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VOL. V.

ALFRED CENTRE, N. Y., NOVEMBER, 1877.

No. 2.

Literary Department.

CAROLINE H. DALL.

It may be unusual to trace the pattern of a life before the web is finished, for not till then is its plan revealed, or its true meaning accomplished. Yet an intense admiration for one who may be termed the advocate of woman everywhere and in all stations in life, is my apology, if one is needed. The life of Caroline Healy Dall—lived thus far to such a noble purpose—can but draw us to a brief study of its aims, and allure to aspirations to become co-workers with one so eminent in achievements for the cause of truth.

Mrs. Dall is the daughter of Mark Healy, a well-known India merchant of Boston. She was born and educated in that city, enjoying every facility that wealth could afford in acquiring knowledge and skill in using it. She learned several modern languages, and when she was thirteen began to write for the press, which she has continued to do ever since. Her first book was written at the age of eighteen, and published seven years after, in 1849.

In her girlhood, Miss Healy was noted for her interest in the poor, and she frequented their dwellings in the most wretched quarters of the city. Her fidelity and fearlessness in exploring the abodes of poverty and sin, in search of her scholars and self-adopted wards, is rarely equaled or imitated by the youth of either sex, and, indeed, would be unsafe for any to emulate save those who are born to be missionaries.

In 1844, she was married to the Rev. Charles Dall, a Unitarian minister at Baltimore. This

union tended to develop what, in consideration of her ancestry, may well be regarded as her innate tendency—a special aptitude for Biblical and Oriental scholarship, for Mrs. Dall had descended for full three centuries through an almost unbroken line of clergymen, and has said that she knew very well where her natural sphere of work lay, and could she have had a theological education in her youth, or if the paths of the ministry had been open to women, she would now have been a settled minister; as it was, it never entered her mind that the thing was possible. However, in the first year of her marriage, her husband, while employed in missionary labor in the city, was taken ill, at which time he was holding day-schools for girls and women, and night-schools for boys and men. It fell to her lot not only to nurse him, but to take charge of his night-school, and also his Sunday services. He did not find a small congregation when he resumed his place, and that was her reward. Since that time, she has often filled the pulpits of Unitarian churches in different sections of the North and West. She conducts the entire services, accepting no assistance in reading or prayer, feeling that it is not well for a woman who fills the pulpit to shrink from any of its services.

When in Baltimore and Washington, Mrs. Dall first became practically familiar with slavery, and manifested her interest in the degradation of the race by teaching the negroes to read. She made the first census of free colored people in the district, in order to organize schools for them, and contributed to northern papers descriptions of slavery as it was. She began her annual contributions to the "Liberty Bell" in 1852. When in Toronto, she was corresponding editor of the "Una," a woman's

paper published at Providence, R. I.; she was also agent of a society for assisting fugitives from slavery; and she records: "Of four hundred who passed through her office in a year, not one returned to ask assistance."

In 1855, her husband went as a missionary to Calcutta. Since then, even more largely than before, she has been a voluminous contributor to newspapers and magazines, both at home and abroad. Over one field of reform she has made herself a sleepless sentinel—that is, over all that concerns the interests, duties, and rights of woman. For years she has suffered no author or journal of any eminence to slur, misrepresent, or dwarf the cause, without sending a word-bullet whizzing in that direction. Of course such fidelity has aroused a host of antagonists, for it is a peculiarity of human nature not to like to be shot at, and Mrs. Dall has a wonderful talent for hitting that at which she aims. She has probably disturbed more self-complacent conservatism, or the half-insolence and half-laziness which assumes that title, than any other woman now living. Her first series of lectures were sketches of female character, but were not published.

In 1858, she delivered a second series on Woman's Right to Education; in the Winter of '61, she gave a third series on Woman's Right to Labor; and in '62, she concluded her course by three lectures on Woman's Rights under the Law. These lectures were often repeated, and afterward published in little books, and have since reappeared, revised and enlarged, in the volume entitled, "The College, the Market, and the Court," or "Woman's Relation to Education, Labor, and Law."

Her other writings are very numerous, but we will mention only "Patty Grey's Journey," an interesting and instructive work for children, to which she has given much attention, consisting of three volumes, one of which has not yet been published; and "Egypt's Place in History," a presentation, that is to say, of Bunsen's great book with the same title—a pamphlet in which the results of Bunsen's Herculean labors are stated with a conciseness and power, which came from a constant study for more than two years of the bulky original. She has

probably discussed a greater variety of topics and covered a wider range of subjects than any other American woman; and there is certainly no other by whom her learning can be gauged, who knows so much of philology, archaeology, Oriental history and languages, and the results of modern Biblical criticism.

Mrs. Dall truly holds the pen of a ready writer. Her depth of culture and versatility of talent make her perfect mistress of the English language. She never uses a word that will not strengthen or clear the thought expressed; and what she utters is from the need of its being said, whether in the interests of learned research, or the instruction and entertainment of the young; in matters relating to the practical economies of life, or in furtherance of the great cause to which she has especially devoted herself. She thus impresses her hearers or readers with respect, both for her subject and herself. She realizes the sufferings of humanity, and also the high possibilities of happiness within its reach; hence, her earnest sympathy has been freely given in words and works to help every form of human woe. To one asking counsel, when in agony of doubt as to duty, she writes: "Go forward, take the first step, and God will show you the next." Mrs. Dall has been untiring in elaborating every subject to which her attention has been given, spending months in working up statistics, and when they were complete, using them to the best advantage. What would have been, in the hands of common historians, dry, prosaic facts, became, by her masterly touch, the bold outlines of a grand panorama, in which human beings move and hearts palpitate. The most stupid and careless can not read her pages without becoming thoughtful, and the thoughtful are spontaneously moved to action.

