earliest students most of the French Court, including the Royal family—even Charlemagne himself. Charlemagne who, in his more youthful days could not write his name, but "signed his treaties with the hilt of his sword and enforced them with the point," now gave himself up with equal determination and energy to study. He took his place with the other pupils, and carried his writing apparatus with him day and night, sleeping with it under his pillow, that he might occupy every spare moment in improving his penmanship; and although, like most great men, he never excelled in the art, he became a very good Greek and Latin scholar, and a very acceptable lecturer to the other students whom he was in the habit of frequently addressing. With such a man as Alcuin for instructor, and such a one as Charlemagne for pupil and patron, the spirit of learning soon revived throughout Western Europe. Alfred the Great, likewise a friend and patron of learning, gave new impulse to university education in England, by means of which a love of learning and a knowledge of religion was preserved to the time of Wickliffe, and the seeds thus sown grew into the English reformation. Universities made their appearance in Germany in the fourteenth century. They have outstripped all others in the breadth and scope of their culture. When Protestantism appeared, then thought awoke, schools and learning received a new impulse. Reform and learning went hand in hand. It was the glory of the Reformation, it is to the praise of the Protestant that his knowledge and religion are mutual supports. The progress of Protestantism has ever been identified with the progress

of learning and of schools. Puritanism sprang from the universities. Methodism sprang from the same source. The church, the government, and the school were the first and equal care of the Pilgrim-Fathers. Liberty, learning, and religion were their priceless legacy to posterity. The church and the college were planted side by side as the great conservators of liberty and a Christian civilization. The common school is a child of the college.

THE REVELATION OF I AM.

Once in darkness while I pondered
O'er the mysteries of being,
And through winding mazes wandered,
Neither clue nor egress seeing,
Slowly floated through this gloom,
As a far off cannon's boom,
I AM!

Deep, faint, but grandly clear,
That echo rolled o'er lake and fell;
And, as it dwelt upon the ear,
Its very pulses one could tell:
To each cliff and headland clung,
The deep, clear accents of that tongue—
I AM!

Paused I, then, in doubt dejected,
O'er my ignorance repined,
And but nothingness expected—
Naught of hope or light could find;
Again an echo shook the gloom,
Like that same far-off cannon's boom—
I AM!

Startled from my mystic revery,
Quick I saw 'twas no mere fancy,
Since it clearly to my every
Thought bore wondrous relevancy;
While I stood hesitant and glum,
Louder still that thundrous boom—
I AM!

Awed to breathlessness, I wondered
What this viewless voice could mean,
Then, "Be light!" that same voice thundered!
And a light diffusive shewn.
Now the shimmering ether trembles
To a tone no earthly tone resembles—
I AM!

Now, I turned to probe this mystery,
That such relevancy bore
To my mind's bewildered history,
Wandering on the mystic shore.

Still I doubted; and again
Shook the quivering ether plain—
I AM!

I began to question Nature,
Whether she could answer find,
From my doubts to make rebature;
Could she guide my groping mind?
Through all Nature then did float
That inimitable note,
I AM!

Now, I took the human being—
Deeply questioned part by part—
Bone to neighbor bone agreeing,
Fourfold brain and fourfold heart;
Every organ, one by one,
To that mystic echo rung—
I AM!

Then I sought each sentient creature;
Studied deep the mystic chain,
That, in one, binds living nature—
Sought and found its oneness plain;
Each living link, with rhythmic tongue,
Accordant to that echo rung—
I AM!

At my feet a sweet Spring-beauty
Catches now my searching eye,
And its painted petals mutely
Blush with a deeper living dye;
And they whisper as they blush,
"Yes, his skill hath painted us—
His, I AM!"

I supposed not to my question
Flowers of Spring might answer find;
But, through her coronal festoon,
Breathed she on the ambient wind:
"His life thrills me; He perfumes me;
His skill paints me; He festoons me—
He, I AM!"

Then the Summer in her glory
Shouts the choral joy of Spring,
And confirms the glad-ome story,
Making field and forest ring,
With the voice of bursting thunders,
"He fills my teeming womb with wonder—
He, I AM!"

