

# THE ALFRED UNIVERSITY MONTHLY

*Al Sandef*

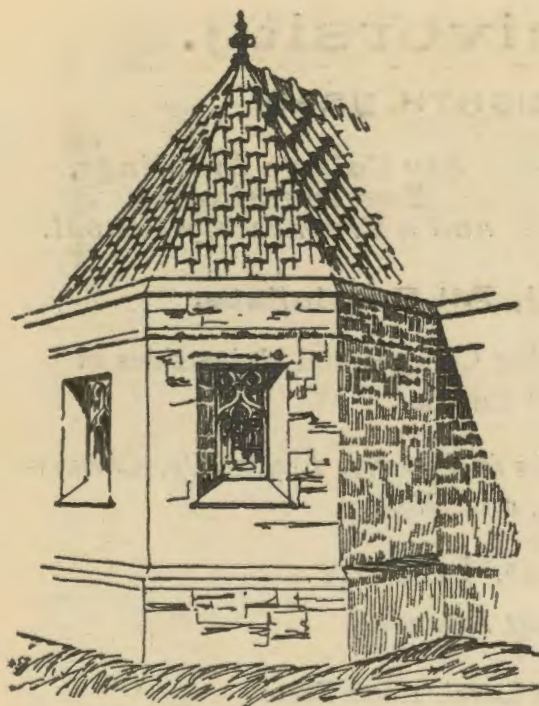
Commencement Number 1904

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The Editors



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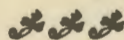
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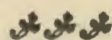
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# THE ALFRED University Monthly

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VOL. VI.

ALFRED, N. Y., JUNE, 1904.

No. 9

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SOLO—The Flower Girl, *Bordese*  
Blanche M. Crandall  
A MYSTERY EXPLAINED,  
Otis B. Brainard  
SOLO—Home They Brought Their Warrior Dead,  
Paul E. Titsworth *Lindsay*  
COGITATIONS,  
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MUSIC—Alagazam,  
Orchestra

*Holzmann*

IVY ODE,  
Mary A. Ross

CLASS SONG,

*Bell*

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LADIES' CHORUS—"Summer Breezes,"

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COLLEGE SONG (Audience)—"Hail to Thee Alfred"

BENEDICTION



## Candidates for Bachelors' Degrees

- CARLTON GARFIELD ANDREWS, Potter Hill, R. I.  
Thesis—Fatalism
- LAVERN CLARK BASSETT, Richburg  
Thesis—Internal Anatomy of Cerebro-Spinal System
- MARJORIE ETHELIND BEEBE, Odin, Pa.  
Thesis—Robert Browning's Philosophy of Life
- CAROLINE BELL, Ceres  
Thesis—Landscape Gardening
- FLORA JANE BELL, Ceres  
Thesis—The Origin and Evolution of Musical Instruments
- JOHN HENRY BONHAM, Shiloh, N. J.  
Thesis—Heredity
- GLENN ROY BRAINARD, Dalton  
Thesis—The Recognition of the Union
- OTIS BARDELL BRAINARD, Dalton  
Thesis—Negro Inferiority as a Cause of the Race Problem
- BLANCHE MARGARET CRANDALL, Leonardsville  
Thesis—The Educational Factor for Home-making as a Profession
- LINTON BROWN CRANDALL, Milton Junction, Wis.  
Thesis—The Value of Manual Training in a Liberal Education
- HERBERT EUGENE DAVIS, North Loup, Neb.  
Thesis—The Church in Relation to Education, 1-1000 A. D.
- ROBERT GILMAN JONES, Shiloh, N. J.  
Thesis—The Nutrition of Plants
- JUNIUS FREDERICK KREHBIEL, Delevan  
Thesis—The Production of Hard Porcelain—concerning its Composition and the Action of Fire Gases
- SUSIE MAY LANGWORTHY, Alfred  
Thesis—An Analytic Study of Style—Arnold and De Quincey
- ✓ RUTH HARRIET MASON, Rushford *aunt Ruth Watson*  
Thesis—Some Causes for the Fall of the Roman Republic
- HARRIET IVALOO MAXSON, Utica  
Thesis—Roman Temples and Basilicas
- FRANK SHERMAN OSTRANDER, Almond  
Thesis—Soil Analysis
- MARY ALICE ROSS, Plainfield, N. J.  
Thesis—The Optimism of Robert Browning's Poetry
- PAUL EMERSON TITSWORTH, Alfred  
Thesis—The Storm and Stress Period in German Literature
- ISAAC MILES WRIGHT, Scio  
Thesis—Food and Nutrition

