

The Alfred University.

"There is Nothing Great in this World but Man, and Nothing Great in Man but Mind."

Vol. I.

ALFRED CENTRE, N. Y., FEBRUARY, 1889.

No. 3.

Steinheim.

REV. J. ALLEN, PH. D., LL.D.

The Steinheim, represented in the accompanying cut, is forty-nine by eighty-four feet on the ground and sixty-six feet high, at the highest point. It is built entirely of stone. The facing is chiefly of boulders, representing most, if not all, of the rock formations, as far north as Labrador, hard enough to bear the transporting agencies of the glacial or drift period. Scarcely any two stones are of the same variety. The walls are thus of themselves a fine geological cabinet. This material was all obtained within two and one half miles of the building, it being located near the southern limit of the drift.

The main room is twenty feet high, at the highest point, surrounded by a gallery, and finished in woods indigenous to Alfred. The front and upper rooms are finished in woods from various countries, the whole making an interesting study.

The lower floor of the main room is devoted to Palæontology, Conchology and minerals. American fossils are well represented, as well as quite an assortment of foreign fossils. In Conchology, the land and fresh water shells of the United States are quite complete, as well as those of Europe and Asia. There is also a fair representation of marine shells. The upper floor of the main room and the upper room front are devoted chiefly to Archaeology. The stone ages of both Europe and America are represented by several thousand specimens. The bronze age is also illustrated. The line of pottery represents ancient Egypt, Palestine, that of Etruria, Greece, Denmark, Rome, Peru, Mexico and the Mound Builders. There is also an assortment of modern pottery. Most of the ancient and the modern nations are represented in the suite of coins. There is likewise a fine miscellaneous collection from Palestine.

The Study of Natural History in the Vicinity of Alfred University.

BY PROF. C. M. POST, A. B.

It is a fact well established by long and constant practice, that the best and only sure way to study any of the natural sciences, is to come into personal contact with examples illustrating the topic under consideration. It is true, that in none of the natural sciences is this plan of study more beneficial to the

student than in the line of natural history, in all of its various general and special branches. In this way, and in this way only, can one obtain a clear, definite and lasting knowledge of the numerous and complex points in botany, zoology and geology.

The location of Alfred is especially favorable for the study of natural history in this manner. The general characteristics of the country are extremely various, and thus afford the necessary environments for a great variety of plants and animals. Alfred University is situated in the highest altitude of any school in New York, it being over 1,800 feet above the level of the sea. This high altitude makes it

and also for firmly fixing in the mind the characteristics of the different orders, genera and species.

The most important fact, however, is the position of Alfred as a water-shed. This fact will appear perfectly obvious to all when it is stated that within a short distance from here, there are sources of streams which ultimately empty into the St. Lawrence, Susquehanna and Mississippi rivers. So that within the radius of comparatively few miles, that is, as soon as the various streams become large enough, there is an extreme variation of plants and animals corresponding with those in the three great valleys. And very often animal life is found

which is not described as belonging to the Atlantic slope, but on the contrary is found in the Mississippi valley. Thus we see that this locality is especially adapted to the study of zoology, for by means of this water-shed there are brought here directly many species of fresh-water snails, fishes, amphibians and reptiles, and it also governs to a greater or less degree the variety of species of insects, birds, mammals, and in fact all kinds of inland animals.

It is a fact often remarked by geological students, both those who have made it a special study in the University, and those who have come here from other parts of the country, that this vicinity affords unusual advantages for the study of geology. Alfred is situated on the Chemung formation, which at this point is rich in fossils. These are varied in character, and include brachiopods, univalve and bivalve mollusks, corals, crinoids, orthoceratites, etc. Perhaps one kind of fossils needs special mention, namely, the dictospongidae or fossil sponges. These rare fossils are comparatively abundant here. About eighteen or twenty different species have been found, most of which are new to science and have no known duplicates.

The high hills of this region have been formed by erosion, thus showing the enormous power of running water, and forming some quite extensive out-crops, which are beneficial for the study of rocks in their natural position. The drift deposited from the glacial period lies but two miles to the north. This gives an excellent opportunity for the study of petrology, as there are a great many granitoid rocks brought down from the north which are extremely various in their composition, and hence very instructive in that line. There are also found many examples of the fossiliferous formations, which lie north of here, which offer a



STEINHEIM.

possible for lichens, club-mosses, mosses and cryptogams generally to grow here, which they do in comparatively great abundance and variety, thus giving one an excellent opportunity of making a special study along any of these lines if he is so inclined. The surrounding vicinity gives us high and dry woodlands, and meadows, lower woodlands, luxuriant swamps, stony, sandy soil, and rich, moist, alluvial bottom-lands. These, of course, forming the favorable surroundings for a vast variety of plants representing many of the different orders, thus offering numerous examples for comparison,

rich field of work, in the comparison of the different formations and their life. The study of the drift also brings before the mind the vast power and extent of the glacial period, and also gives ample opportunity for the study of the different modes of the disposition of the *debris* brought down in its powerful southern movement, the whole furnishing an immense geological cabinet formed by nature's own hands.

Scientific Agriculture.

PROF. H. C. COON, A. M., M. D.

Agriculture is both an art and a science. As an art it is as old as man. From the primitive methods of ancient times it developed, by the observation and experience of its votaries, trying to meet the ever-increasing wants of the multitudes for the life-preserving products of the soil. But this development was necessarily slow and limited, until the spirit of scientific investigation was awakened and its inquiring methods were applied to the finding of the principles and laws upon which its various processes depended, and the nature of the materials used. It is only a little over a hundred years since these scientific questions were first studied as applying to farming, and the science of agriculture had its birth. Although this science is still in its infancy, strides in every direction have been very rapid. If the little that is known has produced such results in changing its methods and machinery, what may not be expected when science shall solve its many hidden mysteries, and all its processes will be carried on in accord with its known laws?

No other department of work calls into operation so many distinct branches of science as does that of agriculture, and a knowledge of each would help in solving its many problems, and aid in its more complete success.

The mention of a few of these will suffice to show the truth of this statement, such as physics, chemistry, botany, geology, mineralogy, meteorology, anatomy, and physiology, besides others that have less direct application. The relation of each of these will be seen when the forces and materials are considered which, working together, furnish the sustenance and wealth of man.

The study of the soil is of first importance, as it is the laboratory of nature in whose hidden recesses are formed, by the aid of the air, water and sunlight, the innumerable compounds that feed, clothe and shelter the living beings that dwell upon the earth. The nature of the soil, its physical structure and composition, the relation of air and water to the various processes taking place in its depths, and the many requirements for the healthy growth and development of the plants and animals, all require special study. More need not be mentioned for this brief survey which shows the broad field for study which is opened for the farmer, giving knowledge which would better fit him for his noble calling and make him more worthy of success. The dignity of a calling depends upon the character, and the intelligence of those engaged in it, and the more thought that is applied the more improvement is made all along the line, making the work easier, more pleasant and ennobling.

The successful farmer must not be an ignoramus, but an intelligent and cultured man, ready to take his place in the various duties of society, church and state; and it is one of the duties of the higher schools and universities to educate him in his special calling as well as in other things, so that he can take his true place among the great army of progressive workers, and lift agriculture out of its routine practices into its higher plane of scientific work.

The Work in Teachers' Classes.

PROF. D. A. BLAKESLEE, A. M.