To-day her position is in the front ranks of those who labor for the elevation of woman, where she stands with a serene confidence in the onward march and final triumph of grand ideas she has so long and unfalteringly held up to the public. Her work on Woman's Rights has been so exhaustive in logic and facts that it has been a golden fountain from which most of the later writers and lecturer

have drawn, often without so much as "By your leave, Madam." Her labor has been very influential in opening the doors of colleges to woman; but still she says, "It is true that the mere means of education is open to some extent for woman, but education *itself* is not won for her till it brings her precisely the same blessings that it bears to the feet of man; till it gives her honor, respect, and bread; till position becomes the rightful inheritance of capacity, and social influence follows a knowledge of mathematics and the languages." Mrs. Dall is endowed by nature with an exquisite sense of order and fitness that pervades her entire being and governs all her acts, thus making her life the richest, grandest volume of all that she has presented to the world. Thousands working in avenues opened by her earnest efforts will rise up to call her blessed.

THE DIFFERENCE.

Rights are a desert, upland tract,
A cold and sterile region;
And with a climate quite, in fact,
Icelandic or Norwegian.

The winds that blow are harsh, and high,
Through all the lengthened season.

The air is most decidedly
An atmosphere of reason.

The soil is logic, nourishing
A hardy growth of duties.

Truths—evergreens—are flourishing,
And vigorous moral beauties.

The dwellers on this mountain land
Are only vaguely human;
For, though it answers man's demand,
It is no place for woman.

No place for woman, this we know
Is true, for don't "*they say*" so?
And more we know, that, since 'tis so,
It must forever stay so.

No place for her, the biting air
Would pierce her very vitals;
Her tender heart grow stony there
Through reason's stern requitals.

And logic's hard deductions, too,
Would dull her intuitions;
And endless discords hence ensue
'Twixt instincts and volitions.

Then wherefore strive to work reforms

Against her very nature?
You'd multiply unnumbered harms
Upon a harmless creature.

Just modeled for man's counterpart,
Companionship supplying,
To mind him that he has a heart,
And keep the race from dying.

These are the reasons—all concur—
(When one fails try another,)
Why rights are not the place for her,
Though fitted for her brother.

There is a place, we're glad of that,
Down in a pleasant valley,
Her heaven-appointed habitat,
A feminine Valhalla.

It borders on Right's beetling edge,
Yet lies without its shadows.
It is the vale of Privilege—
A place of flowery meadows.

O, gentle are the paths that wind
Through odorous, rosy mazes;
And soft, and sweet the airs that find
Their way through purple hazes.

And sunny, sunny are the banks
That hold the silvery rivers,
Where in and out the willows' ranks
The golden sunlight quivers.

Here pleasures wait, in willing thrall,
Upon the dainty senses;
And grateful largess bring from all
Harmonious influences.

Here lives and reigns the Beautiful
Amid her airy graces;
And, subjects of her gentle rule,
A thousand prettinesses.

Here Love, the mightiest of powers,
Is masking 'mong the roses;
While Ease, upon a bed of flowers,
In dreamy rest reposes.

This is her empire, kingdom, sphere;
These are her vassals loyal;
And woman reigns supremely here,
Throned, sceptered, crowned, and royal.

'Tis true, that sometimes dangers lurk
In hidden, covered places;
And miseries cower in the murk
Of tangled wildernesses.

That there are pitfalls dark and deep,
And fouler than Gehenna;
And, here and there, some pathless steep
Before untrod of any.

'Tis true, that oft this sceptred queen
Gives o'er to want and sorrow;

Sometimes must yield her soul to sin,
Or starve upon the morrow.

But if she keep her miseries mute,
The fewer will rebuff her ;
For woman has, without dispute,
Almost a right to suffer.

Almost a right, but modestly,
And in a whisper, name it,
For, very possibly, 'twould be
Denied her, should she claim it.

So let her cover up her wrongs,
And crown herself with flowers,
And drown her sorrows with her songs,
And stay within her bowers.

Could she but once for all, forget
That she is wholly human,
That human sympathies are yet
Her own, although a woman—

Could she be sure that reason, thought,
To half the race are given
In idle jesting, or for naught,
By an impartial Heaven—

That, sharing in a common life,
Life's duties are not common,
To man belong the toil and strife,
But something else to woman ;

That *not* to do, *not* to aspire,
Comprise her earthly mission ;
That when *she* strives, and struggles higher,
It is through false ambition ;

Or farther, if she could but know
That by her forced subjection
She renders sure, and only so,
Her "calling and election,"

Then were this easy, well, and wise.
But O, sweet sister, listen—
Let no fine webs of sophistries,
How'er they gleam, and glisten

With sparkling dews of rhetoric,
And silvery shining phrases,
Entrap your senses with the trick
Of honeyed, dulcet praises !