## Candidates for Masters' Degrees

- JAMES DESETT BENNEHOFF, S. B.  
Thesis—Scientific Methods
- LOUISE KEZIAH GAMBLE, Ph. B.  
Thesis—The Education of the Revolutionary Period
- JULIA RUSSELL, L. B.  
Thesis—Aesthetics



## The Meaning of a College Education

The capitalistic combinations of the present time are managed on a broader basis than ever before. Greater ventures are made. They call for men of greater mental strength, force, insight, and the strength of character to handle man. Men of force may come up from the ranks; they may be untrained, except in the school of life's experience; and yet secure and retain positions of responsibility and trust. It is, however, to the colleges that all great enterprises must, in the near future, look for their recruits. Education has come so completely within the grasp of every aspiring young man and young woman that its lack now indicates either an absence of a strong mentality, or the desire to make the most of one's advantages. More than ever before a college education is a social, financial, and humanistic essential.

This is an intensely practical age, the world to-day is looking for the men who can do things. It stands ready to elevate such men to the rank of leaders. Theory can be supplied by many a man. It takes one with will, force, and character to carry out the theory, to change the visionary into the real, to accomplish the actual.

Our college education has been of little value to us indeed unless it has been accompanied by an added force of character, by a stronger mental grasp, and a determination to get into the work of the world, to put our shoulders to the wheel of progress and make things move. No one expects that what we have learned can be put into practice in the first school we enter as a teacher, in the first office of public trust that we hold. A mere catalogue of facts can be found on any shelf, dusty, dry, and uninteresting; but it is of no particular value. Yet there is that which we have acquired whose existence can not be questioned, nor the value denied,—a stored-up energy, a force of character, ready to be brought to bear upon any problem before us. This has been the object of our four years' stay in college; and this, by its happy attainment, will be our salvation in the world of the actual which we are just now entering.

A problem is a thing to be attacked. There are a great many lines of work in the world and each of them has its own specific problems. No two problems, even in the same business, are alike. No two cases in law are



alike; but the man who works out the problems, the man who wins his cases, he is that one who for his qualifications brings to them a force of character which neither he nor any one else can trace to the study of language, science, or mathematics; but which, beyond all doubt, has been greatly strengthened by the successful pursuance of all this work.

There is a continual change in the problems of life. We shall sadly fail if we attempt to solve them all by the use of a stereotyped form. Given the necessary ability to fight the battles of the world, there must also be a readiness of adaptation to constantly changing conditions. We shall require not only the force of character to take the plunge into the sea of difficulties, but a reserve force that by a full, strong stroke will carry us through to an ultimate victory.

The only constant factor in life is change. The ability to meet and readily adapt oneself to change is also a constant quantity. We have gained here a power of adaptation to all changing conditions that will enable us to deal now with the actual as we have in the past with the theoretical. The natural impulsiveness of youth has been toned down, we are less fiery to take positions from which it may be necessary to recede.

The world to-day wants men and women who can bring things to pass. There is an extreme laxness as to the methods which are used. John D. Rockefeller effects a combination in restraint of trade, drives his competitors from the field, puts up the price of oil, endows Chicago University; and all the world rings with his praise. That is one kind of success. Joseph W. Folk of St. Louis ferrets out the city's plunderers, brings them to justice, regardless of their wealth and position, and a small world rings with his praise; yet it rings true. That is another kind of success. That is the kind of success for which we, fellow classmates, should strive. Re-inforced by four years' training, we owe to the state examples of civic duty, well, completely, and unselfishly performed.

*G. Roy Brainard, '04.*



## Mantle Oration

In the period of childhood, the world seems a very little place,—the child's immediate surroundings enclose the whole universe. Gradually glimmerings of an outer sphere are perceived, and in time the whole conception of the extent and content of the world is changed and broadened in the youthful mind.

Somewhat analagous to this is the college life. The college with its environment is a world apart. Through four years the student leads a life sheltered from the strife and struggles without. During this time, he is learning the lessons which others before him have worked out; he is building up ideals which will help him to stand against temptation; gradually, he is gaining the ability to adapt himself to existing conditions and to evolve out of those conditions the highest possible good; in a word, he is building character. Many factors enter into this character-building which the student owes entirely to his college training, and all his life he feels in his heart gratitude to those who have made possible for him these advantages.