Perhaps there is no place where the instructor, coming to the mind of the aspirant to the teachers' work, finds himself prevented by his environment from moving right out into his work as in the instruction of the teachers' class in a college, as such a class usually presents itself for the work. The material is so heterogeneous, containing at times the disciplined mind of the advanced student and the untrained one of the beginner, the able, intellectually, and the person of very moderate natural abilities, the enthusiastic devotee to a noble life-work, and the one of practical turn of mind, who would keep industriously at work at the best wages attainable even in keeping school until something more remunerative turns up,—all this to be unified, melted, molded, enthused and equipped for the instruction of the young, presents a work so complex in its nature that compared to it the ordinary class-work of the institution appears small indeed. Here is one who has completed his college course, or will during the year. A position at a good salary in a high school in a city awaits him as soon as he is through. He is ambitious but also conscientious, and would fit himself well for his work. He has carried himself through school mainly by his own exertions, or at something of a strain upon the forces at home. He feels he cannot stop now to take a professional course of some years, so he will take the teachers' class, and do it as thoroughly as he can. What timber there is for the instructor. Nothing can be offered too strong for such a student. He hails it with delight. It is just what he sought. His training not only has fitted him for such a type of work, it has made him a critic upon the work, and anything below that calling forth stray powers will go against his intellectual palate. To work with a class of such material would be a continual joy to a teacher. But by the side of this student is another who is working his way through a course. To carry this through he must teach one term a year and occasionally two. Besides the ambition to teach a good school which stirs him to some degree, he wants to teach where the best wages are paid, that his fund of expense money may be increased as much as possible. Moreover, successful work in the teachers' class holds out the inducement of free tuition,—the Regents have so presented it to him,—he can do the work of the class, and he does not know but he may make teaching his life work. So he enters. But he is no match for the other student. It is a grammar and a high school pupil graded together.

But the two have a classmate who has never attended anything but a district school. He was the best in his district, tried Regents' preliminary and passed geography and spelling. Now he wants to teach school. His father's friend says he can have their school, and is well qualified to teach it. No advanced scholars there. He has no thought of teaching more than this one term. He has his course in life laid out in some other line, but he would like to teach this term "just to try it." So he, too, offers himself as a candidate for the teachers' class. But he has not passed the Regents' preliminary examination. Well, he can do that this term. But there is physiology and American history and civil government. Well, he will go in the class in civil government and history and physiology, he has studied so much in the district school that he can pass the uniform examination for second grade certificate on them. So the instructor counts up the applicants, and finds this one makes ten. What shall he do? Is he not in duty bound to receive him? The Regents require ten to organize. If he throws him out, the organization cannot be made. If no class be held will not more harm be done than

to admit him? Many of the others will enter upon the teachers' work with no special preparation. He fills the Regents' standard, and must be admitted. He is admitted and the class organized. But where are those visions of high grade work that passed before the instructor's mind while entering the first and best prepared student? Gone. He has now the primary, the intermediate and the high school pupil graded together. Of the nature of the instructor's work there can be no question. To such material he must come to discuss some of the most abstruse problems man has attempted to consider, and to interest his class in them, and while teaching that the ideas must always precede the words; he must wrestle hopelessly to arouse the ideas and thoughts, and then, perforce, give the words first. And, while teaching that there can be no mental growth without assimilation, no assimilation without subjective effort, he will find himself going before his class, day after day, with what is adapted to only a part and a very small part of them.

In academies and academic departments of union schools this may not appear so prominent. The teachers' class work would fit so well in the work of the senior year that it might be utilized as a part of that work, and find a class, if not the very best, yet so nearly alike in attainments as to permit of homogeneous work. Then, too, in such schools the class would be likely to continue through the year, and so offer more opportunity for effective work.

Thus it will be seen that in the very elements of which the class is composed, there exist some of the gravest obstacles that can lie in the way of effective work. Delving below all these, until a level is reached upon which all stand, the work starts from that and builds slowly up. Many other things also enter in to impede the progress.

Some of the material can never be laid in. It crumbles too easily. But the work goes on, and the method and the philosophy put into the work of many, as compared with what it must have been without the training of the teachers' class, is so much, and touches so widely and so vitally the interests of public school instruction that its absence, unless supplied in some other way, would be a serious loss to the interests involved. Many of these students would be reached in this matter in no other way. And this way is the best suited to them, as the public school interests are now conditioned.

WE acknowledge the receipt of the following exchanges: *Roanoke Collegian*, Salem, Va.; *American Journal of Education*, St. Louis, Mo.; *The Southern Collegian*, Lexington, Va.; *The Concordian*, Schenectady, N. Y.; *The Bulletin*, 502 Fulton St., Brooklyn; *Spelman Messenger*, Atlanta, Ga.; *King's College Record*, Windsor, N. S.; *Normal Quarterly*, Mitchell, Ind.; *The Phi-Gamma*, Dubuque, Ia.; *The National Educator*, Allentown, Pa.; *The Glasgow Normalite*, Glasgow, Ky.; *Acadia Athenaeum*, Wolfville, N. S.; *The Torch*, Asbury Park, N. J.; *The Alma Mater*, Staunton, Va.; *The Student*, Richfield, Springs, N. Y.; *Nebraska Methodist*, Lincoln, Neb.; *The Cue*, Albany, N. Y.; *Queen's College Journal*, Kingston, Can.; *The University Herald*, Ada, O.; *The Deaf Mute Optic*, Little Rock, Ark.; *The Athenaeum*, Morgantown, W. Va.; *Ogontz Mosaic*, Ogontz Pa.; *The University Monthly*, Fredricton, N. B.; *The Seminary Tattler*, Steubenville, O.; *College Times*, Toronto, Can.; *Hartwick Seminary Monthly*, Hartwick Seminary, N. Y.; *The Monitor*, Germantown, Pa.; *Starkey Seminary Monthly*, Eddytown, N. Y.; *The Students' Journal*, Rockford, Ill.; *Volante*, Vermillion, Dak.; *The Short Hand Writer*, Downer's Grove, Ill.; *The Argo*, Indianapolis, Ind.; *The Monthly Bulletin*, University of Michigan; *The Academic Mirror*, West Winfield Union School and Academy; *Bellevue College Star*, Bellevue College, Neb.; *American Economist*, New York; *Fayette Collegian*, Upper Iowa University; *The Institute Record*, Towanda, Pa.

THE LYCEUMS.

Alfriedian.

MISS HORTENSE ROGERS.

The literature of a nation is an index of national life and character; it reflects the spirit of the times; it is the measure of national greatness and glory. When we find a nation given to wars, its people at variance one with another, and its rulers tyrannical and oppressive, we see a nation correspondingly indifferent to literary advancement. The history of such nations is rarely made resplendent with the recital of great literary achievements, the work of authors made immortal by the grand masterpieces of literary art.

Literature, then, is an important factor in the make-up of the world's history. To those who pursue this study earnestly and honestly, it is a never failing source of intellectual development, advancement and true gratification. It was with this ardent desire for knowledge, a knowledge which should uplift and ennoble, which should incite to greater achievements, ever before us as the ideal to be reached, that we, as a lyceum, have undertaken the study of English literature. Our plan is, to pursue this study systematically throughout the year, hoping by this definite plan in our lyceum work to derive a greater benefit than has been accomplished by previous methods. We have sought to imbue our minds with a love for this new kind of work that we may gain a better knowledge of England's great authors and their productions.

From week to week at our session room we have presented programmes in accordance with our plan, and now after more than a term's work, can pronounce the study delightful, instructive and fully meeting our anticipations.

Perhaps a brief *resume* of our work already accomplished will give our friends a better understanding of the work and design of our lyceum.

Our complete plan of study embraces the period extending from the Anglo Saxon authors to Robert Burns. In our first programme, as in all our programmes, we have endeavored to bring out the character of the times as well as the memorable literature since the two have a direct connection and influence upon each other. As memorials of the literature of those early days, we come first to the story of Beowulf, an epic poem, which is, however, essentially Norse Saga. English poetry, strictly speaking, began with Cædmon Paraphrase, a poem, which although composed a thousand years before Milton's great epic, "Paradise Lost," still breathes a like pathos and spirit, as it recounts the history of the Old and New Testaments. Among the earliest of the prose writings, we find the works of the Venerable Bede. Their fame, extending throughout all the learned Europe of that day proves their worth. Bede's closing work, a translation of the Gospel of St. John, was the first effort to make English prose a literary language.

