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Literary Department.

THE NOACHIAN DELUGE.

BY PRESIDENT ALLEN.

II.—The Testimony of Science.

[CONCLUDED.]

The evidence seems to be accumulating that the great inundation, already referred to as occurring between the palæolithic and neolithic stone epochs, is the great catastrophe, the tradition of which is preserved among most nations, and an account of which is given by Moses. Some of the leading points in this evidence are the following:

I. Physical convulsions occurred then, resulting from the action of water which swept man, at least in many places, from the earth, together with the gigantic mammals and other species that were co-etaneous with palæolithic man, marking the quarternary epoch, traces of which are found in the red and grey diluviums over the river drifts in Europe, and in America, in the Champlain and terrace epochs. Asiatic countries have not been much explored, as yet, in reference to this point, but as far as examined, they conform in the remains found to those found in the same conditions in Europe and America.

II. This deluge was pluvial, not fluvial or marine. The waters effecting these great changes were the results of immense rain period or periods, filling all the low lands and valleys, accompanied or perhaps supplemented by depressions or oscillations of the earth's surface. The deposits over the main portions of the land are such as could only result from floods caused by immense rains. The clay and loam came from higher elevations. The imbedded animal remains, such as the bones of mammals and the shells of mollusks, are terrestrial or amphibious. Previous to this, but during the

post-tertiary period, and after man and the gigantic animals had been dispersed over large portions of the earth, there were such oscillations and submersions of the northern hemisphere in the high latitudes as to separate the British Isles from the main land of which they had hitherto formed a part, and North America from the Eastern Continent, with which it had been evidently connected. The topographical features of the two continents, as well as the hydrographical condition of the two oceans, render this supposition, not only possible, but highly probable. The narrow strait of Behring, and the great plateau between Ireland and Newfoundland, would require an elevation of the Northern Hemisphere of but a few thousand feet to make one continent of the two. Recent discoveries in both the fossil fauna and flora of these regions can best be explained on the assumption that the interchange and diffusion of these animals and plants during the tertiary and quarternary periods were through northern Asia across America eastward, rather than westward, through Europe and by the fabled Atlantis.

III. There was a check and void between the rough and the polished stone ages like to what we should expect; though how long, there is no means yet possessed by science for determining. When man again spread over the earth, everything goes to show a great amelioration of his condition and an advance in his civilization. His weapons of stone were more polished. The great carnivora and proboscideans had disappeared, and the domesticated animals were taking their places, the dog leading the way. Man was no longer largely a troglodyte, but began to build his own habitations. From this time forward there has been no great break in human history; but the polished stone epoch gradually merged into the bronze epoch, where authentic history found most of the ancient nations, and this gradually gave way to the iron epoch. In Homer, for instance, there is a constant mention of arms, axes, and adzes of bronze—a material composed of one to four parts of tin and six to nine parts of copper. Pausanias says that in heroic times all weapons were of bronze.

Of the terms iron and bronze, (incorrectly translated brass in the common version,) as used in the first four books of the Bible, some nine-tenths of the references are to bronze and only one-tenth to iron.

Long after bronze and even iron had come into use in the commonplace pursuits of life, the stone age customs continued in the sacred ceremonial rites. The Septuagint version of the Bible, in the account of the burial of Joshua, states that they laid with him the stone knives with which he circumcised the children of Israel, "and there they are unto this day." Recent excavations into the traditional tomb of Joshua have brought to light a large collection of these stone knives.

These epochs, besides the broadcast specimens and illustrations scattered everywhere, are especially illustrated by:

1. The Danish Kjekkenmodding—kitchen refuse heaps, or shell mounds. Though found to some extent in many other places, not only on the shores of the Eastern Continent, but along the eastern coast of the United States, it is, however, in Denmark that these refuse heaps of shells are most numerous and of a most marked character. These are mounds along the sea shore composed of the refuse shells thrown out around the ancient habitations. These heaps are from three to ten feet in height, and from one hundred to a thousand feet in length. With the shells are found intermixed instruments of stone, bone, horn, flint, also the bones of various land animals used for food—all of living species—differing thus widely from those found with the remains of man of palæolithic times. A collection from these shell heaps belonging to this Institution, obtained from Denmark, on the approval of the Danish archæologist, Prof. Steenstrup, has been assorted by Prof. Larkin and myself, and, among bones of animals and birds, the following species of still living shells have been found:

Ostrea edulis—the edible oyster of Europe.

Cardium edule—the cockle.

Mytilus edulis—the edible mussel.

Littorina littorea—the edible periwinkle.

The following mostly cretaceous fossils have been found:

Gryphæa—

Anachytes ovatum.

Anachytes—3 species, undetermined.

Orthoceras.

Belemites.

The precise connection of these fossils with these shell heaps, the uses they were put to by these rude, shore dwelling people, is not entirely clear. A large number of flint flakes, lance heads, celts, and an awl, scraper, pendant, and pottery have been likewise found. These shell mound makers had no domestic animals except the dog, and no knowledge of agriculture. These Danish shell mounds evidently began to be formed in the earlier periods of the neolithic stone epoch, and continued through many generations of these rude people.