Autumn, bowed beneath her burdens,
Catches up the sweet refrain,
Shouting, "Come! partake my gleanings,
Life's great feast of fruits and grain;
He, the Mighty, filled my bosom;
He doth now my girdle loosen—
He, I AM!"

Winter, riding furious storm-winds,
Swathes the earth in snowy shroud,

Fearing naught so much as warm-winds,
Howling, joins the chorus loud,
"He from dreary northland sends me,
And these icy fetters lends me—
He, I AM!"

I was riding on the ocean,
When the storm was raging high,
And the waves, in mad commotion,
Leaped to lash the arching sky!
Blazing lightnings, rolling thunders,
All roared, "We extol his wonders—
His, I AM!"

By Niagara's wild torrent,
I in meditation stood,
And in thundrous accents horrent,
Roared the mad tumultuous flood,
"He who sent us to the mountains,
Calls us from our bubbling fountains—
He, I AM!"

Here this rock-built barrier leaping,
On we rush with Titan might;
To our ocean father sweeping
With the winged arrow's flight;
For He calls us from the mountains,
From our laughing, leaping fountains—
He, I AM!"

Now a pebble trips my foot,
That is in my pathway lying;
And I, stooping, pick it up;
To my question, it, replying,
Says, "He my elemental power
Sustains through every flowing hour—
He, I AM!"

What I am, I am in him;
What I am, such is all earth;
Of him we're only shadows dim;
In him hath all perpetual birth!
He is Life; He—Living Power;
He lives in me, as in yon flower—
He, I AM!

He is the fountain of all law—
As power, is law—is living motion;
He from self can ne'er withdraw;
He's a boundless spirit-ocean.
He fills the sequent flow of time
With his sequent power sublime—
He, I AM!

'Neath the midnight heaven blinking
With its myriad flashing eyes,
I was standing mutely thinking,
Half in wonder, half surprise,
When the shimmering ether flames
With that name, the sum of names—
I AM!

Now all heaven and earth are blazing

With the flame the prophet saw,
And my soul, in rapture gazing,
Hears with joy, and not with awe:
"Earth is all, now, holy ground;
With my name the heavens are crowned—
I AM!"

On the forehead of the night,
On the blushing cheek of dawn,
I my name in glory write;
Angels shout my name in song;
Let all life with joy proclaim
The long lost, unuttered name,
I AM!"

Yes, this symphony sublime
Heaven and earth in concert roll;
And the poet's lofty rhyme
Tells the triumph of his soul,
As he joins creation's choir,
Shouting with his tongue of fire,
I AM!

I AM! let the heavens ring!
I AM! roar the thunder's voice!
I AM! wreath the lightning's wing!
In I AM let earth rejoice!
Angel, man, and cherubim,
Time and space, can know but him—
Know him, I AM!

IRA SAYLES.

ALFRED UNIVERSITY, May 7th, 1877.

THE ADMISSION OF WOMEN.—Dr. Howard Crosby, the chancellor of the New York University, has for some time back been quietly making arrangements to open the doors of the institution to women, giving them an opportunity to acquire the benefits of an advanced course of study upon equal terms with the young men. The faculty of the college agreed unanimously with the chancellor in his views in this respect, and at the February meeting of the council the matter was broached, and permission given to report a plan of operation. The design is to give to young women opportunities to study all the branches they may desire in law, medicine, science, or *belles lettres*, and to give them as perfect facilities and as thorough instruction as is enjoyed by their brother students.—*Ex.*

The Alumni of Vassar College think it feasible to raise \$12,000 during the present college year.—*Tripod.*

The Alfred Student.

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GOSSIPS AND GRUMBLERS.

It is like meeting old acquaintances in a foreign land, to find a people in the year 54 A. D., across the sea, and speaking a strange language, who answer to this description. "The Athenians and strangers which were there, spent their time in nothing else but either to tell or to hear some new thing." This sounds like America in the year of grace 1877, but we could find such a picture ages earlier than this. The grumblers are a no less ancient race, and seem, in many cases, to have been developed from the gossips by dyspepsia or liver complaint.