The traveler, toiling up a hill comes at last to a place just at the top where, looking back, he has a full view of the ground he has traversed,—then, turning his gaze in the direction he is going, he sees beyond the crest of the hill glimpses of the world on the other side. The Class of Naughty Four has now reached this vantage point and as we glance backward over the four years through which we have come, we begin to realize what those treasure-filled years have meant to us. We pause to reflect on the labors and the joys of our course. As we look back, the way seems very bright. The difficulties and hardships appear greatly diminished both in size and number, for we now see them more nearly in their true light. We realize that many times we have failed to make the best use of the opportunities which have come to us, but we rejoice in the privilege that has been ours, and we feel that in spite of mistakes, we have gained much more than we are now able to understand.

It is with a mingling of pleasure and regret that we turn from the past to the future, as we behold looming up before us a new world which we have yet to explore. A mist hangs about the horizon of the future, but we push



forward with faith in the supreme power which shall guide our lives into channels of usefulness, and with the earnest purpose of applying in new experiences the inspiration and strength we have received in college days.

And now as we pass on to the field of new activities, we yield to you, the Class of 1905, our place as Seniors, with the wish that you may obtain as much happiness from your Senior year, as we have from ours. We intrust to you these symbols of honor and dignity, and the cane which has been handed down as an heir-loom from our predecessors.

*Susie M. Langworthy.*

### Valedictory

Have you read of the land of Koorma, the land of the Half-Forgotten, where all is brown and hard and dry save the peaceful little city of Saloma? Have you pictured to yourself this pleasant place, lulled to rest among the mountains by the murmuring of the river and the rustling in the treetops? And have you ever wondered why one is barren and deserted, while the other rejoices in its life?

Long ago there came to the city of Ablis, which means Forsaken, a stranger, who sorrowed over the desolation and the failing of the streams and springs which had once been its life. And seeing the dwellers in the city patiently digging wells and channels, unmindful of the true Source he reproached them, saying, "Oh, why do ye this thing? Know ye not that the only Source is above, that your fields will again be refreshed, only as ye open the rivers and streams leading upward? Follow me; I will lead ye up the mountain side, and ye shall find happiness and beauty for your city."

Let us watch them as they climb the steep. We see the stranger pass beyond the vision of his companions, and, following in his footsteps, they reach the summit and find his body beside an overflowing spring, which sends forth its welcome streams throughout the city. And, day by day, as the people revisit the Source and remember the one whose life flows out in blessings to them, their city is no more called Ablis, but Saloma, which is Peace.

In every soul there is this searching for the Source of life and happiness—a groping after that which shall



quicken the pulse and cause the real self to respond. But in what different channels do these aims run! Some love the praise and plaudits of the world and covet earnestly loud acclaim. They climb the road to fame and rest content upon the summit. Daily do they bow before their Source of satisfaction with hearts turned only to the shouts of praise. And from the business world how often do we hear echoes of one who loves the "all-mighty dollar" better than honor, if one who forgets that wealth consists in mind and not in millions.

Fellow-classmates, let us be glad that it has been our privilege to draw from a nobler Source. Let us be glad that from the Source of Education have come to us the full streams of strength and life; that these college days have been made rich for us by the companionship of kindred minds and by the sacrifices of the many who have loved to labor for our University.

Each year has led us farther on, and yet, the farther up we climb the broader, richer, looks the world, and we are ill content with our small bit of knowledge. The way may never again be so easy and there may never be so many strong leaders near to give us kindly help, but others may, in turn, ask us to lead them to the Source. So let us ever keep in mind the helps that we have had and not forget from whence has come the strength to our ideals.

Some say that when they leave their college-home, they break all ties and forever leave behind the things which have grown dear to them. *Must* this be so? From this day on, must we be exiles from our college, from the lessons she has taught us, from the dear associations she has brought us? This must not be. Rather should we nourish every helpful word and every grain of good, that in coming years we may "be to other souls the cup of strength."

Shall we not remember with grateful thoughts those in our homes and in our early school days who have both given us the incentives and the opportunities to begin our search for the Source? Shall we not thank them for their encouragement and for the ideals which they have planted in our minds?

And what appreciation should be ours for those who have led us these four years—our college years! Do we think of the many who have sacrificed, are sacrificing



every year, that Alfred may be more beautiful and more helpful for us all? Honored President, we cannot say to-day how much we owe to you. We may not know for years how much the spirit of our Alma Mater has become a part of our true selves, but this we know, we never shall forget the happy days we have spent here, the good we have received—and all we owe to others.

This day must ever be a milestone for those in the class of 1904, a day when we look over the past and toward the future. It is not for us to stay longer in this sheltering place. We must brave the unknown. To cultivate the beautiful around us and within us; to encourage the noble in all we see; to uphold the good where ever we find it; to live for others, as others have lived for us—this shall be our symphony through all the years.