Nor give your soul to vanities
Of false and fleeting graces—
The blood of unpaid labor cries
Out from your silks and laces !

But learn in meekness and in truth,
Your spirit's nobler uses,
And, with your woman's gentler ruth,
Undo Life's old abuses.

Pull down false barriers of time,
And custom's bristling hedges !

Build up a way whereby to climb
To higher privileges ;
And use the wisdom of the schools,
The ballot, trade, profession,
Fearless of bigots or of fools,
As steps in your progression ;
Then shall your broadened nature grow
More nobly, grandly human ;
The world shall learn that only so
You are the perfect woman !

M. E. C. SHEPPARD.

LANGUAGE IN THE FAR WEST.

Language is ever changing, according to the circumstances and surroundings of the people by whom it is used. Doubtless, the readers of the STUDENT have all observed a difference in the language of persons brought up in different parts of the country. I have sometimes thought that, were it not for the counteracting influence of written language, and the advantages of easy and rapid communication, it would require but a few generations to bring about as great a confusion of tongues as we are told took place at Babel. On the Pacific coast, some words and expressions are in common use that would seem strange, if they were not entirely unintelligible, to an Eastern person. On hearing anything new or strange, where the ideal Yankee would exclaim, "Dew tell!" the Oregonian expresses his surprise by a somewhat prolonged and interrogating "Yees?" In Eastern Oregon, Washington Territory, and Idaho, there are thousands of cattle, horses, hogs, and sheep; but in the language of that part of the country, there are no herds, droves, or flocks; all of those animals go in bands, excepting that occasionally a bunch of cattle is seen feeding on the prairie. The stock must sometimes be shut up, yet there are no cattle-yards or hog-pens; all such inclosures are corrals. Small horses are quite numerous, but ponies are almost unknown; an animal of that description is a cayuse (pronounced ki-yoos). Though riding on horseback is quite common, the saddles are seldom or never fastened by a girth or surcingle, but are cinched as tightly as possible. Cattle and horses are sometimes caught by means of a rope, which

Webster describes under the name lasso; but, in the country referred to, both the noun and the verb are pronounced in one syllable, lass. The settlers are principally engaged in agriculture, yet very few of them own farms; a piece of land, with improvements on it, is almost invariably called a ranch. Though the country is, in many places, quite rough and broken, ravines and gorges are unknown; all such depressions are canyons or gulches. It will be seen that some of these words are from the Spanish, introduced by the early Spanish settlers on that coast.

Besides these, and many other local expressions, there is a language called the Jargon, or Chinook Jargon, which is used as a general medium of communication between Indians and persons speaking various languages. Many of its words are occasionally used in all classes of society, and some of them, if I mistake not, have found their way to the Eastern States, though they seem to have lost their original signification in the transit. The language appears to have originated many years ago among the employees of the Hudson Bay Company, and other trappers and traders of different nationalities, in their intercourse with the Indians, and with each other. It is composed mainly of words and corruptions of words from the Indian dialects, and from the English and French languages. Its vocabulary is limited, comprising, according to some estimates, about five hundred words, though the number in general use is probably considerably less. I will give some words and phrases which will serve to illustrate their origin, and some of those most frequently used by the settlers. Puss-puss—a cat, bloom—a broom, lope—a rope, will be recognized as English with the Indian substitution of *l* for *r* in the two latter words. Le pau—bread, le pome—an apple, la shau-del—a candle, show their French origin. Some words are evidently derived from the sounds emitted by the objects; as caw-caw, a crow; tik-tik, a watch; lip-lip, to boil; chik-chik, a wagon; and perhaps tum-tum, the heart, the will. Skookum signifies strong, powerful; skookum tum-tum, brave, courageous. Chuck is water;

skookum chuck, a swift, powerful current. Hy-as is big; ten-as, small, young, a child; hy-as chuck, a river; ten-as chuck, a brook; ten-as lope, a cord. Much-a-muck is a noun or verb, meaning food or to eat; hy-yu, many, much, abundant; mamook, to do, to work, to make; hy-yu muck-a-muck, plenty to eat; mamook muck-a-muck, to cook food; mamook chuck, to drink water. Il-la-he means the ground, earth, the country; hy-as il-la-he, a mountain; mamook il-la-he, to dig in the earth. Sa-ha-le signifies above; ty ee, a chief; sa-ha-le ty-ee, deity. Cum-tux is to understand; wake, no, not; ha-lo, without, to be entirely wanting; wake cum-tux, not to understand; ha-lo cum-tux (emphatic), not to understand at all. Clata-waw is to go, to go away; siwash, an Indian; Boston man, an American; cu-i-tan, a horse; Boston il-la-he, the United States. Gestures, modulation, etc., are often required to complete the speakers meaning, as the same word is frequently used in different senses. This may be seen in the following sentences: Ten-as cu-i-tan hy-yu mamook chik-chik—the little horse works well to a wagon. When hostilities broke out in Idaho last Summer, a friendly Indian meeting a teamster, said to him: "Hy-yu siwash; hy-yu clata-waw." Translated into English, this means: "There are many Indians about here; go away as fast as possible."