Gossip and the gossipers were discussed by Dr. Holland in *Scribner* some time ago. He says: "The very simple reason why the world is full of gossip is, that those who indulge in it have nothing else in them. They must interest themselves in something. They know nothing but what they learn from day to day, in intercourse with, and observation of their neighbors. . . . The personal and social life around them—this is the book under constant perusal, and out of this comes that pestiferous conversation which we call gossip.

. . . The moral aspects of gossip are bad enough. It is a constant infraction of the

Golden Rule; it is full of all uncharitableness. No man or woman of sensibility likes to have his or her personal concerns hawked about and talked about; and those who engage in this work are meddlers and busy bodies who are not only doing damage to others—are not only engaged in a most unneighborly office—but are inflicting a great damage upon themselves. They sow the seeds of anger and animosity and social discord. Not one good moral result ever comes out of it. It is a thoroughly immoral practice, and what is worst and most hopeless about it is, that those who are engaged in it do not see that it is immoral and detestable. To go into a man's house, stealthily, when he is away from home, and overhaul his papers, or into a lady's wardrobe and examine her dresses, would be deemed a very dishonorable thing; but to take up a man's or a woman's name, and smutch it all over with gossip—to handle the private affairs of a neighbor around a hundred firesides—why this is nothing! It makes conversation. It furnishes a topic. It keeps the wheels of society going.

* * * * *

The confirmed gossip is always either malicious or ignorant. The one variety needs a change of heart, and the other a change of pasture. Gossip is always a personal confession, either of malice or imbecility, and the young should not only shun it, but by the most thorough culture, relieve themselves from all temptation to indulge in it. It is low, frivolous, and too often a dirty business. There are country neighborhoods in which it rages like a pest. Churches are split in pieces by it. Neighbors are made enemies by it for life. In many persons it degenerates into a chronic disease, which is practically incurable."

Such is gossip everywhere, in Alfred Centre no less than in other villages, but it will affect Alfred Centre as it does not affect many other villages. The life of Alfred Centre is Alfred University. If the school should cease to exist, the village would soon be deader than Julius Cæsar. Nothing will more effectually kill the school—and so the town—than the gossip which has prevailed here within the present school year, for instance. The stories afloat

elective franchise being a privilege granted to certain classes, and not a right born to all. He claimed that the founders of the law had no power to arbitrarily determine who should make the laws; all distinction of sex, race, or circumstances is as unreasonable as would be the distinction based on the color of the beard; woman supports and protects the country no less than does man. O. M. Rogers arose, and in steady voice proceeded to inform the house that, notwithstanding this lamentable domestic condition, he should take the affirmative. Then, after a discharge of arrows which glanced harmlessly over the negative, gave forth his reason: The nation has no right to grant the right of suffrage to those who can not shoulder the musket and protect the country in open warfare; woman paid taxes, and for that her lands were protected; for the service she rendered the country, she could demand nothing more; man was not born with the rights of a citizen, any more than the clerical gentleman just on the floor was born with black whiskers. Mrs. Sherman informed the gentleman that only the strong male citizens between the ages of twenty one and forty-five were compelled to enter active war service, and yet they all, the weak and the old, held the ballot. Woman was too weak to slip a ballot in the box, but she was strong enough to "swing hemp;" she is not a citizen, but she can help support the government, and if found guilty of a crime is treated like a citizen with a vengeance. The question was decided in favor of the negative. Much was said on both sides which had no bearing on the subject, and especially would we criticise a few remarks made by the chief disputant of the negative.

OROPHILIAN.

On the evening of June 2d, the Orophilians entertained the Alfredians in their usual hospitable manner. The items prepared were as follows:

Salute—"Education,"	M. Dennis.
Oration—"Law and Woman,"	J. McNett.
Items—	W. Barnetson.
Novel—"Pat on the Murphy Question,"	G. Scott.
Discussion—"Resolved, That the literature in the reign of Queen Elizabeth was more brilliant than in the reign of Queen Anne."	