—*Ruth Harriet Mason, '04,*

### Salutatory

It is my pleasant duty to bid you all, in the name of the class of nineteen hundred and four, "Good morning," and with this "Good morning" comes good cheer, a hearty salute, and the most cordial welcome.

If we pause to consider the word *salute*, we find that it means health or safety, and thus to salute, is to wish one well. Many curious sayings may be found among the expressions of salutation in the different countries, and much may be learned of the environment, social advancement, and religious beliefs of the people by knowing their mode of greeting.

In the East, the people are pastoral, warlike, fond of quiet, and are encircled by religious ideas. This is seen in the simple greetings of the Oriental people. They convey in the form of prayer, an earnest wish that the other may enjoy peace. Throughout the Bible, this blessing forms the staple of salutation. Salem or Shalum means peace and is doubtless the meaning in the word Jerusalem.

The Arabian meets his friend thus: "May God grant you his favors;" "May God grant you a happy morning;" "If God wills it you are well." But in Arabia various forms of salutation exist differing according to the ranks of the one addressed. The most common mode is merely laying the right hand on the bosom and inclining the body a little; but when addressing a person of great rank, they



bow almost to the ground and kiss the hem of his garment. Inferiors out of deference and respect, kiss the feet, the knees, or the garments of their superiors. This character of self abasement is common in the East and among the Slavic nations.

In Egypt the climate is so warm and feverish and perspiration is so very necessary to health, that an Egyptian greeting is, "How do you perspire?" The Chinaman, with earnest solicitude, asks, "Is your stomach in good order?" "Have you eaten?" "Has your rice digested well?" In Servia they say, "How are acorns?" or "Are acorns plenty?" as they are a pastoral people.

The Polander says, "Art thou gay?" and the Persian, "May thy shadow never be less."

The people of Morocco ride at full speed towards a stranger, as if to run him down; as soon as they have approached near, they stop suddenly and fire a pistol over his head.

The French ask, "How do you carry yourself?" the Germans, "How do you find yourself?" or sometimes, "How goes it?" the Italians, "How do you stand?" Modern Greeks, "What do you do?" the Dutch, "How do you fare?" the Swedes, "How can you?" the Irishman says cutely, "The tip of the morning to you."

In the Society and Friendly Islands, in Lapland, and among some other peoples, friends rub noses as a sign of their friendship.

In Burmah, in order to kiss, they apply the mouth and nose closely to the person's cheek and draw in the breath strongly as if smelling a delightful perfume; hence instead of saying, "Give me a kiss," they say, "Give me a smell."

On the European continent it is common for men to kiss one another if intimate friends. But this custome prevails mostly among women in Europe and America.

The custom of hand shaking originated in certain barborous tribes. These barbarians, when wishing to show friendship to one another, extend the weapon hand as a sign of peace and friendship. The custom continued and has been carried by civilized nations to every nation and to almost every tribe now existing.

In the army and navy many conventional ways of saluting are in vogue, such as manipulations with arms and flags. The firing of cannon is also a method of paying



tribute to a nation, to a high officer of the navy, army or state, and to distinguished foreigners. These surely awaken patriotism in the hearts of the people.

In this great land of ours, we are not restricted in speech or manners by hereditary rank or caste, but every one, no matter in what path of life he walks, is greeted with a hearty "Good morning," or "How do you do?" In these are to be seen the characteristic frankness, friendliness, and cordiality of the American people.

In no locality do we enjoy a more friendly feeling than at Old Alfred. This spirit of friendliness, cordiality, and good will has been carefully guarded through all the past, and for sixty-eight years Alfred University has stood for those things which are noble, uplifting and inspiring. The reward of those who have labored for her success is seen in the lives of those who have availed themselves of the opportunities which she has offered. You, who return to her Halls after years of absence, bear witness to this truth, and to-day, as you honor us by your presence, we not only extend a most cordial welcome to you, but we hail with reverence the remembrance of those who have labored for Alfred in the past, and extend a hearty welcome to those students, professors, and sympathizers who are to maintain our Alma Mater in the future.

*Frank S. Ostrander, '04.*

### Ivy Ode

In the dark earth to-day, we plant a root,  
Within which lies the power of life;  
With it we bury failure and mistake,  
And trust that in the coming years shall spring  
The strength of service and of conquest over strife.