Next in order are the works of King Alfred, that good king whose desire to enlighten and ennoble the lives of his people is best expressed in that sentiment which he himself uttered, "I have wished to live worthily while I lived, and after my life to leave to the men who should come after me my remembrance in good works."

In the period of what is called transition England, which follows, but very little has reached us of literary merit. The principal works being, perhaps, the writing of the Chronicles, the Metrical Romances and Layamon's "Brut," an English trans-

lation in verse of a fictitious history of early Britain, first given in Latin, afterwards in French.

Chaucer's century, however, is one of great literary activity. Among Chaucer's contemporaries, two stand out as the champions of religious zeal: John Wycliff, by his translation of the Bible, making the English tongue the popular language of religious thought and feeling, and also through the influence of the preachers whom he sent forth. William Langland, by his poem, "The Vision of Piers the Plowman," written in a manner that could be read and understood by the simplest as well as by the most learned, exerted a widespread influence. In the lighter literature of this period may be mentioned Sir John Mandeville's Book of Travels, and the works of John Gower.

But rising above all literary characters of this or any previous period, we behold Chaucer the father of English poetry, the Homer of his country. A gentleman every way, refined, chivalrous, graceful in expression, always joyous, and an ardent admirer of the beauties of nature, his works bear the mark of true genius. Chaucer became to others a standard of literary excellence. With the Canterbury Tales, his most complete creation, commences the modern period of English literature.

The hundred years which follow are, however, the most barren in the literature of England and not until after the accession of Elizabeth to the throne do we find any talent capable of competing with that of Chaucer. One of the most interesting features of this period was the Ballad, which, although sung in England from the earliest times, now went over the whole land among the people, cheering and delighting all.

Although the dawn of literature shed its mellow glow over the world of letters in these earlier days, it was not until the age of Elizabeth that the full glory and grandeur of literary genius rose to the zenith of its power.

This was an age of development and progress, an age made immortal by England's grandest men, men, not merely of great talents and accomplishments, but of vast compass and reach of understanding, and of minds truly creative and original. Here we find the names of Spencer, Shakespeare, Bacon, Hooker and Raleigh. It is in this delightful and inspiring period of English literature that we find ourselves *now* in our lyceum work. We are devoting an evening to each of the principal writers of that period, studying their lives, their works and their influence upon the world. And as we pursue this most interesting study, we feel a growing enthusiasm, an ennobling influence which this work inspires, and anticipate a yet greater benefit and enjoyment before the completion of the year's work.

[THE ALLEGHANIAN.]

Finisterre.

BY PROF. L. C. ROGERS, A. M.

I.

From off the broad Assyrian plain,
Between the rivers, current strong,
From Padan Aram's grassy main,
Across the Syrian deserts long,
The ancient tribes to venture bent,
Pushed on beyond the middle mere,
And Europe crossed with fixed intent,
But stopped at last at Finisterre.

II.

Upon this Land's End, bold and high,
They stood and asked what this could be;
Above them darkly hung the sky;
Beyond them rolled the rugged sea;
They could not tell, they did not know,
They named the place, they wrote it there,
Since farther men could never go,
They said it must be Finisterre.

III.

But later still, long years ago,
The Pinta hugged the farther shore,
And others from the Orient's dawn,
Crossed and re-crossed that never more,
And modern times have swept away
The rugged Land's End everywhere,
The name still stands on life's highway,
But where is now our Finisterre?

IV.

Men find it in the world of thought,
By ages past pushed hard along;
They hold that farther search is naught,
And seek to stop the eager throng;
They say men can no farther go,
They cease to delve, and do, and dare;
What lies beyond they nothing know,
They name it now, a Finisterre.

V.

Men fix for aye their churchly creeds,
Their dogmas and their anathemes,
And make the heart of honor bleed
To see them lay their fiendish schemes
To stop the onward march of truth,
And lay her royal banner low,
To check the eager heart of youth,
And stop progression at a blow.

VI.

The mountain top must not forget
The vale that spreads along below,
It scarce can stop the rivulet,
How then the river's onward flow?
Pride raises high its steeple towers,
The bigot feigns a serious prayer,
Concordats frame the sacred hours,
And councils fix a Finisterre.

VII.

With men whose hearts are feebly thewed,
Whose faith is wanting breath and brawn,
The dim unseen is rarely viewed,
And present hope will soon be gone.
Tho' doubts and dangers dam its flight,
Life lifts and rolls along how'ere,
And worlds of law, and love and light,
Lie on beyond each Finisterre.

VIII.

So thus 'twill be, when comes that day,
To which all other cycles fly,
Death is our Land's End on the way
Across the fading *termini*.
Tho' on beyond vast oceans yawn,
A new world lies embosomed there,
And it will yet in glory dawn
Beyond our present Finisterre.

The School of Natural History.

The school of natural history comprises the following studies: Botany, in which is taken structural botany, illustrated by numerous microscopic specimens, and the classification of the flora of the locality; Zoology, including comparative anatomy and systematic zoology, mostly illustrated by specimens from the museum; Geology, comprising instruction in petrology, dynamical and historical geology, in connection with field work illustrating the various points; Animal Biology, in which one term is devoted to the dissection of the *felis domesticus*, and one term to any special line that the individual may choose; Plant Biology, in which one term is set apart for general structural biology, and one term to any special line of study; Physiology, which includes a complete and thorough course in general physiology and anatomy, together with a special study of the eye and ear.

We have sent extra copies of this number to a few of our old students and friends, hoping they will find ways of using them to the advantage of the University.

READING-ROOMS receiving this paper are requested to keep it on file.

THE Alfred University.

An 8-page quarterly, devoted to general literary and University matters. Edited and published by a committee of the Trustees of Alfred University, Alfred Centre, N. Y.

SUBSCRIPTION PRICE, per year..... 25 cents.
ADVERTISING RATES, per inch, each insertion.. 50 "

QUARTERLY CIRCULATION, 5,000.

[Entered at the post-office at Alfred Centre, N. Y., as second-class mail matter.]

ARE you going to be a teacher? Join the Reading Room and keep up with the current events. Where is Stanley now, and why was Senator Fassett elected president of the State Senate?

WE are glad to announce, thus early, that the Rev. Thomas Armitage, D. D., pastor of the Fifth Avenue Baptist Church in New York City, will address the Alumni Association of Alfred University at the Anniversary meeting, June 26, 1889.

WE are receiving a host of college journals in exchange for the ALFRED UNIVERSITY, many of which speak of our effort in a very complimentary way. Thanks, friends. It is our aim to promote, in a substantial and practical way, the cause of education in our state and throughout the country. In this undertaking we join hands with all who are similarly engaged, with most cordial greetings.

OUR townsman, Mr. P. A. Burdick, has, on his own responsibility, established a general lecture course for the benefit of the students of the University and public schools. The lectures are to be on various subjects, and will be delivered once per term so long as the arrangement seems satisfactory to all parties. The first lecture of the course is to be given by Dr. C. W. D. Huntington, some time during the winter term, on "Rambles in Europe."

A CALL in the library any day now will reveal a comfortable and mentally appetizing place for the student. Under the stimulus of the well-directed suggestions of the class-room, it is a very common thing to find the tables well occupied by students gathering from many volumes a broadness and fulness in scholarship that no single text book supplies. The genial and ready assistant librarian, Miss Champlin, seems to be the "right man in the right place."