J. D.

THE Drawer of *Harper's Magazine* has this from the very down Easternmost section of our precious country: It is customary with the students in our college to say, "Not prepared," when called upon to recite a difficult and not well-memorized passage. On a hot Summer afternoon, in the year —, the class was sleepily stumbling through the introduction to Butler's *Analogy*. The reverend doctor was quite as familiar with the subject matter as with the numbers of chapters and sections, and had a way of his own in calling for a recitation, which sounded quite as much like a call to judgment as a call to recite. The lesson was going badly, and the doctor, nestling in his chair, called out, "Mr. T—, you may pass on to the 'Future Life.'" Mr. T— was

too much of a wag to let the opportunity slip, and promptly responded, "Not prepared." The reader can easily imagine the effect on the risibles of the class.

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PERSONAL ACQUAINTANCE.

It is said that some parents never get acquainted with their children. It is true that many teachers never become acquainted with their pupils. In many schools, there is no bond of union, no sympathy between student and teacher. Each cares nothing personally for the other; indeed, they are strangers to each other. The Freshman enters college, goes through the course, and graduates, and, in not a few cases, his teachers know comparatively little about him, and care less; and the student, yearning for a personal friendship with his teacher, feeling that it would be good to ask advice and counsel as he would from a father, gets no better acquainted with him than he is with King Henry the Eighth. The professor often takes no further interest in the young men, whose plastic and impressible minds it is his duty to mould and fashion, than to be assured that they read their Virgil well, attend the

lectures, and break no rule that the Trustees have enacted. When such a teacher has gone through the routine of his class work, when he has done simply what he gets paid for doing, he considers his duty done—his relation to the student is at an end. Some teachers—unworthy of the name—know not, or knowing care not, that by a personal acquaintance and fellowship with each student, they may arouse enthusiasm, awaken inspiration, and develop lofty ambitions. That teacher who mingles much with his pupils, feeling an interest in their personal welfare, striving to lead them up by a sympathy with them, imparts a richer culture than the books can give. College professors should be intimately acquainted with every student under them, and thus lend an influence that will inspire the most indifferent. The young student especially needs to feel that his teachers are not only interested in his scholarship, but that they are interested in his life, that they esteem him worthy of a place in their friendship. A word of encouragement to such a one, outside the class-room, as they meet upon the street, will help to kindle a generous ambition and a worthy zeal. It was not merely his scholarly attainments that endeared Dr. Wayland to every student of Brown University, but it was his personal regard for each. In his large heart, he had a fatherly affection for every student of the college. Socrates, whose life should be an inspiration to every teacher, taught by allying himself to his pupils by the closest ties of personal friendship. They followed him because they loved him. He offered his life a free gift to his pupils, and gave an impetus to ancient learning that is felt in modern culture. Socrates still lives in the self-sacrificing and devoted teacher. Instructors of the youth might learn a lesson from that Greatest of Teachers, who spake as no man has ever spoken. Whether at Galilee or in the Temple, he was ever teaching his divine lessons in a *way* divine. It is a personal acquaintance with each student in the college, that gives the professor the highest esteem of those he instructs, and we consider it first among his duties to acquaint himself with them. The strength of Caesar's army lay

not alone in numbers, but in the regard that each soldier held for the great commander, who, it is said, could call the name and knew personally every soldier in his army. If it be the object of colleges to develop men and women, if they have been founded to make humanity better, then that teacher who imparts, in and out of class-room, a generous ambition, and who, by a personal power, lifts his pupils step by step up into the realm of broader culture, has caught the true idea of teaching. We have known such a one, who endeared his name and memory to every student of Alfred for more than a quarter of a century, not simply because of his learning and scholarship, but by the potency of a personal regard—a love such as a father feels for a son—for every struggling and aspiring youth.

SOME OPINIONS ON CO-EDUCATION.

The Board of Visitors of Wisconsin University presents a report adverse to co-education. They admit the intellectual proficiency of the young women studying in that University, but deplore "the appearance of overwork and ill-health which they present." We take this extract from their report:

"We are aware that the law organizing the University provides that it shall be open for the education of men and women. It is not, therefore, necessary that both classes of students be subjected to the same systematic course of training, mental drill being attained in a variety of ways, each leading to adequate results; and the thought impressed itself upon some of the members of the Board that the curriculum should be so ordered that both sexes might obtain University drill, adjusted in such a manner that each sex should be enabled to secure that form of education best fitted for his or her respective sphere, and that the system of compelling men and women to fare alike might be so modified as to preclude the possibility of causing disease. We are forced to the conviction that there is, at present, a marked disparity between the health of the men and women of the University, and that, as a class, the women present undoubted evidences of physical deterioration. If the Board of Regents, however, consider it expedient to alter the curriculum, in any way, we would earnestly recommend that particular at-

tention be paid to the physical well-being of the female students."

However, President Bascom arises to say that the Faculty does not agree with the Board of Visitors with reference to their report on the co-education of the sexes. And we are of the opinion that President Bascom and the Faculty know quite as much about the matter as the Board of Visitors. With us the co-education of the sexes has long been a settled question; indeed, one of the cardinal principles upon which this University is based, is that of equal rights and privileges for male and female, and we have found it wise and expedient to educate young men and women together.