By the aid of the old "Brick" wall you will climb  
Up toward Heaven, we know not how far;  
So by the common things of our daily lives  
We may grow TOWARD the Perfect, the Sublime.—  
The old "Brick" wall, with its stains of time,  
For years to come will uphold you still,  
As you cling in faith to its sturdy sides  
'Till the purpose you live for, you fulfill.

The years may speed e'er we meet again  
Among these hills we have known so well,  
But the ivy-vine we plant to-day  
May keep fresh our memories of the past  
And brighten the future—who can tell?



Dear, tender vine, so full of hope,  
We plant you here with purpose true,  
From you we look for progress and extent,  
For beauty gained, and power increased.

From all whose Alma Mater Alfred is,  
We hope for what lies best within each life.

*Mary A. Ross, '04.*

## Economic Value of Birds

The economic value of our common birds is a subject too little considered by the people of our country. Leading entomologists estimate that the annual loss caused by insects to the agricultural interests of the United States, is over two hundred million dollars, and this does not include the injury done to our shade and forest trees. But if insects are enemies to vegetation, birds are the natural enemies of insects. The good they do in keeping these pests in check, and in destroying harmful weed seeds, not only cannot be over-estimated but is almost beyond the imagination.

A bird's value to man is determined by what it eats. If it destroys more fruit and grain than it compensates for at any season of the year, by destroying injurious insects and weed seeds, it is harmful rather than beneficial.

The United States Department of Agriculture has made extensive investigations along this line, and has determined to some extent, what constitutes the greater part of the food of our common birds. It is found that, within certain limits, birds feed upon that food which is most easily obtained. Insects are eaten at all times by the majority of our land birds, and when unusually plentiful, or when more easily obtained than other fare, are eaten by many birds which ordinarily do not touch them. Even birds of prey feed upon them, and many species subsist upon them entirely. This was well shown during the plague of Rocky Mountain locusts in our western states, when it was found that nearly every bird in the region fed upon them. It is only necessary to watch the birds at work in our orchards and meadows, to learn of what a great part of their food consists, and to appreciate the work they are doing for mankind.

Hawks and owls are usually considered the farmers enemies, but the truth is, that with two exceptions, the shark-skinned hawk and Cooper's hawk, all our hawks



and owls are beneficial. Ninety per cent of the food of the common "Chicken Hawk," consists of insects and small mammals; and yet, so far from being protected there is actually a price set upon his head! The state of Pennsylvania is offering a bounty on hawks and owls which resulted in the killing of over a hundred thousand of these birds, sustained a loss to her agricultural interests of nearly four million dollars in a year and a half! While the injury resulting from the increase of insect life and of small mammals can not be estimated.

It is impossible even to imagine the good done by birds as destroyers of weed seeds. Many of our native sparrows subsist upon them entirely during the winter months, and they form an important part of the food of other species. An estimate of the amount of weed seed destroyed annually by the tree sparrows in the state of Iowa, supposing that each bird eats a quarter of an ounce a day, during the two hundred days of their winter range, and that they average ten to the square mile, is given as eight hundred and seventy-five tons; and this estimate unquestionably falls far short of the reality, for the tree sparrow is much more numerous than this in the eastern states, where the food supply is less abundant. This estimate, moreover, is for a single specie, while as a matter of fact, there are at least half a dozen species of sparrows which feed habitually during the winter months upon weed seeds.

The bob-o-link and the crow have probably called down more maledictions upon their heads than any other of our birds. It is estimated that the bob-o-links, during their fall migration, cause an annual loss of two million dollars to the rice growers of the southern coast states; although while in the north, their food consists entirely of insects and weed seeds. The crow unquestionably does a great deal of harm, but he should receive much credit for the insects he destroys. Probably where proper precautions are taken to protect our corn fields and young poultry, he will be found to do more good than harm.

Birds are also accused of doing serious damage to fruit crops, but since as a rule, they prefer wild fruit to the cultivated, it is usually only the early cultivated fruit which is disturbed, and this, in most cases, can be protected by providing trees of wild fruit near the orchard for the use of the birds.



It has been said that if it were not for the work which the birds do, in controlling insect pests and harmful weeds, the earth would soon become uninhabitable. Their economic value should be more generally recognized. It is true that in the case of species which are unusually abundant, or which habitually obtain a part of their food from the crops of the farmer, the character of their food may become a very practical question. On this account it is usually only the question of the injury which birds do that is considered, the good is overlooked. Birds should not be condemned until a thorough investigation of their food habits has been made and it is found whether they really are injurious. Doubtless such investigations would bring about a fuller appreciation of the true value of many species. Public sentiment can do much toward protecting the birds, and in time will bring about fuller state legislation upon that subject.