2. Swiss *Pfahlbauten*, pile-buildings, or lacustrine habitations. These consist of villages over the waters of the lakes,

and upheld by piles. Some two or three hundred huts were usually grouped together upon platforms placed on these piles, and connected with the shore by a narrow causeway—thus located, it is supposed, for protection. More than two hundred of these lake villages have been discovered in the lakes of Switzerland, accompanied by all sorts of relics. The bones of most of the wild animals still found in Europe, the domesticated animals, the dog before found, and, for the first time noticed, the hog, horse, goat, sheep and ox. Of grains there have been found three varieties of wheat, two of barley, and two of millet, together with peas. Rye and oats were unknown. The seeds of the raspberry, blackberry, strawberry, the shells of the hazel-nut and beech-nut, and the stones of the wild cherry have been recovered. Thus was ushered in the epoch of domesticated animals and plants—a great advance in human progress. Prof. Heer, the great fossil botanist, has shown that these civilized plants are not of Asiatic, but of African, and mostly of Egyptian origin.

These lake dwellings were originated in the the neolithic epoch, and continued down through the bronze epoch, and into the present or iron epoch. Herodotus, thus, in his time, describes similar habitations of the Pæonians. "Their dwellings are contrived after this manner: planks fitted on lofty piles are placed in the middle of the lake, with a narrow entrance from the main land by a single bridge. These piles that support the planks, all the citizens anciently placed there at the public charge; but afterwards they established a law to the following effect: whenever a man marries, for each wife he sinks three piles, bringing the wood from a mountain called Orbelus; but every man has several wives."

3. Megalithic monuments and earth mounds. Over most portions of the earth are found scattered relics of mounds, borrows or tumuli, menhirs or standing stones, cromlechs or stone circles, dolmens or stone chambers, camps, dikes, fortifications, &c. These astonish by their numbers and magnitude, and awaken inquiry by their antiquity and mystery. The tumuli or mounds are numbered by the tens of thousands in various parts of the world, of which the Pyramids exhibit the most magnificent development of the same idea. Indeed, the whole world is studded with the burial places of the dead. The menhirs or tall upright stones, also, were, no doubt, erected as memorial stones. Cromlechs or stone circles with stones at equal distances apart, enclosing spaces ranging from one hundred to twelve hundred feet in diameter, of which Abury and Stonehenge are foremost, are found in various parts of the world, and are, as yet, unsolved mysteries. These various works in America have been classified by Squier and Davis as enclosures for defense, sacred and miscellaneous enclosures, mounds of sacrifice, mounds of sepulture, temple mounds, and effigy or figured mounds, representing various animals. Prof. Whittlesey has classified the nationalities of the United States, as:

(1.) The *Agricultural nation*, their works founded chiefly in the Ohio valley.

(2.) The *Military nation*, the fort builders on the lake shores.

(3.) The *Effigy nations*, located principally in Wisconsin.

These builders in both hemispheres seem to have a common origin and common impulses. They were evidently pressed southward in North America, by the encroachments of the Indian races. In Europe they were overrun and absorbed by the Aryan races. They extended through the neolithic and bronze epochs. Their burial rites, especially in the bronze epoch, were accompanied by cremation, or the burning of the bodies and the preservation of the ashes in sepulchral or cinerary urns. There is in the cabinet of the institution two of these urns from Denmark, one an individual, the other a family urn with the cinerary remains in them, accompanied by stone and bronze relics illustrative of these epochs.

(4.) While there is abundant evidence that the quarternary floodings were extensive and destructive, and that man was a victim of them; yet how extensive and how much of the human family was swallowed up by them, science has not yet sufficient materials at command to give any satisfactory answer. Nor is this surprising, as the science of pre-historic archæology is only about a dozen years old; and though it has worked with a hundred eyed search and a hundred handed vigor, there yet remain vast tracts in its mysterious and enchanting fields unexplored. Its prophetic intimations are, that future revelations of this science will demonstrate that the Eskimos, the Lapps, in fact all the Finnic or Uralian peoples, are remnants of the palæolithic peoples, and that the negro, the Egyptian, and perhaps the Chinese, were untouched by these post-tertiary floods.

Bible, Tradition, and Science—How Harmonized.

The ultimate problem now remains of connecting and reconciling the Mosaic flood account with the inundations or floods thus affirmed by recent scientific discoveries. While the great flood is established through the concurrent testimony of most ancient peoples, as the great event of traditional history, while no fact of sacred history is so universally reflected in, and confirmed by, tradition and legend, while, as we have attempted to show, it is becoming recognized by science, there is scarcely any subject that has presented more difficulties to the Bible student. The inconsistencies and impossibilities of the literal interpretation of the Mosaic account, in its entirety, has compelled its surrender. More recent exegetes have generally attempted to find some translation and interpretation that would remove the difficulties. One class have sought it by such interpretations as would make the flood local as to extent, yet universal as to man, but partial as to the animals gathered in the ark, comprehending only the domestic animals, or cattle with their immediate allies. Another class have attempted to circumscribe it as to man also, making it what is termed the Jehovistic account of the preservation of the Sethitic branch of man or the monotheistic worshipers; while the Elohist or polytheistic worshipers are left out—based upon the duplicate record they find running throughout the earlier books of the Bible, known as the Jehovistic and Elohist records. Another theory has lately been advanced in France, to the effect that its universality as to the men spread over the earth

was accomplished by comprising successive events, and including all the partial diluvian phenomena of the quarternary period.

The insuperable objection to the first of these theories is, that the modern discoveries in pre-historic archæology show that man was spread over great portions of the earth long before the commonly received date of the Mosaic deluge, and even before the deluges of the quarternary period. This being the case, the present popular mode of making the deluge an event some twenty-five hundred years before Christ, partial as to the whole earth, yet sufficiently extensive to include all of humanity is inadmissible. The facts exceed the hypothesis.