The affirmative gave, 1st, an enumeration of the great writers of the period, with their peculiar excellencies; 2d, special eulogy on Shakespeare; 3d, first newspaper appeared; 4th, the important contributions of more obscure writers; 5th, quotation from Lord Jeffrey, to the import that the Elizabethan era of English literature excelled not only other periods of the literature of our own language, but also any period of the literature of other nations; 6th, cause of its brilliancy was the universal revival in the political, commercial, and religious worlds. Negative: 1st. The main argument whole thing is a matter of taste—some prefer of the affirmative proves the negative. 2d. The ring one, others another. 3d. Pope, as a poet, is more refined in diction, exact in versification, and delicate in sentiment than any author of the Elizabethan era. The sisters express themselves well pleased with their reception, and comment favorably on the substantial character of the Paper.

ALFRIEDIAN.

The Alfredians are having their session room calcimined. Miss J. R. Saunders is President, Miss Belle Brasted, Secretary, and Miss Cora Belle Crandall, Marshal.

ATHENÆAN.

The Athenæans' piano arrived in due time and in good order. Their regular exercises were varied one evening, by a Shakespearean session, responses, biography, questions, selections, recitations, dialogue, and discussion all from or concerning Shakespeare. Miss M. L. Bradley is President, Miss Alice Compton, Secretary, and Miss Dora McMichael, Marshal.

MISS AMELIA STILLMAN, the former teacher of art in this Institution, has just returned from Washington, where she has been prosecuting her studies during the last few months. She brings back with her numerous copies from the master-pieces at the Corcoran Art Gallery. The most extensive work is "The drove at the Ford," designed by James M. Hart, and considered his finest piece. It is four feet six inches in height, and three feet two inches wide. It depicts a drove crossing a cool stream.

under the shadows of stately overhanging trees. Miss Stillman is engaged to work up a part of the design, about one-half of the original, for \$100. Of her smaller pieces, the "Scene at Fontainebleau," by P. C. Comte, may well be considered the first. The central figure is a court-lady, magnificently attired, strolling with her favorite hound through the lane. Aside from the merit exhibited in the work of the two figures, the surrounding scenery with its delicate traceries of light and shade, its mellow hues and graceful outlines, speak of true art. "Child Reading," copied from J. G. Meyer, is the title of a rare little gem. The childish face just turning from the book breathes with soulful expression. "The Winter Scene—Moonrise," from Emile Breton, is another fine piece. Besides these, there are several smaller pieces, altogether indicating that the time must have been occupied, and the labor well repaid.

ABOUT THE VILLAGE.

Passing through the streets of Alfred Centre, one is surprised at the various incongruities that meet the eye. The angular and graceful, ugliness and beauty, stand side by side at almost every turn, to please and to shock. For instance, there is the church, a neat little country house of worship, with a broad and cleanly-looking walk leading to its doorway, and bearing on either side as lovely a plot of green turf as ever carpeted mother earth; and yet right there, not behind the building, not by the side of it, but immediately joining the greensward, the church, and the street, is a sight which would make a tramp homesick. A dirty heap of ashes, a few specimens of dilapidated stove-pipe, a straggling armful or two of burnable wood, and several armfuls of knotted, contorted, half-grown logs which the woodman and his ax have spared, apparently from inability to conquer, and chips enough to swamp a town of ordinary activity. This is the picture that greets the worshiper as he passes to and from the house of praise. Then, too, the fence and walk and roadside between the church and Main street present a most deplorable aspect.