This paragraph from the report of the President of Michigan University bears candid testimony in favor of co-education:

"The proportion of women to men scarcely changes from year to year. The women form a little less than nine per cent. of the whole number of students. It is gratifying to see how readily the more gifted young women who have graduated here, especially those who have taken the full classical course, have secured conspicuous positions as teachers in the high schools, seminaries of advanced grade, and colleges for women. In those positions they are justifying the wisdom of the Regents, who opened to them the opportunities for a thorough collegiate training, and are doing their full best in earning a reputation for the University."

We take this latter extract to be equally as good authority on the question of co-education as that of the report of the Board of Visitors of Wisconsin University. The prizes young women are taking in inter-collegiate literary contests, the thorough work they are doing, and the high stations in life they are taking after graduation, is proof that they are able to pursue the same courses of mental training that is placed before young men.

BEHOLD, how "the father" loveth his children : "Tell your neighbors they can have the *Free Press* [Father Cole's *Free Press*, Belmont] from now until after election for twenty-five cents." Considering the fact that the number containing this notice is the last issue before election, the offer is good, very good. Such generosity ought not to go unrewarded.

VARIOUS TOPICS.

—That mantle! After sailing around for about two months, it lit on a bald-headed Orophilian. He wrestled with it. But it laid him up just as he seemed to have tamed its restless spirit. It took three or four turns around the Gothic, and rested for a brief time upon a clerical gentleman. He also wrestled with it. But it was too much for him. It resumed its wandering flight, leaving its late possessor with a "crick in the back." It has now fallen upon Walton Harvey Ingham, Orophilian. We pity him.

—Speaking of Miss Jessie Kingsley's six lectures on the History of Italian Art, recently delivered at Ingham University, and now being presented before the Science and Art Club, the *Ingham Circle* says: "Miss Kingsley brought to us a rare feast of communion with the great masters of the past. Her fine discriminating powers, and glowing descriptions, seemed to bring the living canvass before us, and compelled us to look, criticise, and admire."

—The Alfred Coral Union will hold a Musical Convention at Alfred Centre, beginning Monday, Dec. 10th, and continuing four days, closing with a concert Thursday evening. They have secured the services of Prof. J. M. Stillman, whose fame as a vocalist and instructor is well known to the readers of the STUDENT. The directors authorize us to extend a cordial invitation to all. Arrangements will be made for the entertainment of parties from a distance. "The Cluster" and "Church Welcome" are the books to be used. Stillman & Very, of Wellsville, will furnish instruments for the occasion. A thoroughly good time is anticipated, and no man "with music in his soul" should fail to be present. Judson G. Burdick or L. E. Dunn can furnish any further information in regard to the Convention.

At Home.

LYCEUM MATTERS.

The Alleghanians were entertained by the Orophilians on Saturday evening, Oct. 27th, and they report themselves well pleased with the

session. The exercises were opened by a greeting by J. J. Jeffrey. Mr. S. Ordway followed with an essay setting forth the necessity of a natural tact or fitness of the laborer for his work, in all the different fields of action. Mr. Barneston was then assigned by the President the subject of "Choosing a Profession," for an impromptu, upon which he spoke. L. M. Dennis gave a recitation. M. M. Acker followed with an extemporaneous speech, in which he defined some of the duties of citizenship. E. A. Higgins then presented a very finely-written oration. The Lyceum paper, "Radiator and Review," was read by the editor, W. H. Ingham, which was replete with Orophilian wit and wisdom. The discussion then followed, in which Alleghanians took a part. The question—"Resolved, That Hayes's civil service reform is for the best interest of the country"—was opened on the affirmative by E. A. Higgins and on the negative by M. M. Acker. The question was ably discussed, both for and against. The President gave a brief resume of the discussion, and decided the question lost. The programme was interspersed with music, both instrumental and vocal.

On Saturday evening, Nov. 3d, the Alleghanians visited the Alfriedian Lyceum. The session was one of rare merit, and gave evidence that the Alfreidians are workers. The session was opened with devotional exercises by Miss Ada Evans. Miss Jessie Titsworth presented an essay on "House cleaning." Miss Sussie Burdick recited, "I will paint you a sign, O Rum-seller." A "Literary Review" was presented by Miss Corinne Stillman, in which she noticed a few of the latest publications. Miss Sara Ayres then read an original poem, entitled "The Delaware." Then followed personations—Ida Fuller representing a "Strong-minded Party who wanted to vote;" Ettie Burdick, a "Highland Lassie;" Anna Powell, "Widow Bedott;" Ida Lewis, "Mother Hubbard;" Mary Sherman "the Dawn;" Frankie Witter, "Night." Miss Franc Barber read the paper, "Leaves of the Nineteenth Century," which was well filled with interesting matter and spicy paragraphs. Miss Jennie Saunders presented an essay, in which she mentioned the benefits of careful

and thorough investigation and research. "Resolved, That ladies have a better opportunity for getting an education than men," was the question for debate, and was opened by Miss Powell on the affirmative. After a general discussion, in which a few of the Alleghanians took part, the question was decided lost. The music of the session, which was one of its enjoyable features, was furnished by Mrs. Sara Rosebush, Miss Kittie Larkin, Miss Pauline Stillman, and Miss Velma Crandall. We can assure the Alfriedians that this session was highly appreciated by "their brothers." R.