The Historico-Poetic Theory. We come, then, to what appears to us to be the most plausible solution of the difficulty. By combining the two last of the above-named theories for the ground facts, superadding the great pluvial floodings that terminated the catastrophies of the quarternary periods, and embodying them in historico-poetic language, and we have the Mosaic deluge, uniting, at once, fact and symbol. The symbolical character of the history is what gives significant expression to the fact. It is fact or history illumed and intensified by poetic imagery, with its symbolic character springing from its groundwork of fact. Based thus in historic fact, verified by the recent revelations of science, it sweeps out and up into poetic license. The great truth to be taught is punishment for sin. Taking the apostasy produced by the marriage of the Sethites—the sons of God, the worshipers of the one true God—with the daughters of the Cainites, polytheistic heathens, producing a giant race, as all inter-racial marriages tend to do, full of passion, lust, and wayward violence, the sacred writer gathers the common experiences of various, if not all, races during the floodings of the quarternary period, and the common consciousness that it was the punishment of God for sin, into a great historic poem locating the scene with the Sethitic family of Noah, in the Shinar valley. This conforms to the inspired method of uniting the historic and poetic, as illustrated in that sublime heptameron contained in the opening chapter of Genesis, also in the account of the paradisaical state and of the fall, in the book of Job, and other portions of the Old Testament, and which was a favorite method with Christ; though in his method, the historic was, perhaps, still more submerged in the allegorical. The historic poetic theory thus furnishes a means for including and reconciling the facts furnished by science with Bible and tradition, and, at the same time, gives a way of escape from the dilemmas which inhere in the other theories and methods of interpretation. The length of time occupied by the events referred to in this discussion, cannot, with the present state of knowledge on the subject, be very definitely determined. Between the two extreme theories, that of the very great antiquity of man, and that of the recency of the disappearance of the extinct post-tertiary animals, there is, doubtless, a true medium ground; but it will take long and widely extended investigations, to determine, with any degree of definiteness, man's age in the world.

THE OLD SCHOOL-HOUSE.

O. M. ROGERS.

Though not a vestige marks the place
 Where learning's rudest temple stood;
 Though orchard trees, with verdant grace,
 Mature each year their corp'ral food,
 Where wisdom's tree from fruitful spray,
 Dispensed its sweetness day by day,
 Yet mem'ry pictures brightly still,
 The dear old school-house by the hill.

Again I live those halcyon days,
 With boyhood's joyous bounty blessed;
 Each cherished nook, in childish plays,
 My tireless feet again have pressed—
 The icy slopes with flying sled,
 The meadows green with berries spread,
 Where flowers blush in summer's glow,
 Or piles the winter's driven snow.

Just as of old, the rough fence rails
 Are now against the house side leant,
 And from the roof projects the nails
 On which our garments then were rent;
 The chimney, with its scattered bricks,
 Betrays our boyhood's ruthless tricks—
 A target for our faultless aim,
 It hardly now deserves the name.

The charcoal sketches on the walls—
 Rude triumphs of a rustic art—
 The desks, defaced with gash and scrawls,
 Of this strange picture, form a part;
 And, closely written side by side,
 The name of youth and mimic bride,
 A tale of tender feeling tells,
 That often older bosoms swells.

Now, prisoned in these battered walls,
 A score or so of girls and boys,
 Unmindful of the teacher's calls,
 At work or play, make constant noise.
 Awhile, we to our tasks bestow
 The flying moments as they go,
 And fall unheeded on the ear,
 The "A"—"B"—"C"— rung loud and clear.

But, all too soon, the thumb stained page
 Appears a senseless blur of words;
 And flying, as from prison cage,
 Our thoughts now wander free as birds;
 Unmastered though each "sum" or rule,
 We hie to Nature's broader school,
 And, borne about on spirit wings,
 We revel in the world of things.

The sparkling stream, that babbles by,
 With purling cadence soft and sweet,
 Anon attracts each truant eye,
 And banters to our shoeless feet,
 While, through the open casement, showers
 The fragrance of ungathered flowers;
 And, e'en through dingy walls, we look
 On Nature's ever open book.

We watch the spider's dusky form
 Upon the sun-lit window pane,
 Where, in the radiance bright and warm,

He weaves with skill his silken seine.
 We wonder with what perfect art
 He draws each line, unites each part,
 While we, ordained with higher powers,
 Must strive anew through weary hours.

For us, the passing moments throw,
 In Time's mysterious, magic loom,
 The threads of blessing or of woe—
 A varied woof of gleam and gloom;
 And what, in hopeful youth, but seems
 A shining warp of golden gleams,
 Requires a constant toilsome care
 To make the fabric firm or fair.

Whatever scenes of life are gone
 Below the dark horizon's brim
 That never glows with mem'ry's dawn,
 This treasured one has ne'er grown dim,
 But, rising from the mists of years,
 The time-worn school-house still appears,
 And I, again a happy child,
 From manhood's earnest toils, beguiled.

Worn veteran, of Time's ceaseless fray,
 Though winter's storms and summer's sun
 Have wrought their traces of decay,
 Thy noble work was still undone.
 What though thy form was scarred and old,
 Thy lips dropped wisdom's priceless gold,
 Nor sought, in vain, each youthful band,
 Her jewels from thy trembling hand.

When low has sunk life's setting sun
 Adown the west, no more to rise,
 May then some worthy actions done
 Give glory to the darkening skies;
 And then may mem'ry's rays illumine,
 With rosy light, the deepening gloom,
 And fringe life's clouds with burnished gold,
 When day is gone, and evening old.

DICTYOPHYTON.