HAVE you secured your rooms for the next term? Applications by mail are coming in at the rate of three and four a week, and those wanting rooms will need to attend to that matter with little delay. Many of the more desirable locations are already taken. Why would it not be well for those having rooms to establish a sort of bulletin of those unengaged at some central point, say at the University treasurer's office? By so doing students could be sent there and readily find out what were *not* taken, and so save trouble to both students and those having rooms to rent.

TO ONE who has not observed it, the readiness and intensity with which University life takes hold upon the preparatory student is very interesting, and even startling. To see how soon the noisy and to some extent uncultured ways yield to the influences around is something to attract the attention of a thinking observer, but to note the changing lines of the face as those influences take hold of the vital forces of the nature, and see the soul come

more and more to the surface and shine in the face is something to stir the thought profoundly and arouse the mind to ask, If those influences are so potent, are they being made the most perfect possible? Truly the earnestness of college people should be intense and tireless.

THE lyceums are doing unusually good work this year. With the beginning of the year the Alfredian began a course of study in history and English literature, the Alleghanian has entered upon a series of sessions devoted to political science, and the Athenæan has taken up a course in ancient history. At each session papers, discussions, etc., are presented on some topic in the line of the subjects thus chosen. All the societies are doing good work with weekly programmes on various topics growing out of studies pursued in school, etc. These aids to earnest students are being more and more appreciated year by year.

Music Study.

BY PROF. WARDNER WILLIAMS, MUS. B.

Music is a noble art, and should have its place in every institution of liberal education. As an art it is kindred to poetry and painting, and is expressive of the higher and nobler sentiments of the soul. Music is not only an art, but a science, demanding profound study for its mastery. It is a kind of universal language, as its written characters are much the same among all civilized peoples. It is also a recorder of history and thought. It has a body and a soul, the form of the musical composition being the body, and the idea embodied in it the soul. Into it the artist breathes his hopes, his sorrows, his life, and they are crystalized for all time. Music is not only worthy of its place in the temple of thought, but it is a God-given power for good to mankind, lifting the soul from the common level, inspiring it with new life and aspirations. It not only demands profound study, but it gives practical results both in the discipline received and in its usefulness in later years.

Music has been considered by many a mere accomplishment. Its great influence as an educator has, in this country, been but recently perceived. Why should we place one line of study above another, of equal value and discipline? Music may be, and often is, degraded into low forms, the same as painting and poetry may be lowered to the plains of caricature sketching. Are the violin or pipe organ any less valuable instruments because they may be made to subserve a low purpose? Music, like any other art, must be studied to be appreciated. Every college and university should have its department of music, and if music is not absolutely required in the college course it should at least be allowed as an elective study. It should be encouraged in all lower schools; not only that, but made a part of the daily study. Those peoples who have done most for the cause of education have been essentially music-loving peoples. Luther and the Reformation are but the fruits of the music-loving German people. The influence of sacred song has been, and is, a power in the Christian church beyond all estimation.

The Harvard students decided upon the establishment of the Harvard Musical Association that they would have music "looked upon, not as an amusement, but as a serious pursuit; not a thing to divert the listless mind, but to expand it, nourish it, inspire it and give it utterance. We would have its written productions, its master compositions, regarded as a *literature*, and hold a place in the archives of recorded thought and wisdom and inspired genius; *books*, only in another shape, which have helped to form man as much as history or

metaphysics, or poetry, or numbers. We would have the statues of Handel and of Beethoven stand beside those of Homer, and Plato, and Newton, and Shakspeare; each a presiding genius over a flourishing department in the republic of letters, where all *should* be equal."

Studies in General History.

BY PROF. L. C. ROGERS, A. M.

If all mankind have sprung from one common pair, then the various races of men have a common origin, and began to be distributed from one geographical center.

DIVISION OF MANKIND INTO RACES AND NATIONS.

Chronology divides history into antediluvian and post-diluvian periods. Whatever date we affix to the Deluge, it marks the new beginnings of civilizations and races; it was, we may conclude, at least, as universal as the then existing peoples. The Ark, on the subsidence of the flood, rested on Mount Ararat, in Armenia. Gen. 8: 4. From this point, the post-diluvial world was peopled by the three sons of Noah and their descendants. The sacred Scriptures, the oldest and most reliable of records, help us to locate the principal families in each line, in their earliest dispersions and settlements; from thence we may trace them by a few existing historical way-marks.

To the early descendants of Japhet, one of the sons of Noah, "the isles of the Gentiles were divided." Gen. 10: 2. This phrase describes all countries of Europe, especially those bordering on, or being isles in, the Mediterranean Sea and other maritime places (see Isaiah 11: 11; Jeremiah 25: 22), especially the peninsulas of Lesser Asia, and the regions belonging to the Black Sea coasts. Gomer was the oldest son of Japhet. The radical letters of this word, G., M. and R., are, by metathesis, formed in the word Crimea; also Cymmerii, the Cymmerians referred to in Homer and Æschylus, and mentioned by Herodotus. The more recent links in this Cymbric chain are to be found in the various branches of the old Celtic family, whose more recent historical way-marks appear in the histories of Cæsar, Tacitus, Pliny, Sallust and other writers on Roman history. Josephus, in his "Antiquities," (B. I. VI. 1.) renders the word Gomer by Galatia, a designation of the Gauls or Celts. The ethnic name of Gimiri is found on cuneiform inscriptions of the time of Darius, applied apparently to the kings of Armenia, the original land of the Japhethites. The prophet Ezekiel (38: 6) mentions Gomer as an ally or subject of the ancient Scythian king Gog. Thus may we trace the ancient migrations of this family, following the dim lights of history and tradition, from the Tauric Chersonesus, now called the Crimea, all the way across the continent of Europe, and by many paths to the distant shores of the Irish Sea, where the bleak hills of Cambria end the Gomer chain.

The descendants of Japheth were not, like their brothers, the Hamites, builders of empires and compact civilizations; nor like the Shemites, founders of religions and literatures; they were rovers, roaming the wilds of northern and central Europe, and with many marks of degeneration, until rescued from destruction by the infusion of the Shemetic ideas and civilizations of the Christian era. But the descendants of Javan, the fourth son of Japheth, peopled southern Europe with a somewhat better type; these were probably the ancient Pelasgi, and are easily identified with the still more recent Ionians of Greece, with colonies extending to Italy, and as Josephus says (Antiquities I. 6. 1.) to Cadiz. Asia Minor was settled by this early Javanic migra-

tion, from whence they passed to Greece, as early perhaps as 1140 B. C., if we identify them with the ancient Pelasgi. But evidently a re-migration, as late as from 600 to 400 B. C. of these ancient Cymbric peoples, spread over Asia Minor; the Cymbric again taking the northern European route, and the Gaelic branch the southern route. Galatia in Asia Minor bears the Gaelic stamp. The Jutland Cimbri drove the Gael from the Baltic shores into Bretagne and Britain. The Iberians drove the Cimbric Gauls, and Toutons as well, from south-western Europe; these fell upon the north-western frontiers of the Roman Empire, and were conquered by Marius more than a hundred years before the Christian era; and later still by Julius Caesar. The wars of Britons, Anglo-Saxon, Welsh, Scots, Picts, and Danes, all of them, apparently, of Celtic, or Celto-Toutonic origin, are as a looking-glass in which to see the barbaric characteristics of a race; and these characteristics ruling to the last; and yet, when infused with Christian culture, giving the very best results, as seen in the Caucasian race. And this we may take to be one of the deep meanings of these Scripture genealogies; they keep an eye on the ancient out-going nations, and mark their footsteps, because there is a promise therein, that in the cycles of ethnic revolutions, these nations will come back again to their primitive national affinities and theocratic faith. Some with the well-earned sheaves of high culture and advanced civilizations; and some, just emerging from the long night of barbarism, will come back to their father's house like the prodigal son, with weeping and confession; and some that were first will be last, and the last first.