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SHAKESPEARE APPLIED.

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B. M. C.—"Yea, my gravity, wherein I take pride."

T. W. W.—"Is G(W)illiams with the packet gone?"

G. McN.—"And then I stole all courtesy from heaven."

L. M. D.—"Mine eyes smell onions."

A. B. G.—"Fair Jessica shall be my torch-bearer."

E. C. S.—"I dare do all that becomes a *man*; who dares do more is none."

C. E. S.—"Welcome, Jack, where hast thou been?"

A. S.—"Sweet Earl, divorce not wisdom from your honor."

D. H. C.—"San(s)tee(th), sans eyes, sans taste, sans everything."

T. A. B.—"Fie, what man of good temper would endure this tempest of exclamation."

I. L. C.—"O, most gentle pulpitree."

D. M. C.—"Yes, Cass(ius), and, henceforth, he'll think your mother chides, and leave you so."

E. A. W.—"Pease and beans are as dank here as a dog."

L. E. D.—"O, sweet bully Bottom."

J. G. B.—"A valiant trencher-man; he hath an excellent stomach."

T. O. B.—"And him—O, wondrous him!—O, miracle of men!"

M. M. A.—"It is extempore from my mother wit."

E. A. H.—"O, wonderful, wonderful, and

most wonderful wonderful! and yet again wonderful, and after that out of all whooping."

P. R. S.—"He is far gone, far gone."

D. M.—"O, my gentle Hubert."

L. M. B.—"You bear too stubborn and too strange a hand."

E. A.—"What is't your honor *Will* command?"

R. S.—"Let me not play the woman; I have a beard coming."

W. A. C.—"I have assailed her with music, but she vouchsafes no notice."

O. D. W.—"Silence bestows that virtue on it, Madam."

T. M. D.—"My traffic is sheets."

N. W. W.—"I lay me down a little while to breathe."

E. V. C.—"Tell us something of him."

J. F. T.—"In time I may believe, yet I mistrust."

G. C. C.—"He is a very paramour for a sweet voice."

A. W. S.—"I have not from your eyes that gentleness, and show of love, as I was wont to have."

G. H. F. R.—"Words, words, words!"

F. J. L.—"Without doubt he is transported."

W. B.—"Twin born with greatness."

G. S.—"Wear prayer-books in his pocket, look demurely."

S. H. C.—"Hop in his walks, and gambol in his eyes."

M. E. V. D.—"Hear him, but reason in divinity."

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FIRE AT ALFRED CENTRE.—The dwelling house being built for Mr. John M. Mosher, in the lower part of the village, on the road leading to Lovers' Lane, was destroyed by fire, on Thursday evening, Oct. 25th. On account of the dense fog, the fire was not discovered in time to save the building. As there had never been a fire in the house, it probably originated from spontaneous combustion—the combustion of match acting spontaneously upon shavings. It was nearly completed, and was intended to have been occupied soon after the first of the present month. The loss is estimated at \$800, partly covered by insurance.

INCIDENTS OF THE FIRE.

It has been said that a person to see life in a nutshell should attend a conflagration. The facts and sights presented on the night of the fire leave no doubt in our minds. The one and paramount thought that first and last presented itself, was that there should be enough pails. We had gone but a few rods before we were besieged by pails, in sufficient number to exhaust the waters from all the creeks within a radius of six miles, in a less number of minutes. Were a tax of five cents per pail levied on each one, the proceeds would pay for a good walk from here to the Bridge. It seemed that many doffed their aesthetical nature, and whatever clothing their hands first touched, by a certain magnetism, also came along—one exception, however, prominent. We subsequently learned that after the alarm was given, he dexterously applied comb and brush to his head, likewise brush to his coat, also to his boots, and encircled wrists with cuffs, and whenever coming to a depression in which mud and water were just then contending for supremacy, he retraced his steps to the nearest board-pile, and planked the road from there on. This might do very well for the Russians, heretofore, for immediate and easy retreat, but it goes against our *Will*, though not his. The paraphernalia of some of the spectators would have graced a fair collection of Moslem antiquities. A venerable (?) student madly ponied down, accompanied with sufficient regal authority to overwhelm the assembled multitude. He had four Cæsars and one Lexicon (use of the latter unknown), and on preparing to depart homeward, he excitedly caught us by the coat, and pulled us so near the fire that we were about to bolt, when pointing to a passage, asked us to please translate. We immediately *Ord-dered him a Way.*

WHAT about that new Society Hall, a meeting to consider the question of building which, was held last term, and at that date voted to commence work as soon as possible. Perhaps, the possible time has not yet arrived, but if we are to have a Session Hall within the coming

decade of years, we must commence work now. The site has already been chosen—a fine and suitable place—near where the Observatory now stands, and with a large building facing that extensive area covered with weeds and brush—(beg your pardon, alumni), the classic mound of '77, from out of its halls there will emit forth the “sweet smoke of rhetoric,” with—. But we are advancing too far into the indefinite future. We will wait, hoping that some further steps may be taken towards its erection.

QUESTIONS FOR REVIEW.

If a young man should sit on the Park fence, to the slight damage thereof, would it create more manly aspirations in him if it be said that “he is a heathen, and has always been a heathen?”