Fossil. Upper horizon of the Chemung Group in Sandstone. Found in a field near Bath, N. Y., which was plowed and dragged by Pres. Allen, Rev. A. H. Lewis and Dr. Seelover of Bath, in order to obtain the unique and invaluable collection in possession of this Institution. The only other place where they have been found is near Addison, N. Y., as erratic or drift specimens. In liberating a specimen from the rock, I discovered that it was composed of layers enveloping an axis from left to right. It seems to belong to Plantæ, possibly to the Order Nymphaeaceæ.

Genus. Dictyophyton. (Species) *tuberosum*—Don.

" *nodosum*—Hall.

" *serratum*—(n. s.) ?

" *angulatum*—(n. s.)

" *lobatum*—(n. s.)

" *cylindricum*—(n. s.) ?

" *hastatum*—(n. s.) ?

Generally. These fossils vary in length from 2 to 8 inches, having an average, in those well developed, of about 6 inches. Width at the larger or—as I shall call it—root end, from 1 to

3 inches. Thickness at root end, where broken off, from $\frac{1}{2}$ to $1\frac{1}{2}$ inch; where perfect, they seem to have thinned out to a broad, flattened, obliquely transverse edge. This gives the termination an oval oblique ax-form, swelling gradually to near the middle, and then diminishing more or less gradually to the stem end, which is quadrate-acuminate, lanceolate, or acuminate ovate. The surface is covered with longitudinal *epidermal striæ*, varying from 1-32 to 1-8 of an inch apart, between which are numerous intermediate finer *striæ*, which are intersected at right angles with transverse parallel *striæ* about the same distance apart, these being also interlined with finer *striæ*. This epidermal marking gives a beautiful, checkered, reticulated or cancellated appearance to the fossil, from which its name, *Dictyophyton*, is derived. The surface is also constantly elevated into *nodes*, which are arranged in longitudinal and transverse rows, and are marked at their termini with a single pit or perforation. It seems to be composed of concentric layers around a common axis. On careful examination and comparison there seem to be several species quite as distinct as *nodosum* and *tuberosum*. Among the specimens from Addison we have discovered two species which appear to be distinct from *tuberosum*. Pres. Allen has named one of these, which seems also to have flourished in connection with the Bath species, *D. serratum*. The typical specimen which I have before me differs from *tuberosum*, to which it seems most nearly allied, in the following characteristics: the transverse rows of nodes cross the longitudinal axis more obliquely; the nodes are constantly arranged in exactly eight longitudinal rows, while in the very fine specimen of *tuberosum* before me, there are nine distinct longitudinal rows, with the disposition to form a tenth; *serratum* is flatter, narrower, and generally more slender and delicate than *tuberosum*; the nodes on the lateral margins are more appressed and the marginal contour is almost rectilinear, being a very little incurved between the transverse rows of nodes, while *tuberosum* has a distinctly undulated margin. The epidermal markings of *serratum* are more crebrously reticulate, while those of *tuberosum* exhibit a more distinctly cancellated surface. Prof. Hall has named, but (I believe) not yet described, *D. nodosum*, obtained from the Bath station. I have named a characteristic species thus far found only near Addison, *D. angulatum*. The sunken, circular impressions upon the termini of the nodes were so much more distinct in this, than in any other species, that I at first proposed *D. perforatum*, but upon closer examination I discovered this to be a generic characteristic. *D. angulatum* is less corrugated or waved than *serratum*, both longitudinally and transversely. The epidermal markings are similar to *serratum*, but the nodes are appressed longitudinally to a thin edge and connected together lengthwise by a sharp ridge. *Angulatum* is not so robust as *tuberosum*, nor so slender as *serratum*; the marginal lines do not converge so rapidly, and it is more regular in all its outlines than either. It does not terminate so acuminously as *serratum*, but has a flattish, oval, sharp stem-end; and were it not that it swells up into the sharp ridges that connect the nodes longitudinally, a cross section would ex-

hibit a nearly perfect ellipse. *D. lobatum*, kindly donated by Dr. Seelover and named by Pres. Allen, is from the Bath station, and has equally distinct specific characteristics. The epidermal markings of raised lines, crossing at right angles longitudinally and transversely, constitute meshes of about 1-10 of an inch; a transverse section would give a flattened irregular ellipse. The typical specimen is about seven inches in length. Longer diameter at the stem end $1\frac{1}{2}$ inch; shorter diameter $\frac{3}{4}$ inch; and terminating at the stem end acuminously. Outline irregularly strongly undate. Some of the larger nodes are elevated nearly an inch above the lateral margin. The character of the nodes particularly distinguishes this species; they are appressed, ovate-spatulate, regularly rounded, and sometimes slightly contracted at the neck, near where they join the margin; they sometimes run together; and, generally, the lobate appearance of the nodes determined the name of the species. A large number of specimens from the Bath station seem to have the common characteristic of being more cylindrical and less acuminate toward the stem end than *nodosum*. Pres. Allen has suggested for these *D. cylindricum*. Again, another well-marked class from the same location present more acuminate nodes, are generally more flattened than *nodosum*, from which they also differ by being wider at the termination, and converging more rapidly to a pointed stem end. A cross section would give a convex-lenticular outline. The uniform arrowhead, or better, halberd-shaped figure of these specimens, has suggested to me the name of *D. hastatum*.

D. cylindricum and *D. hastatum* may, on a more extensive comparison of specimens, turn out to be only varieties of *D. nodosum* of Prof. Hall. So also *D. serratum* may possibly be eventually referred to its congener *D. tuberosum*, as a marked variety; but the specific characteristics of *D. angulatum* and *D. lobatum* are so distinct as to leave no doubt that they are new species.