Having now in outline traced the European migrations of the Gomer family, both in Celtic and Pelasgic lines, it remains for us to find the Asiatic home of this Japhetic stock. It has two branches; first, the Aryan, the home of the Sanscrit, and of the Indo-European languages in southern Asia; and secondly, the Iranian or Medo-Persian, modified, however, by contact with Semitic races. From this Indo-Germanic stock, by later migrations, have sprung the Slavi of eastern Europe.

Magog, second son of Japheth, by general consent of history, answers to the ancient Scythians, displaced by the Slavi. From Madai, the third son, the Medes are descended. Tubal, the fifth son, settled in Asiatic Iberia, the Caucasus, now Georgia. Meshech, or Mesech, settled on the borders of Colchis and Armenia, and is the progenitor of the peoples known in Greek writers as the Moschi. The prophet Ezekiel refers to them in connection with Tubal, Magog, and other northern nations. See Ezek. 27: 13; 38: 2; 29: 1. Josephus calls them Cappadocians. They were one of the rudest nations of the Old World. Tiras, the seventh son, by general consent, is the progenitor of the Thracians. The three sons of Gomer stand for the Rheginians, Paphlagonians and Phrygiains respectively. The sons of Javan stand respectively for Æolians, and for the inhabitants of Tarshish, (in India?) and for those of Illyricum and ancient Troy; these latter were of semi-Pelasgic stock, and closely related to the Kittim.

Thus do we see that Japheth, in his many branches, spread out over the continent of Europe, and no small part of Asia, and so fulfilled the prophecy (Gen. 9: 27), "God shall enlarge Japheth." There are other applications that might be made of this prophecy; but with the eastern Asiatic nations, the genealogical tables before us seem to have nothing to do.

A LITTLE thoroughly mastered is better than much only half learned.

Liberty or License.

By MRS. M. C. WILLIAMS, A. M.

Man's capacity for enjoying life in its depths is limited by the monotonous repetition of petty affairs, which are necessary for physical existence, if these circumstances become master, to the detriment of the spiritual man. We have the superficial liver, blind to the idea of existence, narrow in regard to his fellow, and the true issues of the state.

An individual of such a character is one who lays much at the door of his ancestors. In reference to disposition and tendencies, he says: "I inherit such and such ways. They cannot be remedied," thus barring himself from true liberty of action and committing the license of his disposition upon all around him, while thinking to exercise a liberty undisputed, because he deems it inalienable.

Intolerance, the greatest propensity of the human race, is alleviated by the atmosphere engendered through a constant watch upon the course of these petty occurrences, not allowing them to conquer, but ourselves, the master. All smallness must go down before this lofty existence in which we are a representation.

It is apparent that in the inner consciousness of man there is an intention that men were created to sustain one another; that each has a right of action alone his own, unmolested. This is liberty. Go farther than this and the rights of others are infringed upon, committing thoughtless and often intentional licenses upon our brother.

American liberty, of which we hear much, is nothing more nor less than individual self-government, and that truly is self-restraint, springing into existence under the oppressive license assumed upon the majority by one cramped soul. It is a question whether the seekers for liberty that left all that was dear to them and came to a land unknown, learned the lesson so forcibly exhibited by kingly oppression, or have we attained American liberty or a government by the people for the people.

A being ground down by another struggles and writhes under oppression until he or his cause may become victor. What does he learn by this? That as he was crushed, he will not thus trample upon another? By no means, if we take illustrations from the history of our republic. Under this change of position or different opinions of men, the time has now come when this and that has been persecuted so sorely that the fundamental idea stimulating every portion of America with its diversified interests and its chaldron pot filled from all nations, is that you must let me alone. I can say and do that I please. Is this American liberty?

Charles Dudley Warner paints the present condition of society "as tending to make America a sort of go-as-you-please place, where every man is a law unto himself, and every woman also, and that it is unamerican to interfere with the indulgence of every vagary. It is a sort of no-man's land, from which nobody can be excluded, a common sand lot for the occupation of tramps. In short, it is a left-over region that belongs to everybody, and he is the most American who exercises the utmost license in speech and conduct."

It is high time that another uprising to protect American liberty should be made against these licenses perpetrated by men who allow small wants to get the best of them, so that they are guilty of causing many problems in our government by their acute selfishness.

The "craze to grow rich," as Howard Crosby states it, has control of so many people. It seems to be all that is worth living for. To possess wealth man will do anything within his reach; in fact, he desires everything; in return he becomes narrow and material, and the nation has trusts, monopoly, dis-

order in our civil service and elections, etc., as questions to be settled.

There is no limit to the amount of wealth an individual may hold, therefore no limit to his power, but consequently a limit to the liberty of the many who may directly or indirectly be controlled by these combinations of monopolists. Judge Black called monopoly "an invention to increase the plunder power through which his felonious hands are made long enough to reach into the pockets of posterity, so that he lays his lien on property yet uncreated, anticipates the labor of coming ages, coins the industry of future generations into cash, and snatches the inheritance from children whose fathers are unborn." Concentrated wealth erects beautiful cities, carries on education and charities; by its judicious disposals man can become godlike in his power for good, but to acquire wealth is a process more apt to belittle than ennoble the soul. The most perfect ideal of human conduct must ever be before the seeker or he will shrivel away through the crafty means that he uses to attain gain.

Man is too weak, in the many instances, to grow spiritually and materially wealthy at the same time. Above all, what license is allowed by the inroads of barbarians from the East that are bringing difficulties to our door each day. It might be well to divide the attention between the eastern and western entrances to our republic, not losing sight of thieves, anarchists, and paupers that are crowding in from the East. Any decent head of a family protects his flock from undue license upon the part of the rabble.

The heads of this nation can do well to follow the same mode of action, protecting our native land from vast hordes of devastators. America is the home of liberty. We need no addition to our population in the shape of people who conceive that liberty is the privilege to run riot if it is their choice. It ought to be rung throughout our land. We are Americans! Every anarchist, every disappointed pessimist ought to be met by Americans. In our homes, in our schools, we must talk, sing, teach that this is America until every foreign sentiment is crushed by the intense heart-beat of Americans for America.

It might be affirmed that all the evils of the hour hang upon these two wrongs: the undue distribution of wealth, and the immigration of much that is depraved. Balfour remarks that "we need more conservatism in thought and action. True conservatism means liberality to the extent of reform of existing evils. It means a true understanding of the spirit of American liberty, and a desire to preserve our institutions free from the inroads of foreign ignorance and vice."

How much nearer a well-balanced conservatism may be to freedom than what men now style liberality. If one is liberal they exert all their energy in being liberal, forgetting that they are Americans. Some one has said that in trying to be too liberal we become diffuse, and the substance of us spreads to a tenuity incompatible with robust strength and action.

The man upon whom rests the obligation of crushing the atrocious licenses is he who now holds aloof from all questions of the day. He deprecates the state of affairs, but is not willing to do his little at reform. He would rather his rights should be infringed upon than enter a protest. He is quite apt to be a man who keeps a firm hand upon his own behavior. And it is just such men that must join the thin ranks of our independent vote to save our personal freedom. They must show themselves a factor in national affairs, because some of the worst possible elements and tendencies are controlling and tampering with the rights of a free people.

Many papers and magazines are leading the way to this revolution by a free discussion of current topics, yet when one looks upon his immediate associates and beholds the state of local government, he may regret the slow course of true living and doubt the existence of undefiled freedom or its soon approach. But liberty is the goal that America is traveling toward; she has thrown down many stumbling-blocks in the shape of licenses assumed by the Jew. Now she looks toward her best sons to save her from capital and ignorance,

School-Life in China.