Turning up Main street, we see not a few owners of tidy and tasteful cottage homes occupying low, smutty-looking shops, and for the most part too filthy to turn a clean, not to say an honest, penny in. The home does and ought to stand first, but should there not be some pride taken in the outward and inward appearance of the place which is home to the business man from six to nine? In the center of the town is the Park, now growing lovely in its Spring and Summer vesture. We are thankful for this plot of ground, and thankful to the hands whose labor bids it blossom into beauty. Opposite the Park and directly facing University street, is a wild conglomeration of barrels, boxes, discarded tin-ware, crockery, sticks, stones, logs, boats, etc., engaged in a regular Indian skirmish which, to say the least, does not excite any very elevated emotions in the æsthetic nature. The University grounds are gradually improving. The winding gravel walks, the low evergreens, and the numerous flower beds now brilliant with tulips and hyacinths and daisies, give a unique and pleasing effect, and denote a growing taste and love for the beautiful. The handiwork of Mrs. Kenyon is stamped on every side, for from early Spring to late Autumn she is ever at her post watching and working for her pets—the flowers. So long as the beautiful is sought for and cultivated on the grounds of Alfred University, so long will the name of Ida F. Kenyon be linked with flowers. But here again the same ugly contrasts appear, this time in the shape of several rough looking lumber piles lying between the Chapel building and the Gothic. It would be pleasing to see the inmates of the latter building occasionally, but these ungainly objects actually obstruct the view except from the Art Room, and who can tell how much more the artists above might accomplish in the world of beauty if their visions were greeted with a more æsthetic aspect beneath. We are not complaining, merely stating that there are still opportunities for improvements, both on our grounds and in town. Now that the village is about to become incorporated, we shall look for a speedy removal of the old, dilapidated walks; but these back yards are in-

dividual property, and we as teachers and students, and lovers of the beautiful, appeal kindly to their owners for their renovation.

MEMORIAL DAY.

The beautiful custom of decorating with flowers the graves of our countrymen who sought on the battle field to maintain unsullied the honor of the "flag of the free heart's only home," has made the 30th of May a day of national importance. Memorial Day will not pass unheeded at Alfred while the present generation, at least, recall the events of the great war for the suppression of the slaveholders' rebellion. Nor soon forgotten will be the memory of those who gave their lives for the maintenance of the American Union. Memorial Day was duly observed here. Arrangements were made by the Grand Army boys, who appointed floral and soliciting committees, and arranged the order of exercises. The procession was formed under the direction of I. M. Langworthy, Marshal, and moved in the following order:

Chaplain.

Orator.

President of the Day.

Alfred Centre Cornet Band.

Post 27, Grand Army of the Republic.

Soldiers and Sailors.

Children of the Graded School.

Floral Committee.

Students and Citizens.

At the cemetery, the procession was joined by a body of soldiers and citizens from Baker's Bridge, under the conduct of J. N. Forbes, Assistant Marshal. The column formed in hollow square around the grave of Lieut. Franklin Maxson, and the exercises, under the direction of John M. Mosher, President of the Day, proceeded as follows:

Prayer,

Address,

Rev. N. V. Hull, D. D.

Rev. A. H. Lewis.

Music.

Poem,

Memoirs,

J. C. Harrington

J. A. Travis.

Music.

Formal decoration of a grave by five members of Reuben T. Potter Post, G. A. R., and members of the Floral Committee.

The soldiers' graves were tastefully adorned with wreaths and crosses of flowers, the citizens uniting with the comrades and the floral committee in beautifying the narrow cells of the nation's defenders. Lack of space alone forbids a *resume* of Prof. Lewis's address and Mr. Harrington's poem, both of which were highly interesting and heartily appreciated. b.

A WAIL FROM THE "BRICK" STEPS.

Tell me, ye winged winds

That o'er my surface sweep,

Is there no other spot

Where Sophs may rest their feet?

Some quiet, shady dell,

Some valley out of sight.

Where, free from mud and dust,

The No. 9s may light?

The loud wind dwindled to a whisper low,

And sighed for pity as it answered, "No."

And thou, serenest Moon,

That, with such lovely face,

Dost look upon the earth,

Asleep in night's embrace,

Tell me, hast thou not seen

In all thy circling beat,

A place where silly girls

May find a cushioned seat?

Behind a cloud the Moon withdrew in woe,

And a voice sweet, but sad, responded, "No."

Tell me, O silent Sloth,

O tell me, Sloth and Rest,

Is there no other place

Where Juniors may be blessed?