E. P. LARKIN.

ALFRED UNIVERSITY.

RAMBLES.

With three weeks of vacation before us, we bid adieu to Alfred for a time, and are soon speeding onward, leaving school and books behind us. It is a happy thought that we are to have a short rest after our term's labor. Among the places that we visit, none is of more interest than the one poetically known as "Forest City," situated at the head of Cayuga Lake, in the central part of the State. Now a town of ten thousand inhabitants, it is destined soon to be far ahead of its rival cities. Situated, as it is, in the valley and on the neighboring hills, surrounded by pleasant groves and dense forests, it certainly *deserves* the poetic name which it has long borne. Within a radius of six miles of the town, there are fifty different falls, affording a great variety of scenery. A short distance above the bridge crossing Fall Creek, on Aurora street, is First Fall, which is over two hundred feet in height. We gaze long at this beautiful sheet of water, dashing and foaming over the rocky precipice, and leave, with re-

luctance, to seek new scenes farther up the stream. We enter the tunnel, cut through the solid rock, a hundred feet below the surface. In passing through the tunnel, we walk on narrow planks laid upon cross-timbers. These being old and rotten, and the water having dripped from above and frozen, making the planks slippery, together with the darkness which reigned supreme, and the thought that there was a possibility of our being precipitated into the rushing torrent beneath, made it just exciting enough to be enjoyable. But, thanks to our efficient guide, we safely return through the tunnel. Passing up the stream, and pausing under a towering pine, standing out on an overhanging rock, two hundred feet above the stream, we behold a scene truly enchanting. The massive columns of rock overhanging the stream, the numerous falls in the dim distance, farther up; and opposite us, the tremendous columns of ice overhanging the bank, and reaching almost to the water's edge, all add beauty to the scene before us. Passing on, by a stairway hewn from the rock, we descend to a footbridge, and by passing out on this frail structure, have a fine view of the stream and its numerous falls. A short distance up the stream are two falls, one beneath the bridge, and yet another farther down. The combined roar of these four falls is almost deafening. To the right, scarcely twenty feet from us, is a rainbow. Whenever the sun shines, the rainbow seems to welcome the pleasure seeker, and its beautiful colors give a finishing touch to nature's grand picture. We stand here but a few minutes till we are covered with spray, and are compelled to relinquish our position. We ascend the steps on the opposite side, and are kept from being dashed on the rocks below, by an iron railing running along the stone steps. After reaching the opposite side, we pass down the stream, and soon come to a winding stairway, by which we descend to the gorge below, and emerge at the foot of the largest of the four falls. Here the scene changes: the rocky walls, hundreds of feet in height, surmounted with pines and hemlocks, the wall varied with rugged crags, projecting here and there, all tend to beautify the wild and romantic scene before us. But in describing the works of nature, we must not fail to notice the works of art.

Upon an upland, east of town—four hundred feet above the level of Cayuga—is Cornell University, an institution, which, though yet in its infancy, has already taken its place among our leading colleges. The princely gifts of its founder—five hundred thousand dollars, and two hundred acres of land; and since, many other handsome presents, together with gifts from others—placed the University on a firm basis. The institution was opened October 7th, 1868, at which time over three hundred students were admitted. The number has been steadily increasing, till there are now nearly five hundred, including forty ladies, in attendance. The public, in the meantime, became more interested, and many generous gifts—collections, machinery, models, and money for building purposes—were bestowed upon the University. These gifts are estimated at over one million dollars in value. The Congressional and State endowments specially provide for the departments of Agriculture and Mechanics; and the munifi-

cence of Mr. Cornell enabled the adding of other scientific, literary and linguistic studies. In these words Mr. Cornell expressed his wish: "I would found an institution where any person can find instruction in any study"—words which plainly express the whole University theory. With an able corps of teachers—both resident and non-resident—and the ample facilities at command for instruction in all its departments, Cornell University promises well for the future.

L. F. R.

BOOKS AND MAGAZINES.

SEX AND EDUCATION: A Reply to Dr. E. H. Clarke's *Sex in Education*. Edited, with an Introduction, by Mrs. JULIA WARD HOWE. Roberts Brothers, Boston.

Laying down Dr. Clarke's book, the feeling uppermost in our mind was, that Heaven must needs grant patience to women who read the books that men presume to write about them. The perusal of Mrs. Howe's Reply awakes a thrill of intense thankfulness that women can speak for themselves. And the unanimity with which they have spoken here, the almost identity of their appreciation of the scope and bearing of Dr. Clarke's views, and of his mode of expressing them, must be taken as representative of the thought of American womanhood upon the subject, and therefore worthy an attentive hearing. Mrs. Howe says in her introduction, "Most of the writers of these papers are experienced in the office of tuition, and in the observation of its effects, . . . the facts and experience of whose lives have led them far from Dr. Clarke's conclusions. To most of them, his book seems to have found a chance at the girls, rather than a chance for them. . . . Most of us feel compelled to characterize this book as an intrusion into the sacred domain of womanly privacy. No woman could publish facts and speculations concerning the special physical economy of the other sex, on so free and careless a plane, without incurring the gravest rebuke for insolence and immodesty. . . . No man could endure the thought of it. However, then, people may differ as to the coarseness or refinement of the book, all must agree that it violates the Christian rule." In her critique, Mrs. Howe says, "It is a work of the polemic type presenting a persistent and passionate plea against the admission of women to a collegiate education in common with men, . . . wherein the author supports his side of the argument by a statement of facts insufficient for his purpose, and by reasons and inferences irrelevant to the true lesson of these facts." This is the opinion which all the writers in this book express. Yet they undertake to reply to his arguments or show their falsity with candor and modesty, with more or less of deference to his position in his profession and in private life, and with a greater or smaller degree of patience with his perversion of testimony. Except to rebuke them, they wisely keep aloof from the very remarkable terms Dr. Clarke thought fit to use in the treatment of his theme, considering he addressed occupants of homes and not of the lecture room. "Periodicity," the word he chose whereon to sound the tocsin of alarm, to the educators of women, and representing a fact in the economy of nature, the discovery of which he might almost be thought to claim, occupies little space in these pages. Mrs. Howe does announce, with a view to restoring the perturbed peace of the continent, that mothers have been in the habit of instructing their daughters in whatever was peculiar to their physical life, down from the earliest ages of humanity, and proceeds to show that there are, and always have been, numberless other modes of derangement, besides hard study in a "man's method." As to the fable that American women's physique is affected by a neglect due to the regimen of the schools, she reminds the reader of the many cases on record even in the Scriptures of the imperfect or non-development of the female organism; that these are worldwide facts of all times, in common with the manifold other and far more serious forms of ill to which human flesh is heir. Still, men of science speculated long ago, half a century