Education is not compulsory in China. There is not even a regular system of public schools. But education is held in so high esteem that Chinese parents generally make some effort to send their children to school, however poor in means and humble in station they may be. Wealthy families commonly employ private tutors.

But families that cannot afford to do this usually club together for the purpose of securing a suitable place for a school, and a competent person to act as teacher. The teacher only offers his services, and those who wish to avail themselves of his instructions have to furnish whatever equipments are necessary, not only books, pens, paper and ink, but also desks and chairs. When fully equipped the school is ready to begin operations.

Chinese text-books, like the law of the Medes and Persians, alter not. For generations the same ones have been in use throughout the length and breadth of the land. Usage has established even the order of taking them up.

The method of initiating Chinese boys into the rudiments of learning requires a little explanation.

The Chinese language has no alphabet. Every word is represented by a character, the sound of which must be learned. The first thing, then, Chinese boys do when they begin to go to school is to learn the sounds of the characters without paying any attention at first to their meaning. In a Chinese school the scholars are not arranged in classes, but each one has a lesson all by himself.

If the lesson is an advance one the teacher reads it over once or twice, and at the same time the scholar repeats the words after him in order to make sure that every sound is correctly given. The teacher, of course, has to go over the same process with every scholar. It is possible to ascertain after a few trials how much a scholar can memorize each day. Some will commit to memory fifty or sixty lines a day with apparent ease, while others labor hard to keep ten or fifteen lines in their heads with poor success. The case would be exactly parallel if American boys were made to learn by rote fifty or sixty lines of Virgil every day. This would undoubtedly raise a rebellion in any school. But Chinese boys are made to understand from the very beginning that their language and literature can only be thoroughly mastered by dint of steady, hard work; so they try to face their inevitable fate with becoming dignity. Every scholar has just one lesson to prepare each day. A greater portion of his time in school can be devoted to this end, as his other duties can easily be disposed of in rapid succession. But school-boys are not apt to turn what time they have to the best profit. "Study your lessons" must be the constant reminder. The school, as a rule, responds nobly to the call. Do not think that all of a sudden the school becomes so quiet that the dropping of a pin could be heard. On the contrary, all the throats open simultaneously in obedience to his command, each repeating aloud his own lesson over and over again with all possible vigor. A continuous din is generally kept up for some time.

Those who have the ambition to aspire after literary honors must early practice writing essays and poems. These two kinds of composition are the principal requirements at the examinations for the much-coveted degrees. Competition at these examinations is always sharp, as the number of successful candidates is fixed by law, and invariably small in proportion to the number of applicants. Oftentimes out of every hundred only three or four are chosen. In any case success is by no means certain, even after a long and thorough preparation. —Exchange.

Personal.

PROF. MELVILLE DEWEY, a student of Alfred University in the 60's, has recently been appointed Secretary and Treasurer of the Board of Regents of the State of New York; he is also director of the state library, and author of the Dewey system of classifying and cataloguing libraries.

PROF. H. H. SNELL, of the class of '86, is teaching at Cobleskill, Schoharie Co., N. Y. His school numbers nearly 500 pupils, with nine assistant teachers, and is loyally supported by its patrons. Prof. Snell remembers his *alma mater* with gratitude and old classmates with the greatest pleasure.

JOSEPH P. LANDOW, a young man of exceptional scholarship in the Hebrew and German languages, who was a student in the English course in Alfred University one year ago, has just died in Roumania, whither he had gone as a Christian Missionary among his Hebrew brethren. He was a young man of excellent Christian character.

AMONG the students at the University this term is James M. Carman, lately from Galicia, Austria. He is a graduate of a rabbinical school in that country, and is a thorough scholar in the German and Hebrew languages. He is here for training in the English language, which he uses remarkably well for one to whom it was so recently a strange tongue.

WE clip the following from a paper published at Bloomington, Ill. Students and people of Alfred of twenty-five years ago will recognize Mr. Pingrey as a member of the class graduating in 1863:

Mr. D. H. Pingrey came to Illinois from Washington, D. C., where he was engaged as an assistant shorthand reporter in the United States Senate. He has had control of some of the first schools in this state, and received a state certificate in 1872. He is a native of New York, and graduated from one of the universities at the age of 22. Since his entrance into the practice of law, nearly every first-class law magazine has paid him for contributions to its columns. The *Chicago Legal News*, in a late issue, says of Mr. Pingrey, that he "is a lawyer of ability and an excellent writer." The three last volumes of the *Encyclopedia of Law* contain articles from his pen. Mr. Pingrey's gray whiskers make him look old, but he is several years under 50. He gives efficient and prompt attention to all business entrusted to his care.

ITEMS FROM THE SCHOOLS.

THEOLOGY.

THERE are five members in the class in theology.

PREPARATORY.

THE preparatory department is crowded again this term, and additional desks have been found necessary. If some true friend or friends wished to do a generous thing for the University, and at the same time one of vital interest to it, they could not do better than to give us a new building adapted in capacity and conveniences to the uses of this department. It is of as much importance as a professor's chair, if not more so.

NORMAL.

AN able and earnest class of fifteen is pursuing the work of the teachers' class this term. Prof. C. E. Hawkins, State Inspector of Teachers' Classes, visited the class Thursday, Jan. 17th, and occupied the hour in an instructive talk upon the importance of the teacher's work, and the preparation for it. He dwelt especially upon the new plans and requirements as growing out of the uniform examinations and the recent arrangements to harmonize the work of the Regents and the state department. His remarks were listened to with much interest, and his next visit will be looked forward to with pleasure.

MODERN LANGUAGES.

LARGE classes in German and French are taught every term. These classes are under the immediate care and instruction of Mrs. I. F. Kenyon, to whom the German is a native tongue, and whose experience and skill as a teacher make her classes earnest and enthusiastic.

PHYSICS.

THERE ought always to be separate rooms for laboratory work and for recitations. Especially should there be a room for storing physical apparatus away from the fumes of the chemical laboratory.

PROF. V. M. SPAULDING, of Michigan University, says in the *Academy*: "The teacher of science, if prepared for his work as it awaits him to-day, has made a larger investment of both time and money than the teacher of mathematics or the classics. He must work a greater number of hours, for observation and experiment take more time than learning a lesson from a book. It means more every way, more of experience, knowledge, tact, energy, to be a good teacher of science than to be a good teacher of most subjects of the curriculum."

INDUSTRIAL MECHANICS.

THE mechanical department has been recently furnished with a set of first-class carpenter's bench tools, and students in mechanical drawing will be allowed to substitute, each week, three to five hours bench work for the same number of hours in draughting. As soon as possible a systematic course in the elements of carpentry and pattern-making will be laid out and followed.

ART.

MISS STILLMAN has resumed her Tuesday evening lectures on art subjects. Just now she is discoursing on Roman art. She has a large and enthusiastic class, and these evening lectures, open to the friends and patrons of the school, are awakening a wider and deeper general interest in the art department.

NATURAL HISTORY.

THERE is a large class in hygiene this term. Prof. Post is giving some very valuable lectures on the effects of alcohol on the human system.

LATIN.

EIGHT classes are at work with an average of thirteen students in each class. This is the largest average that has been reached in several years, and shows an increase of almost fifty per cent over last term.

DURING the late vacation, Prof. Green instructed a class of six pupils in Cicero. The class has just made him a present of a complete elegant set of the works of John Ruskin, as a token of their appreciation of his labor on their behalf.

IT is not an easy task for a young man to fill a gap for a year satisfactorily, after men of such experience and ability as Profs. Scott and Titsworth. But this is what Prof. D. I. Green is doing, as Kenyon Professor of Latin, if one may judge by the uniform words of commendation which are spoken by his pupils and associates.

THE largest class of the department is that in Latin prose composition. In addition to the regular work of the class a new exercise is being used for gaining familiarity with the language: short Latin colloquies are read to the class, and each student writes a translation as the story is read and hands it in to the teacher at the close of the recitation.