Is there no other spot

Where Freshmen, hale, may sit,

Where Sophs may rest their feet,

And Senior sons can sp't?

Sweet Sloth and Rest peeped through the door,

And whispered gently, "Yes, the store."

On the afternoon of Wednesday, May 16th, Alfred Centre was startled by the report that a dog was chasing sheep upon Pine Hill. A small company of militia was speedily armed and sent to the seat of hostilities. The Board of Trade met immediately, and voted to mark up goods. Flour was rolled up half a dollar on a barrel. Stand-up collars rose a full inch, shirts and ready-made clothing made a decided advance, and wool spun up to the highest figures, while the price of boarding-house soup,

mutton, and mince pies took a decided fall. After this enterprising and sacrificial effort on the part of the Board of Trade, this august body assembled on the portico of the Merchants' Exchange (clothing-house block and milliner's emporium) and watched the bill with greatest anxiety. Firing was heard from time to time, and the excitement became very intense; but, when at a later hour the troops returned and reported no dog to be found, but that a black lamb sporting with its fellows had probably been mistaken for a dog, the excitement abated. But the Board of Trade probably forgot to cancel the effects of their enterprising and sacrificial action, and the prices still rage.

CLASS NOTES.—Agreeable to the suggestions given some time since in the STUDENT, '77 adopts the custom universally observed in other colleges, and it is to have a class day. The fourth of July is the day appointed for this observance. George Scott has been chosen Class Orator, Miss Eva Allen, Historian, and Miss Belle Brasted, Prophetess. Numerous speeches, toasts, etc., will be given by the other members. U. M. Babcock composes the opening hymn, and G. M. Cottrell, the final chorus, both of which will be rendered by the class. The crescent-shaped mound of '77, which is in process of formation before the Chapel building, promises to be some kind of a monument, just what, can not be told until further developments.

G. B. Cannon has recently delivered several temperance lectures in the adjoining villages, which are pronounced to be of the "pure quill."

I. L. Cottrell supplied the pulpit of the Seventh-day Baptist church at Hartsville, Saturday, May 26th.

Miss Eva Allen intends to continue her studies here, during the ensuing year.

Miss Belle Brasted has been compelled, by poor health, to give up study for a season, and is now resting at home, from which it is to be hoped she will soon emerge, invigorated both in body and mind.

W. F. Place, of the Theological Class, has decided not to enter the ministry.

G. Scott returns with his family to his for-

mer home in Canada, immediately after the close of the term.

NEW SOCIETY HALL.—On the evening of June 5th, the Orophilians and Alleghanians met in joint session to consider the question of building a hall for the session rooms. After an animated discussion, it was unanimously voted to begin a building as soon as possible, costing not less than five thousand dollars; and committees were appointed to prepare a plan for the building, and to take measures for the incorporation of the societies. In our next number we shall be able to present something definite in regard to this work.

"W. I. LEWIS, Esq, formerly known as Wis," gave us a call last week. He reports good progress in law, and expects to be admitted in the early part of next year. He was solicited for a speech at Chapel, but the President kindly took his place, and gave one of his soul cheering explosions on "Unpermitted Association," which Wis said he enjoyed much better as a guest than he formerly did as a student.

Miss G—— was sure the specimen was gold-thread. She had seen it, and taken it, and remembered *just* how it tasted. We thought her knowledge almost transcendent, but upon reading the descriptive clause referring to its medicinal qualities, "Baby's sore mouth," was satisfied that it was merely human knowledge.

ONE of our married men who dotes on his perpetual youth was recently taken back a step or two by the following from the nervous Professor of Science: "What are you trying to get at? What are you doing there? Do you think you can see through everything just because you are baldheaded?"

PERSONALS have become so odious to the timid McN—— that he even declined to mention in class the names of Remopleurides, Bathyrus, Acidaspis, and several other gentlemen who adorned the Paleozoic age, saying he preferred not to "call names."

An unsophisticated Fresh recently displayed her intense fondness for theologians by taking in Botany class, a hearty mouthful of "Jack in the pulpit." She found him, like the others, most exasperatingly *sharp* in the pulpit; but more *congenial* out.