Will young people from the rural districts, who attend school for the purpose of cultivating their intellectual and social faculties, be imbued with higher ideals by being called “half-civilized barbarians?”

Is the relationship between students and teachers more mutual and agreeable by the former being branded with epithets of “rowdy,” “loafer,” and “gormandizer,” who may overlook a rule of propriety?

Wherein lies the consistency of designating the members of a class who may fail in a lesson, by the appellation of “dead-beats?”

Is it consistent with a Christian profession for a man to intimate that he might be privileged to use profane language, that he may the more forcibly express his contempt for the delinquents under his supervision?

Does it tend to make the language of students more refined, by the association of such expressions as “slip-shod,” “shilly-shally,” “down at the heels,” applied to them?

HIE HERE, HIEROGLYPHISTS!—We take the precedence. We don’t want *that* needle; we’ve got work at home. A suitable reward will be given if, during the remainder of the present century, any archaeologist will decipher the inscription on that board in front of Messrs. Burdick & Rosebush’s store.

ART LECTURES.—A course of lectures on "Italian Art" is now being given by Miss Jessie D. Kingsley, who, for a number of years, has been traveling and studying in Italy. The course consists of twenty-five lectures, but for the benefit of the students, they have been condensed into six. Miss Kingsley shows an intimate acquaintance with the works of master artists, and her lectures are not only entertaining and instructive to those interested in art, but in composition and finish they are models of excellence. The lectures are descriptive of the progress of art during the tenth and fifteenth centuries. They are being improved, as an opportunity seldom presented.

We are happy to report that "Old Doc" is better. We had an obituary all written, setting forth his many virtues, but he failed to "shuffle off."

—**LATER:** Old "Doc" faithful to the last, has quietly passed away. He yielded up Nov. 11th, in time for a brief notice in the STUDENT; our local columns are so crowded we put off his obituary till our next issue.

HERE is an opportunity for some one, by martyring one's self, to immortalize his name, as well as aid the STUDENT. We are just now sorrowly in need of the tragic, and if any of our subscribers who have paid their subscription, will please commit suicide in the interest of the STUDENT, they will have our best regards.

We have heard of such a thing as a person's being too modest; yet never so forcibly impressed with the fact as the day after the candy pull. She was highly elated; she knew that he dare not — —, and she would give him the opportunity. How easy it is to change one's intention, isn't it, J—?

THE B Geometry class have caught a new specimen of geometrical life. They call it a nark. Whether beast, bird, fish, or insect, has not yet been ascertained; however, it makes rapid progress in the class, and with comparative ease. Our opinion is that it belongs to the Noahian period.

THE President, a few weeks since, propounded the following interrogative: "What would you think of persons spending all their time tending to their feet?" We think if they had ours to see to, they would give it up as a bad job.

ASHTABULA RELICS.—We are at want to know the name of the purchaser of those articles which, by their conspicuity on the door, adorned (?) the Chapel, one morning recently.

Give us a slight vacation on that "pump" business. We, as well O. D. W., have had *Experience*.

Is she really in earnest, or is she only leading him on to his goal? If the latter, he won't feel as Jimminy in a month or so.

WHAT is the difference, in the light of the "Criminal offense law," between "mooning" on the steps at the Brick and at Middle Hall?

Alumni Notes.

ALUMNI.

'51. Elizabeth Bartholemew, Preceptress of Hornellsville public school for a number of years, made us a call recently. She is on her way home from a Western trip, whither she has been visiting friends.

'76. M. S. Wardner and wife are Principals of the academy at Little Genesee, N. Y.

'77. James McNett is studying law at Belmont, N. Y.

'77. Geo. B. Cannon is a coal dealer in Elmira, N. Y.

'76. W. I. Lewis made us a short visit, recently. He is searching out the intricacies of law, with Olmsted & Larrabee, at Coudersport, Pa.

PERSONAL.

'39—'70. Murray Carle is a merchant at Hornellsville, N. Y.

'76. Celia Dowse is unravelling the mysteries of the "art preservative of all arts," at Coudersport, Pa.

MARRIED,

BASSETT—AUSTIN—In Independence, N. Y., Nov. 7th, 1877, by Rev. T. R. Williams, D. D., Mr. Henry K. Bassett and Miss Esther Austin, both of Independence.

HALLETT—AYERS—In Canisteo, N. Y., at the residence of Mr. J. D. Moore, Oct. 24th, 1877, by Rev. D. D. Cook, Mr. Perey J. Hallett and Miss Stella Ayers, both of Canisteo.

MUNGOR—CLARKE—At Brookfield, N. Y., Oct. 31st, 1877, by Rev. J. M. Todd, Mr. Frank E. Mungor, of Sandy Creek, and Miss Jennie A. L. Clarke, of Brookfield.

DIED,

WHEELER—At Wirt, N. Y., Nov. 4th, 1877, George M. Wheeler, age 20 years.

The College World.

Many exchanges for October are received, and they all come with such pleasant, intelligent looks, as if they would say, Here we are, guests for your entertainment. Such they are to us, and we shall not willingly transgress any law that courtesy demands toward them.