PROF. GREEN has prepared a schedule of subordinate clauses in which both the English and Latin connectives are given under the various headings. The students find it a valuable help in distinguishing the different uses of the subjunctive mood. It is neatly printed upon a card, and supplied to all.

PROF. GREEN says of the work: "A special effort is being made in all the classes to impart such a knowledge of grammatical constructions as will insure a clear comprehension, and an accurate and independent translation of the Latin author. While unusual attention is given to the grammar, the underlying principle rather than the verbal rule is made prominent."

MUSICAL.

At the present time the class in vocal music in the University numbers about sixty members.

It is expected that Miss Neally Stevens, the pianist, and a pupil of Liszt, will appear in concert in the University in June next.

ONE of the largest organs in the world is to be constructed for the Auditorium in Chicago, Ill. It will cost about \$45,000, and is to be completed December 1, 1889.

THE University Orchestra now consists of seventeen pieces, and is doing some fine practicing under the leadership of Prof. Williams. It is expected that it will appear in the term concerts at next Commencement season.

A QUARTET has been organized, consisting of A. K. Briggs, J. A. Platts, R. C. Worden and Alfred Williams. They sing finely, and are prepared to furnish a limited number of concerts on lecture courses, etc. Prof. Williams is the leader.

A SERIES of pianoforte recitals is being given in the University by Prof. Wardner Williams. The programmes are composed from the works of the masters and eminent musicians. Fifteen recitals have already been given.

THE thirteenth annual convention of the National Music Teachers' Association will occur early in July, at Philadelphia, Pa. This Association includes representative music teachers from all parts of the United States. The American College of Music will hold its examinations during the sessions at the same place.

AMONG the eminent musicians who have appeared in concert in Alfred University, in recent years, have been Mr. William H. Sherwood, Dr. Louis Maas, Mr. A. R. Parsons, Mr. Edward Neupert, Mr. Dudley Buck and Miss Maud Morgan, the harpist.

College Record.

Harvard College has in its library 314,000 volumes and 25,000 pamphlets.

There are thirty college graduates on the staff of the New York Sun.

Entrance examinations for Yale, Harvard and Princeton are now held in London and Paris.

The University of Leyden is said to be the richest in the world. It has real estate valued at \$6,000,000.

One-third of the students of the Kansas Agricultural College are girls.

Harvard gave its first degree of LL.D. to George Washington.

The beautiful Monticello Seminary on the banks of the Mississippi River, lately destroyed by fire, will be rebuilt.

The new science hall of the University of Wisconsin, lately completed and occupied, cost \$270,000.

The Supreme Court of Indiana has decided that college students of legal age have a right to vote in college towns.

Texas will soon have the best paid public school teachers in the United States. Teachers are migrating there rapidly; the fitted only will survive, which is as it should be.

The late Adam Giford, Esq., has bequeathed £25,000 to Edinburgh, £20,000 to Aberdeen and Glasgow Universities, and £15,000 to St. Andrew's University; to found in each a lectureship for promoting, advancing and diffusing the philosophy of Natural Theology in its widest sense.

The condition for the admission examinations at Harvard in 1675 were as follows: "Whosoever shall be able to read Cicero or any other such like classical author at sight, and make and speak true Latin in verse and prose, and decline perfectly the paradigms of names and verbs in the Greek tongue."

Johns Hopkins gave \$3,148,000 to the University which he founded. Judge Packer gave \$3,000,000 to Lehigh University, Cornelius Vanderbilt gave 1,000,000 to the University that bears his name. John C. Green gave \$1,500,000 to Princeton College. Ezra Cornell gave \$1,000,000 to Cornell University. Isaac Rich gave \$1,800,000 to Boston University, and Matthew Vassar gave 800,000 to Vassar College.

PUT the ALFRED UNIVERSITY on your exchange list.

THE ALFRED UNIVERSITY now has regular subscribers in fourteen states of the Union, including the District of Columbia. The institution which it represents has graduates or old students in as many more states and territories.

BUSINESS DIRECTORY.

H. P. SAUNDERS, M. D.,
PHYSICIAN AND SURGEON,
Attends calls Promptly. Day or Night.

MARK SHEPPARD, M. D.,
PHYSICIAN AND SURGEON,
Office hours: 8 to 9 A. M., 7 to 9 P. M.

I. P. TRUMAN, M. D.,
HOMEOPATHIC PHYSICIAN,
University Hall.

W. W. COON, D. D. S.,
DENTIST.
Office hours: 9 A. M. to 12 M.; 1 to 4 P. M.

A. E. CRANDALL,
Notary Public,

D. R. STILLMAN,
Conveyancer and Notary Public.

E. E. HAMILTON,
Notary Public.

G. EVANS,
Surveyor.

THE ALFRED MUTUAL LOAN ASSOCIATION.
L. A. PLATTS, President.

T. M. DAVIS, Secretary.

THE ALFRED SUN,
Published Every Thursday by
W. H. SATTERLEE, Editor and Proprietor.
Terms: One dollar per year, in advance.
Single copies, three cents.

THE SABBATH RECORDER,
A Religious Weekly, \$2 per year in advance.
BOOK BINDING AND JOB PRINTING.
E. P. Saunders, Manager, Alfred Centre, N. Y.

UNIVERSITY BANK,
Alfred Centre, N. Y.
E. S. BLISS, President. W. H. CRANDALL, Vice Pres.
E. E. HAMILTON, Cashier.

This Institution offers to the public absolute security, is prepared to do a general banking business, and invites accounts from all desiring such accommodations. New York Correspondent, Importers and Traders National Bank.

N. F. ALLEN, CLOTHIER.
Ready made clothing, Boots, Shoes,
Gents' Furnishing Goods, etc.

BURDICK HOUSE,
WM. SATTERLEE, Proprietor.
A first class hotel, with good accommodations and at reasonable charges. Stage and livery attached. First class rigs at reasonable rates.

POST OFFICE, ALFRED CENTRE.
Western Mail Arrives.....6.45 A. M.
" " Leaves.....7.15 "
Eastern " Arrives.....9.30 "
" " Leaves.....6.00 P. M.
Office opens 6.30 A. M., closes 8.15 P. M., except Saturdays.
Saturdays, open from 6.30 to 7.15, and 9.30 to 11.00 A. M., and during the evening. T. M. DAVIS, P. M.

HOME LAUNDRY,
WILLIS L. WILBER.
Goods called for and delivered to any part of corporation.

MRS. L. A. PALMITER,
Millinery and Fancy Goods.

MRS. P. C. BUTTON,
Milliner.

G. F. GRAY,
Tonsorial Artist.

SAMUEL ELLIS,
Fine Harnesses, Robes,
Whips and Saddlery.

Dealers in Allegany Cheese, Coal, Lime,
Cement, and Seeds.

JEFFREY & BURDICK,
Books and Stationery,
Groceries, etc.

L. BENNEHOFF,
Groceries, Fresh and salt meats, fish, etc.

A. E. & W. H. CRANDALL,
Dealers in General Merchandise.

M. J. GREEN,
Dry Goods, Groceries and Furniture.

S. C. BURDICK,
Variety Store.
Pure Maple Syrup a Specialty.

E. S. BLISS,
Manufacturer of Gloves, Mittens and Overalls.

BURDICK & GREEN,
Hardware and Agricultural Implements.

A. A. SHAW,
Clocks, Watches and Jewelry.
General Repairing.

W. M. WILBER,
Dealer in Boots, Shoes and Rubbers.
Repairing and hand-made work to order.

JOHN JACOX,
Boot and Shoemaker, General repairing.