"O. D. W.," the renowned geologist, threatens to get a stone-boat on which to carry his specimens. And now the girls are crazy to know if it is to be devoted *entirely* to the airing of stones and fossils; and if not, who will have the first ride.

In regard to the pine walks of the place, the Canadian does not hesitate to give his preferences for the walk by the hedge leading up to Middle Hall.

PROF. SAYLES gave some readings from his unpublished works, Wednesday evening, May 30th, to a full house.

MARRIED,

BURDICK—CRANDALL—In the Seventh-day Baptist Church in Maine Settlement, N. Y., June 4th, 1877, by Rev. J. L. Huffman, Mr. Judson G. Burdick, of Alfred Centre, and Miss M. Nettie Crandall, of Ceres, N. Y.

The College World.

Exchanges Received: High School, Niagara Index, Boston Beacon, Rochester Campus, Bates Student, College Mirror, Trinity Tablet, College Mercury, Colby Echo, Wittenberger, Sanitarian, Targum, Reveille, The Sibly, The Montpelierian, The Berkeleyan, Ingham Circle, Tripod, and University Herald.

Boston has only one fault to find with Moody, and that is that his "unculchawed manna's and bawbawous vuhbal enunciation seem to be rathaw exaggerated than modified by contact with a higher culchaw." And Mr. Moody says "he likes Boston good enough, but they talk the worse English there he ever heard."—*Burlington Hawkeye*.

Harvard distributes forty-two thousand nine hundred dollars a year to meritorious students.

Wesleyan University counts among its Alumni 334 ministers, 151 lawyers, 45 physicians, 24 editors, 18 college presidents, 38 college professors, and 110 teachers. The Alumni have done 4,474 years' preaching, 4,254 years' teaching, 2,084 years of law practice, and 725 years of practicing medicine.—*Tripod*.

Dr. Schliemann, the Archæologist, whose discoveries in and around Mycenæ, are creating such excitement in the scientific world, is an alumnus of Washington and Lee University, Lexington, Va. He received his degree of M. A. in 1828-'29, winning the medal for first distinction in Latin and Greek.—*Ex*.

"May they always live in peace and harmony," was the way a Yankee marriage notice should have wound up; but the compositor, who couldn't read manuscript very well, put in type and horrified the happy couple by making it read, "May they always live on peas and hominy."—*Ex*.

Williams College has graduated thirty members of Congress, five United States Senators, eight Governors, sixteen Judges of the Supreme Court, thirty-two Presidents of colleges, and eight hundred and ninety-four clergymen.

Just as they came out of the shadow of the Seminary, she said: "William, I wish you would stop wearing those horrid standing collars. The points scratch awfully." What could she mean?—*Montpelierian*.

Prof. J. L. Lincoln has been appointed by a joint committee of Brown University, the faculty and alumni, to deliver a discourse commemorative of the life and services of the late ex-President Caswell.

Amherst College gives away each year, in scholarships and prizes, thirteen thousand two hundred and ninety dollars, or more than forty dollars to each of her students.—*The Besom*.

Oxford University is one thousand years old, and rejoices in an annual income of one million dollars, and a library of five hundred and twenty thousand volumes.

Out of twenty-four colleges and universities of Ohio, only seven were represented in the inter-state oratorical contest.

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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.
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11. Hebrew and Cognate Languages.
12. Pastoral Theology.
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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
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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.—1876-7.

Fall Term begins Wednesday, Sept. 6, 1876.
 Winter Term begins Wednesday, Dec. 13, 1876.
 Spring Term begins Wednesday, April 4, 1877.
 Anniversary of Literary Societies, Monday and Tuesday, July 2 and 3, 1877.
 Annual Meeting of Stockholders and Trustees, Tuesday, July 3, 1877.
 Commencement, Wednesday, July 4, 1877.
 Annual Meeting of the Alumni Association, Wednesday afternoon and evening, July 4, 1877.
 The Terms continue thirteen weeks.