before girls went to college, concerning certain indications of physical weakness among women, attributing the fact to the dry, stimulating effects of the climate of the northern and eastern States. Yet Dr. Clarke is unwilling to consider climatic influences as at all a factor in the alleged ill-health of our women. His experience must differ widely from that of others in this respect, for every one with any chance for observation must have noticed marked changes occurring in the appearance and health of foreigners resident here for any length of time. She urges likewise that a broader view would see far more in the dissimilarity of the physical training of boys and girls, than in the identity of their school education to promote the ill-health of the latter—their closer confinement within doors, the enormities of trailing skirts and girdling corsets, the want of stimuli to healthful endeavor being far more disastrous to "cell growth" and "development" than the most persistent and unremitting attention to school duties could possibly be. The second essay by T. W. Higginson is concerned chiefly with the insufficiency of ascertained facts to support Dr. Clarke's argument. He says, "We need facts, 1st. As to the comparative physiology of American women in different localities 2d. As to American-born women of different races. 3d. The comparative physiology of different social positions. 4th. An extensive record of individual instances." Of the seven cases cited by Dr. Clarke, five only were students. Of this number, the statement of "Miss D.," who represented herself as having broken down under a too severe regimen at Vassar College, is pronounced by the authorities of that college (to whom Mr. Higginson applied for information) to be "taken as a whole, an absolute untruth"—no pupil ever having entered that institution at the age of fourteen. Mrs. Dall makes mention of this case assuring the public of the impossibility of a pupil "fainting again and again" under the same circumstances, in the gymnasium, all departments of the college being under the watchful supervision of a resident physician, commissioned with the health of the students. The further testimony of Miss Avery herself, the physician at Vassar, is embodied in the book, from which is gained the additional fact that so far from the discipline of the college being such as to injure the health of the pupils, it rather conduces to increase and fortify it, so that "vigor of head, and heart, and body is the happy result." "Of one other case cited by Dr. Clarke," says Mrs. Dall, "I had an intimate and sorrowful knowledge. The degeneracy imputed to excessive culture was, in fact, the result of a tendency inherited from a vicious father—a tendency recognized by its unfortunate subject with morbid pain from the beginning." "The number of these graduates who have been permanently disabled, is so great as to excite the greatest alarm," says Dr. Clarke. "If it can be proved that two out of every five of these wrecks to which he sadly points, were stranded on another shore than that of a sustained course of mental work, it will tend to quiet the alarm," says one of his reviewers. To the statement that it would cost Harvard College two million dollars to adapt itself for the admission of women, Mr. Higginson says in substance, that he sees no need for the outlay of a single cent. If Dr. Clarke had in mind the erection of dormitories, none are required, there being plenty of boarding houses in Cambridge whose keepers are deploring their occupation gone, since the provision of college residence for students. Granting all that Dr. Clarke claims as necessary in a woman's healthful education, all there is needed at Harvard is a "quiet carrying out of what is already a marked tendency in that institution—to substitute elective for required studies, voluntary attendance on exercises for required attendance, and examinations as tests of scholarship in place of daily marks." . . . "The steady untiring day-by-day competition," that Dr. Clarke deprecates is being utterly laid aside, and a more flexible system is being introduced for young men, which turns out to have the incidental advantage of being precisely what young women need. It is a remarkable discovery that the more you transform a college into a university, the better it is adapted for both sexes.

Mrs. Horace Mann repels Dr. Clarke's sneering attack upon "spinsterism" with a dignified defense of the unmarried state, calling at-