Besides being unacquainted with the importance of birds in the economics of nature, we are far from recognizing the possibilities of their influence upon our lives. An inherent love for birds is an undeniable psychologic fact and gives evidence of an inborn love for nature, proving a never failing source of pleasure and inspiration, if indeed its influence does not become the most potent factor of our lives. We learn to love nature through the most beautiful of her animated forms.

Birds have become symbolic of certain human characteristics and we find the more common species so interwoven into our art and literature that by name at least, they are known to all. How sadly mutilated would be the poems of Wadsworth if they were robbed of their birds!

To reap the purest pleasures from life, go to the birds, and through them, be brought within the ennobling influence of nature.

“And all the throng  
That dwell in nests and have the gift of song.  
Whose household words are songs in many keys  
Sweeter than instrument of man e'er caught,  
Whose habitation in the tree tops even  
Are half-way houses, on the road to heaven.”

“Beloved of children, birds and spring,  
O birds, your perfect virtues bring  
Your song, your forms, your rhythmic flight,



Your manners, for the hearts delight.  
 Nestle in hedge, or barn, or roof,  
 Here weave your chamber weather-proof  
 Forgive our harms and condescend  
 To man, as to a lubber friend,  
 And generous, teach his awkward race,  
 Courage and probity and grace."

*Carrie Bell, '04.*

## Editorials

The last edition of the MONTHLY for this year is going to press—the work of the present Board of Editors is done—we wish to thank the members of the student body and others who have been so loyal in their support of the paper. The new board have elected A. Neil Annas as Editor-in-Chief, with Clarence Clarke as Assistant, and John A. Lapp as Business Manager, with Harry Langworthy as Assistant.

WE are glad to welcome our guests of the week and especially glad to greet the alumni. They have been interested in our progress and now have come to visit their college and renew old friendships. We trust that they feel that Alfred has not stood still but is making praiseworthy progress.

COMMENCEMENT is here—we are apt to think of this week as belonging especially to the seniors—as being merely their final celebration of the completion of their course, and to give the days up to pleasure, looking forward with eagerness to the time when we too shall be seniors and be ready to begin our life work. It is true that this is an eventful week for the class of 1904, and means to them the successful culmination of four years of study; it means that they are now to begin the life-work toward which they have been looking eagerly forward. We wish that all possible success and happiness may be the gift of the years to them.

But has Commencement no meaning for others? Some who are not seniors will not return; those who do return will take up new work and meet new conditions; we are even now separating for the vacation months—it is Commencement for all, the beginning of a new epoch in preparation for which we have been spending money, time, and strength. This past year's work should mean



that we are just so much better fitted for the duties which wait our hands, so much wiser to meet the problems which we must face, so much stronger to bear our share of responsibility.

### **Sermon Before the Christian Associations**

Saturday morning the sixty-eighth Anniversary of Alfred University was opened by the annual sermon before the Christian Associations, delivered by Pastor Randolph. It was his first sermon since his return from Palestine. The church was filled with residents and visitors awaiting a message from the Holy Land.

Pastor Randolph spoke from the text, "And having accomplished these things, He steadfastly set his face toward Jerusalem." He dwelt upon Christ's steadfastness and courage in performing a difficult mission, emphasizing that Christ was not to be pitied for his suffering but rather to be admired for his courage and revered for his purity, and urged the necessity for all to find their appointed life work and set their face steadfastly toward its accomplishment. The anthems, "Oh, Saving Victim," and "The Lord Is Exalted," and other music aided in making the service helpful.

### **Baccalaureate Sermon**

On Sunday evening President Davis delivered the Baccalaureate sermon. The theme was "Truth, the World's Emancipator," and the texts; "Ye shall know the truth and the truth shall make you free,"—and "No longer do I call you servants, for the servant knoweth not what his lord doeth; but I have called you friends; for all things that I heard from my Father I made known unto you." He showed that ignorance is followed by slavery; that truth gives liberty and is God's thought apprehended by the mind and is the basis of all equality; that history shows that all emancipation and progress are based on the truths of Christ's teaching. The closing words were addressed especially to the graduating class, urging them to continue to be seekers after truth and to seek to realize the highest manhood and womanhood.

A violin solo, "Ave Maria;" quartet, "Holy, Holy, Lord of Hosts;" vocal solo, "Hark, Hark, My Soul;" and the anthems, "Angel Voices Ever Singing" and "I Will Magnify Thee, Oh Lord," furnished appropriate music.