The Boston University *Beacon* is a fine example of what a college paper can be made when conducted with energy and ability. The different departments are well sustained; literary articles not long, but clear and pithy. The following is from the editorial: "Volume III. of the *Beacon* represents a fully fledged college, possessing its complement of classes and professors. This year, too, the college can boast her alumni; aye, and her alumnae, which is more than most of her older sisters can do."

The *Reveille* is lively, as one would expect from boys in a military school. The leading articles are interesting. The little poem, "A Turn Down Page," is unique in comparison with most poetry from similar sources.

The *Berkeleyan* and *College Record* are each so damaged in their typographical execution that they do not command the respect worthy of their ability.

In the last number of the STUDENT, in noticing the *Colby Echo* for August, first line, read *coolly* instead of *wholly*.

The *Niagara Index* has a good article on the multiplication of colleges. The difference between the appearance of most of our schools in their circulars, and their actual condition, is a shame to the principles they profess. We do not think it would be for the interests of education to materially diminish the number of our schools, but future efforts should be directed to the establishment of those universities, which American scholars are now obliged to seek in foreign lands. The *Index* ranks fairly for ability with other exchanges. Its criticisms of other schools are, most of them, quite unjust, not to say exceedingly supercilious.

Mr. Wendell Phillips is reported as saying to the Boston School Board Committee, the other day, that it is not certain that Thackeray and Dickens will stand side by side with Currer Bell and George Eliot fifty years hence; further, that in politics of the past year, the writer who had the widest hold on the American people was Gail Hamilton; and also, that in journalism, Mary Booth stands side by side with Geo. William Curtis.—*Tribune*.

The *Wittenberger* has changed its form, and we think it a decided improvement. It has several fine articles, and its character throughout is earnest and courteous. Having a distinct recollection of their class poem of '77, we offer our sincerest congratulations, that their class poet of '78 was born so near the fountain head of English poetry.

The *College Mercury* for Oct. 27th is good. Its chief characteristics are first-class ability, culture, and manliness. College students at Racine wear caps and gowns at morning and evening chapel.

The *Bates Student* puts on its usual fine appearance, and reads well. The College has 124 students in the regular course. The game of chess between Bates and Colby has resulted in the victory of the latter.

The *Montpelierian* is a wide-awake paper that could take on a little more of that heft which it complains of in the *Bates Student*, and not do itself any damage.

"Muckers" is the name Harvard boating men apply to newspaper reporters.

The Educational Department of the *Atlantic* for November has an article on the Harvard examinations for women. It says: "Some breath has been rather idly spent in reproaching Harvard for offering examinations without instructions, as if it were the shadow without the substance; but whoever makes such suggestions sincerely, must have little knowledge of the actual work of great universities. A pamphlet containing requirements, lists of books, specimens, examination papers, etc., will be forwarded on application to the Secretaries, 114 Boylston street, Boston, Mass., or 65 Fifth Avenue, New York."

The New York *World* has decided to mark the opening of the new academic year by increasing the size and scope of its weekly College record, and by changing the time of publishing the same from the first to the second day of the week. Henceforth the Monday paper will regularly devote a liberal space to the affairs of the College world.

It has been suggested that the lower class man who asked the Senior if he had read "The Last of the Lowries," was brother to the editor who gave as one of the subjects for the critique of the Seniors, "That Lass o' Lowrie's," by George Macdonald!

Say, look o' here! We mean you. We want your subscription to the STUDENT.

THE NEW BRICK STORE!

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STOVES, RANGES, PLOWS, and HOUSE-HOLD HARDWARE.

Manufacturer of
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ALFRED CENTRE, and FRIENDSHIP, N. Y.

GRAND MUSICAL

JUBILEE AND CONVENTION

To be held at the Seventh-day Baptist Church at

ALFRED CENTRE, N. Y.,

Dec. 10th, 11th, 12th, and 13th, 1877.

CONDUCTOR:

Prof. J. M. STILLMAN, of Martin, Stillman, and Towne's Normal Music School.

PIANISTS:

Mrs. Sara Rosebush and Mrs. Helen M. Crandall.

TICKETS:

For membership.....	\$1 00
For visitors admitted to rehearsals and concert..	75
For concert.....	25

BOARD:

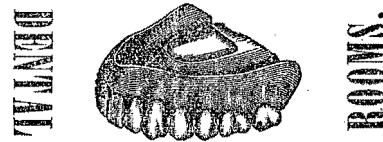
Entertainment will be provided free of charge for persons from a distance, by addressing J. G. Burdick.

CONCERT:

The Convention will be closed with a GRAND CONCERT on Thursday evening.

COME AND SING.

ALFRED



PLEASE CALL.

I. M. C.

WE LEAD THE VAN.—GOOD GOODS

and LOW PRICES will tell.

ONE PRICE TO ALL!

Go where the RUSH is.

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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.—1877-8.

Fall Term begins Wednesday, Sept. 5, 1877.

Winter Term begins Wednesday, Dec. 12, 1877.

Spring Term begins Wednesday, April 3, 1878.

Anniversary of Literary Societies, Monday and Tuesday, July 1 and 2, 1878.

Annual Meeting of Stockholders and Trustees, Tuesday, July 2, 1878.

Commencement, Wednesday, July 3, 1878.

Annual Meeting of the Alumni Association, Wednesday afternoon and evening, July 8, 1878.

The Terms continue thirteen weeks.