tention to the fact that "unfortunate marriages are the circumstances under which the harmonious development of nature is arrested and perverted." As to the "dangers of systematic and persistent study for women," she says "in half a century's acquaintance with the details of female education, I can remember no instance in which study has proved injurious to those who came to it in good health;" that "overstraining of the brain is no worse for young women than for young men, and not a thousandth part so common;" that "the health of the young women was better than that of the young men" at Antioch College, both during their student life there, and afterward—testimony which is corroborated by several other writers in this book, having been connected with that institution. Mrs. Badger's paper is largely occupied with showing the probable fallacy of Dr. Clarke's conclusions from the cases he mentions. "Is he certain," she asks, "that the proportion of sufferers among female graduates is greater than that among their male classmates? How does he know that the seeds of the malady by which any woman student has been prostrated, were not sown before her birth in the organism of a mother to whose youth was denied the opportunity for a liberal education? How does he know that their origin is not attributable to a lack of that knowledge of the laws of her being so requisite to every possible mother. . . . Far more numerous than the cases he mentions of women who have become invalids after working 'continuously' in 'a man's way,' are those which might be cited by physicians and teachers, of girls who have been seized upon by the Proteus of disease as a retribution, let us think, for *not* having worked with the method of a 'man's way,' or for not having worked at all. Nowhere in our country does the average woman present so feeble and diseased an aspect as in those parts of the West and South where education is of the smallest moment to her." Mrs. Dall pays a high tribute of respect to the author of "Sex in Education," yet deplors the book as coarse in its tone, and addressed to readers who have no business with the subjects of which it treats; such matters should be discussed, if at all, only by mothers and teachers and educated women physicians. "In the writing of the book, statistics seem to have been overlooked. More female children survive the perils of infancy than male—more girls mature into womanhood than boys into manhood. . . . Will any one who looks carefully at the immature half-developed figures of our young men, and keeps the record of *their* vitality, claim that it is superior to that of young women? . . . The vices of men imperil the populations of the earth far more than the unwise studies of women . . . The movement in behalf of the higher education of women is a very modern movement. No single generation can be said to have matured under it. It is too early to examine the results, but this is certain, whatever danger menaces the health of America, it cannot thus far have sprung from the overeducation of her women." The various other points in the book are discussed with the author's well known ability, and she closes with saying: "Nothing is so absurd as to press upon a young woman's thought the idea that she is sometime to become a mother. What would be thought of a community which definitely undertook to train young men to the functions and duties of fatherhood? A shout of derision would be raised at once. Let us have citizens, the world would cry. I echo the demand. Mothers are no more important to the race than fathers; we must gain both by seeking first the 'kingdom of God.' This will best be done by engaging the minds of the young with other subjects than 'periodicity' or 'development.'"

Miss Phelps' paper is as racy and spirited as possible. She says "Thousands of women will not believe what Dr. Clarke tells them, *simply because they know better*. . . . Every woman physician knows better, and it is only the woman physician, after all, whose judgment in this matter can ever approach the ultimate uses of the physicist's testimony to these questions," and proceeds very adroitly to turn the tables with his arguments, concluding from his own premises, that it is *cessation* from mental labor rather than too long continuance in it, from which women graduates suffer. Professor Bascom, of Williams College, in his paper,

emphasizes the fact that it is quite too early in the history of co-education to draw any generalizations as to its effect upon the health of women.

But it is impossible to give anything like a fair view of the expressions of the different writers in this book—thirteen in number—including, "C," Mercy B. Johnson, Abby W. May, Maria A. Gilmore, and A. C. Garland, besides testimony from Vassar, Oberlin, and Antioch Colleges, and Michigan and Lombard Universities. Among the points discussed, not previously noticed, is the *persistence* with which Dr. Clarke arraigns "hard study in a man's method," as the source and fountain of ills, undermining the health of American womanhood. He admits that there are other sources, but insists that he is now engaged with this single one, hence his vehemence. Very well. But when he declares that those other sources act indirectly and secondarily, while this particular one—the most absurdly trivial and slight in the whole round of the duties of life, as every woman blessed with a college education can testify from *experience*—is a direct and primary cause of an alarming state of things in the commonwealth, he gives the key note to his motive in the writing of his book, which no woman with the insight "peculiar to her sex" can fail to discern. Many another has sounded it before him. It is an old story. He is in the beaten track—only in a new and most preposterous turnout. One of the writers in this book says that Dr. Clarke should be answered in full by one of his own profession. It seems to us that he is already sufficiently answered. The very fact of such a number of women representing the highest female culture of our land—several of them at once mothers, teachers, and workers in the field of literature—coming so promptly to the rescue of the "chance for the girls" should effectually and forever "lay" the ghost of this "*questio vexata*."

THE ATLANTIC for May has been received, and contains, as usual, much interesting reading. "Behind the Convent Grille," by Jane G. Austin, is a charming picture of convent life, describing scenes that transpired during a four weeks' stay at Hochelaga, a convent in Montreal. Thomas S. Perry gives what seems to be a careful and just analysis of the power and intent, as a novelist, of Ivan Turguenieff. There is a noble poem by James Russel Lowell entitled "Agassiz." Shorter poems by J. T. Trowbridge, Celia Thaxter, and others. The two serials proceed with unabated interest, and there are other articles well worth reading. To the departments of Recent Literature, Art, and Music, is added that of Education, under all which is found a great deal of valuable matter.

SCRIBNER'S for this month opens with a beautifully illustrated poem by B. F. Taylor, followed by another chapter of "The Great South," describing the mountains of Tennessee, Georgia and South Carolina. "Adina" is an interesting story in two parts by H. James, Jr. "At Last" is a touching story by Mrs. Spofford. Jules Verne's "Mysterious Island" is continued as is also Miss Trafton's, "Katherine Earle." Mr. Stedman discusses Teunyson with his usual skill, insight, and catholicity; Mr. Ruffner, Superintendent of Public Instruction of the State of Virginia, gives his own decided opinion on the co-education of the White and Colored Races. In Topics of the Time, Dr. Holland writes about "Star Lecturing," "The Great Temperance Movement," and "Political Morality." The Etchings this month are enlarged to four pages, and contain a considerable amount of truth and drollery.