## Alfriedian-Alleghanian

The Operetta, "Merry Milkmaids," was given jointly by the Alleghanians and Alfriedians, on Saturday evening, June 18, at Fireman's Hall. The cast of characters was as follows:

The Queen,	Frances Babcock
Dorothy,	Nannie Binns
Monica,	Mrs. H. C. VanHorn
Juanita,	Blanche Crandall
Anita,	Mabel Dixon
Margery,	Sabella Randolph
Ruth,	Fannie Bonham
The Judge,	A. Neil Annas
The Commodore, }	S. C. Rosebush
The Beggar, }	A. F. Hardy
The Captain,	R. E. Horton
The Doctor, }	Geo. W. Post
The Peddler }	Harry P. Stillman
Farmer Joe,	G. W. Post
Farmer Jim,	J. F. Pettit
Two Jolly Farmers. }	

The farmer's brigade, the jolly gentlemen, farmer boys, milkmaids, villagers, bridal party, guards, etc.

The parts were well taken and the operetta was a success in every way.

At eight o'clock Monday evening a merry party of Alfriedians, Alleghanians and guests met in Fireman's Hall to partake of the spread planned by the two lyceums. Many old members were present and the dining room was a place of excellent cheer while the following menu was served:

Fish	Tomato Soup	Tomatoes
Potatoes	Chipped Potatoes	Peas
Fruit Salad	Chicken	Wafers
Ice cream		Cake
	Coffee	

Professor Kenyon acted as toastmaster and after a few well chosen remarks by him, toasts, amusing, instructive, often reminiscent, were given by Reverend O. D. Sherman, Pastor Randolph, Professor and Mrs. Henry M. Maxson, Mr. Starr A. Burdick, Miss Susie Burdick, Professor Binns, Mr. I. M. Wright, Miss Ruth H. Mason, Mr. W. H. Crandall, and others.



## Alfred Academy Commencement

The Academy graduation exercises were held Monday afternoon, June 20th. The class was smaller than usual, containing only seven members. Of these five received diplomas and two certificates. Two of last year's class who received certificates on their graduation are this year entitled to diplomas.

After welcoming the friends and those interested in the class of '04 the Salutatorian presented in his interesting manner the Athens Pericles found and the influence he exerted as shown in history and by the monument still extant.

Miss Wyse gave some interesting facts of a technical nature concerning the Class. She said the loftiness of its ideals or the breadth of its knowledge was not to be judged by its average height or the average size of its understanding.

In her essay, Robelais and his Book, Gargantua, Miss Clarke very appropriately represented the sort of work done this year in the Training Class and showed how the reform started by Rabelais is still going on.

The Prize Essay gave some reasons why the Mexican war was almost as important in its work as the Revolution.

Mr. Pope, the Class orator, chose the class motto, "Factis cognoscimur," for his subject. He proved by illustration from history that if members of the class were ever known they would be known by their deeds not by their good resolutions or air castles, or by the things they had done without sufficient preparation but by the things they had done and done well.

The principal thought of the class poem by Kate Davis was "Good by."

Mr. Coon had a vision on pine hill in which he was carried twenty years into the future and in his prophecy he represented Alfred with a trolley. Members of the faculty came in for their share of the grinds which spared no one.

The Class Will was as bombastic, ludicrous and full of unnecessary words, considering the amount of property involved, as usual.

The Valedictorian showed that the value of education lies not in facts but in the development of high ideals and purposes without which education whether, college or



high school, is worse than useless, and with which no one will remain long grossly ignorant.

The music of the program was excellent and the large audience repeatedly showed its appreciation of the good time it was having.

### Orophilian Session

The fifty-fourth annual commencement of the Orophilian lyceum was held Tuesday morning at 10 A. M. in Chapel Hall. The exercises were opened by prayer by the Reverend H. N. Jordan and following this was an excellent vocal solo by T. G. Davis. President H. E. Davis then gave a few well chosen words of welcome in behalf of the lyceum.

Emile Babcock presented a paper on "The value of Prose Fiction," in which he showed in a careful, thoughtful way the value of good literature to the reading public. Daniel B. Rogers then rendered a pleasing vocal solo entitled "Thy Sentinel Am I." Mr. Brown's oration, "Responsibility," did not at all detract from his fame as a speaker. He discussed the subject from three points: responsibility of private life, of business life, and of public life, showing that he who shirks responsibility is a coward. Responsibility will be required especially of college people. Let us be ready to do our part.

That Frank C. Shaw can declaim, no one can deny after hearing the thrilling recitation entitled, "One Niche the Highest." Mr. Briggs then sang a solo, "Blow, Blow, Thou Winter Wind," which was well received.