L. D. POTTER,
Shoemaker, Repairing and new work done to order.

P. S. PLACE,
Undertaker and Embalmer.

J. P. TISDELL,
Blacksmithing and Horseshoeing.

C. L. EATON,
Blacksmithing and Carriage trimming.

IRVING SAUNDERS,
Photographer.

THE ART DEPARTMENT.

OF
ALFRED UNIVERSITY.

ART in its various branches taught from first principles, by lectures and by actual practice in class-room, studio, and field.

Special attention given to sketching from nature, modeling and designing.

For further particulars address the principal,
MISS A. E. STILLMAN,
Alfred Centre, N. Y.

THE
AMERICAN SABBATH TRACT SOCIETY'S
PUBLISHING HOUSE,
ALFRED CENTRE, N. Y.,
E. P. SAUNDERS, MANAGER.

PUBLICATIONS.
The Sabbath Recorder,
Helping Hand,
Evangelist Harold (Swedish),
The Outlook and Sabbath Quarterly,
The Light of Home.

— BOOK - BINDING —

Neatly and promptly executed. Books bound in any style
of cloth or leather. Satisfaction Guaranteed.

— ALL KINDS OF JOB PRINTING. —

Letter Heads, Note Heads,
Bill Heads, Statements,
Check, Note & Receipt Blanks,
Programmes,
Business Cards, Etc., Etc., Etc.
COLOR WORK A SPECIALTY.
Correspondence Solicited.

THE
BUSINESS DEPARTMENT,
ALFRED UNIVERSITY.
Open at all times for the admission of students

Best time to enter is now. Equal privileges for Ladies
and Gentlemen desiring to prepare for lucrative employ-
ment.

COURSE OF STUDY.

Book-keeping in its various forms and applications, Busi-
ness Writing, Business Arithmetic, Commercial Law, Busi-
ness Forms, Banking, Business Practice, as exemplified in
actual transactions among the students and in office work.

The time required to complete the course is about six
months, though it depends much upon the aptitude and
ability of the student, some finishing in less and some re-
quiring more time.

EXPENSES.

Tuition, complete course	\$40 00
Books and stationery, complete course	10 00
Graduation fee	2 00
Board and furnished room, per week	\$2 50 to 3 50
Washing per dozen	50
Coal per ton	6 00
Stove wood per cord	1 75

For any further information concerning the Business
Course, address

T. M. DAVIS, A. M., PRINCIPAL,
Alfred Centre, N. Y.

THOROUGH INSTRUCTION

May be obtained in

MUSIC

at

ALFRED UNIVERSITY,

PIANO-FORTE,

VOICE,

HARMONY,

THEORY,

PIPE AND CABINET ORGANS.

For further information address,

WARDNER WILLIAMS, DIRECTOR,
Alfred Centre, N. Y.

ALFRED UNIVERSITY.

DEPARTMENTS, COURSES OF INSTRUCTION, ETC.

ALFRED UNIVERSITY is a literary institution of fifty years standing, designed for both Ladies and Gentlemen, gran-
ing them equal privileges, and furnishing them equal facilities. The departments are completely organized, and instruc-
tion in all courses is full and thorough.

1. PREPARATORY DEPARTMENT.
2. DEPARTMENT OF THE LIBERAL ARTS, PHILOSOPHY AND DIDACTICS, affording complete instruction in the Clas-
sical, Philosophical, Scientific, Literary, and Normal Courses.
3. DEPARTMENT OF BUSINESS, with courses in Penmanship, Stenography, Type-writing, Book-keeping, Commer-
cial Transactions and Banking.
4. DEPARTMENT OF MUSIC, with full courses in Vocal and Instrumental Music, Composition, etc.
5. DEPARTMENT OF THE FINE ARTS, embracing Drawing, Sketching, Crayoning, Painting, Clay Modeling and
China Decorations.
6. DEPARTMENT OF INDUSTRIAL MECHANICS, including Mechanical, Architectural and Machine Drawing.
7. DEPARTMENT OF THEOLOGY.

REGULAR COLLEGE EXERCISES.

The regular exercises which all the students are required to attend, unless specially excused, are : chapel ; recitations
in the classes for which they have entered, five days in each week ; church, and Bible study, each week ; also examinations
during, and at the close of, each term.

There are four permanently organized societies, two for young men and two for young women. They are conducted
with ability, having long maintained a high standard of literary excellence. They meet each week in attractive and well
furnished rooms. The members present essays, orations and discussions, and become familiar with parliamentary rules.
These societies are thus important aids to those who are desirous of becoming good writers and speakers, and participants
in the proceedings of public bodies.

LIBRARIES, CABINETS AND LABORATORIES.

The Institution has a large general library, which is practically much increased by its consolidation with those of the
several literary societies under one management, and open to all students. There are also valuable books on special
classes of study, besides valuable cabinets and laboratories for the illustration of scientific and philosophical studies.

FACILITIES FOR SELF-SUPPORT.

Faithful, diligent, and enterprising persons can easily find employment, with satisfactory compensation, for all the
time that they can profitably spare from their studies. Many earn sufficient to meet a great part of their expenses, while
a few, by rigid economy and hard work, meet all their expenses. While a student thus working may be somewhat longer
in completing the course of study, the education acquired in self-support is of the most available and valuable kind. All
things help those who help themselves.

EXPENSES.

TUITION.

Preparatory	\$ 8 00
Academic	10 00
Collegiate	12 00
Chemical Laboratory	10 00
Oil Painting and Crayoning	10 00
Complete Business Course	40 00
Course in Stenography, including one stenograph	40 00
Type-writing—per term	5 00
" in connection with Course in Business or Stenography	2 00
Drawing	2 00
Elocution, in Class	\$1 00 to 1 00
Graduation Fee	5 00

EXTRAS.

Biology	\$ 5 00
Blow-pipe Analysis	Single Term, \$5 00—Full Course 10 00
Surveying, use of Instruments	1 00
Chemistry, Chemicals	2 00

ROOMS, BOARD, ETC.

Rooms can be rented, furnished or unfurnished, at from \$4 to \$15 per term. Fuel at from \$3 to \$6 per term. Board
in clubs is furnished at from \$1 65 to \$2 15 per week ; board in private families, including room and fuel, from \$3 to \$4
per week. Students can, of course, board themselves cheaper than they can board in families or in clubs. Washing, 50
cents per dozen.

CALENDAR.

1889.

Spring Term begins Wednesday, March 27.
COMMENCEMENT, Thursday, June 27.

Each term continues thirteen weeks. Students should be on hand the first day of each term, as class work will be
begun at once.

GENERAL ANNOUNCEMENT.

The University is located at Alfred Centre, Allegany Co., N. Y., two miles from the Alfred station of the New York,
Lake Erie and Western Railway, and twelve miles west from Hornellsville. The situation is retired and healthful, in a
rural region, surrounded by delightful scenery. The village that has grown up in connection with the institution, is com-
posed chiefly of a population who have received the benefits of its educational influences, and whose interests are intimately
connected with it. This gives a special air of culture and good order. There has been no liquor license granted in
the town for nearly half a century. As a home for students, it is comparatively free from the ordinary allurements to vice and
dissipation, and the temptations often attending student life. Those who seek bad company, however, will find it, or
make it, anywhere, and the institution does not offer itself as a moral hospital or reformatory to the idle, the listless, or
the vicious, or those who are too wayward for home restraints. Its facilities are for the orderly and the industrious.

The village of Alfred Centre, now an incorporated village, is becoming a place of considerable business enterprise, as
may be seen by the number of its first-class stores, banking house, manufactories, publishing house, telegraph,
etc. Good omnibus connections are made with every passenger train.

For catalogues, or further information, write to the Secretary of the Faculty, Prof. D. A. Blakeslee, A. M., Alfred
Centre, N. Y., or to J. Allen, Ph. D. LL.D., D. D., President.