The Radiator and Review is always an interesting paper, but was especially so this time, presented by Irving Fairfield. It contained a quantity of good solid matter, letters from old Oros, and many bits of humor and fun. Mr. Elliott's song, "The Bandelero" was given in a pleasing manner and was a fitting climax to the program.

The entire program showed careful preparation, and was indicative of the unusually good work that the lyceum has been doing this year.



### Athenæan Session

The Athenæan session was opened with prayer, offered by Mrs. O. D. Sherman. Mrs. A. Clark Stillman gave a piano solo, "Heller's Fantaisie." Mrs. F. M. Babcock presented a very interesting biography of Frances E. Willard, tracing the effect of heredity and early environment upon her character and offering tribute to her life and work. The Athenæan Chorus sang "Voice of the Western Wind," after which a "Dunbar Dialogue" ushered the audience into the kitchen of a wealthy lady, where the black cook, Car'line told her mistress just what she thought of the situation.

Miss Ruth Stillman sang, "A Fairy Love Song," the appreciation of which was marked by the effort of the audience to gain her response to an encore.

Miss Marjorie Beebe gave a study of Ruskin based on his lecture, "The Mystery of Life and its Arts," noting prominent characteristics in thought and style. Miss Russel gave a beautiful reading of "Robert of Sicily." The lyceum was honored by the presence of a former member, Mrs. D. H. Davis of China, who read an interesting paper on China, tracing recent history and conditions and showing the urgent need of reform. The session closed with the chorus, "The Oars are Plashing Lightly."



## Annual Concert

The following program was presented Tuesday evening in Chapel Hall:

MALE CHORUS—"A Summer Lullaby,"	Gibson
PIANOFORTE—Allegro from Sonata, Op. 53, Liebestraume No. 3,	Beethoven Liszt
VOCAL—"If Thou Didst Love Me,"	Denza
"April Rain,"	Woodman
"Roses After Rain,"	Lehman
"A Fairy Song,"	Dick
LADIES CHORUS—"What the Chimney Sang,"	Griswold
PRESENTATION OF CERTIFICATES TO Mrs. Clark Stillman, Miss Mildred Taylor and Miss Blanche Crandall	
VOCAL WITH VIOLIN OBLIGATO	
"Sleep and Rest,"	Ernest
"Fiddle and I,"	Goodeve
"Awake! Awake"!	Piatte
"Oh, Dry Those Tears,"	Riego
PIANOFORTE—"Berceuse,"	Chopin
"Rondo Capriccioso,"	Mendelssohn
MIXED CHORUS—"Song of the Vikings,"	Fanning

The excellent work of Miss Ethel Middaugh in the musical department was seen from the first number to the last. The chorus of fifty voices in itself evinced a great amount of patient and careful drill. All three choruses were greatly enjoyed.

Miss Blanche Crandall received a certificate in voice culture, while Mrs. Stillman's and Miss Taylor's were in both vocal and instrumental music. But the audience was especially pleased with the selections given by Miss Middaugh herself. Her wonderful power of changing the spirit of her singing to suit the mood of the words was well brought out. The program as presented, furnished a delightful evening entertainment.



## Alumni Day, Wednesday, June 22

### PROGRAM

PIANO SOLO,	Impromptu	<i>Reinhold</i>
	Miss Maybelle Clarke	
INVOCATION		
PRESIDENT'S ADDRESS		Mr. Henry M. Maxson
LADIES' CHORUS—Soprano Obligato "The Bees"		
	Miss Crandall—Chorus	
REPORTS OF OFFICERS AND COMMITTEES		
MISCELLANEOUS BUSINESS		
VOCAL SOLO		Miss Frances Babcock
ADDRESS—Diplomacy of the Russian-Japanese War		
	Professor Edwin A. Grosvenor, Amherst College	
VOCAL SOLO		Mr. Ralph M. Briggs
IN MEMORIAM, Judge Seymour Dexter, by Prof. A. B. Kenyon		
VOCAL SOLO—"O, Divine Redeemer"		Miss Taylor
LADIES' CHORUS—Snow Drops		Alfriedian Glee Club

The Alumni Banquet was held in the evening at the dining room of Ladies' Hall, with Mrs. V. K. Handlen, as caterer.

## President's Reception

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### USHERS:

MEMBERS OF THE CLASS OF 1905

### REFRESHMENT COMMITTEE:

MEMBERS OF THE CLASS OF 1906

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
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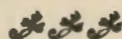
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What you are, root and all, all in all,  
I should know what God and man is."**