THE May number of OLD AND NEW contains a good selection of things entertaining and things profitable. The most important one paper is the completion of Rev. James Martineau's remarkably broad and powerfully reasoned discussion of the four assumed "notes" or marks which, as the Roman Catholic Church asserts, prove its claim to divine authority. Mr. Hale's Introduction regrets the delay in paying over the Alabama Claim Money; and there are other editorials, one on the question of industrial co-operation, and one on the choice of books to read. Besides the two serial novels, there is the first half of a striking story by Turguenieff, and the whole of another story, quite fresh and

graphic, by Moritz Jokai, the famous Hungarian writer; it is a tale of adventure of the days of the Turkish power in Hungary. Of the poems in the number, the longest is a jocular narrative of the cruel treatment of certain cows belonging to a certain Miss Green; a story which smacks very strongly of what somebody called "the abbyssmiths-cows question." Several of the short papers in the last part of the number discuss interesting points of sociology, and a letter from Washington gives some sensible suggestions about the session of Congress.

The Alfred Student.

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So many professional men are breaking down as to call for serious attention on the part of all friends of the highest development of the race; almost as much attention as the ill health of women demands in respect to co-education. Many of the evil results of mental work, no doubt, come from pernicious habits of study, exercise, eating, formed by these professional men when students in college. Very few students know anything of the physiological laws of mental work, and few Faculties give any instruction upon the subject, or at least until late in the course. They often crowd their students as fast as they can be made to go, without openly revolting, and leave them to discover the proper modes of work for themselves; and then, if any of them break down or lay the foundations of a break down in the future, it is one of the "mysterious dispensations of Providence." Though the typical college student—pale, hollowed-eyed, stooping and consumptive—under the influence of boating, and other means of physical culture, is gradually yielding place to athletes, there are many elements in his case to demand the attention of a Dr. Clarke. Too many students still cling to the old plan of all mental and no physical culture. One means of remedying the evil, and one that is already adopted by some of the colleges, is to give full and careful instruction upon the laws of health to every class that enters college, and to demand no more work of the students

than they can perform with perfect safety to their health. The last item would need careful attention in some colleges. We trust our Faculty will permit no one to remain here long without so full instruction, that if he break down, his blood will be entirely upon his own head.

WE desire the active co-operation of our fellow students in our editorial work. Only by such co-operation can the best results be attained and the STUDENT be made the full representative of the institution it claims to represent. Give us all items of news and all humorous incidents which come under your notice in your daily work. Make suggestions and criticisms whenever any improvements suggest themselves to your minds. Write us stories, poems, sketches, anything of interest and value. Make the paper an exponent of your literary ability and culture, from which every one may determine what manner of men and women you are. The STUDENT has met with a very favorable reception among our exchanges, yet the standard of excellence can be raised by the aid of the students.

WE recently saw somewhere the statement that students rarely break down from hard work but from fretting, worrying and chafing under school duties and responsibilities. We presume that it is true, and have seen many things in school life that give plausibility to the notion. We know that there is very much fretting among students here and elsewhere, and the preparations for the various Commencement exercises make the present term full of such frettings. Fretting is always a sign of weakness, and the student who does not overcome the tendency to it is not making very satisfactory progress in self-discipline and culture, without which education is of little worth. Possess your souls in patience, fellow students, if you would do the most and best work possible, enjoy your school-days to their fullest, and show the best training when you depart from these halls. Remember the advice of Dow, Jr., in one of his sermons, (?) viz., "Fret not thy spirit."

WE would suggest to the literary societies the idea of placing their weekly programmes on the bulletin board. The Alleghanians already do so, and we advise the others to follow their example. Such a practice would give to outsiders an idea of the activities of the societies, the scope of their discussions, and would attract visitors when questions of interest were discussed or popular speakers performed exercises. It would also be a favor to members who happened to be absent at any session to know the programme for the next session.

SOME of the students are, or seem to be, grieved that the Theologues are not held under as close discipline as the members of the other departments. They should remember that the Theologues are most of them college graduates who have in their time submitted to close discipline, but are engaged in studies where more freedom is proper and even nec-

essary. If you, oh complainers, are not allowed equal liberty when you have completed your college course and have entered upon professional studies, it will well befit you to find fault, but not till then.

WE thank those of our subscribers who have responded during the past month, to our request to forward their dues to the treasurer of the STUDENT. A few more subscriptions remain unpaid, and we renew our request, that balances due the STUDENT may be promptly forwarded to us.

At Home.

IN nothing would the changes here seem greater, to one returning after ten years' absence, than in the Lyceums. The handsomely papered and carpeted rooms, the hat racks, the new banners and new pictures, new chandeliers, the beautiful and commodious library cases, the larger and growing libraries, in all the Societies, would form an agreeable contrast with their shabby appearance of ten years ago. The Societies have been valuable agencies in the educational work of the University in the past, and hence we rejoice in their prosperity; and we hope that they may never lose their usefulness as the literary societies have done in so many of the Eastern colleges.

—The Reading Room is again in successful operation, with more reading matter than ever. Alfred students should avail themselves of the advantages offered by the Reading Room. No young man can afford to bury himself in Greek, Latin and Mathematics, unconscious of the great questions agitating the outside world, during the years of his school life; for in so doing he will come out mentally inferior, less capable of making a mark in life, than the one who is constantly alive to the great movements of the age, and keeps pace with the world's progress. The new quarters for the Library and Reading Room are now ready for occupation, where the arrangement of books and periodicals will soon take place. President Allen has increased the Library the past winter upwards of five hundred volumes.

—The Brick Hall, always of great attraction to *outside* gentlemen, seems to have lost none of its fascination. It is occupied by above forty boarders—ladies and gentlemen. Mrs. Groves still fulfills the duties of preceptress in her usual able manner, while Professor Williams has charge of the gentlemen; and both ladies and gentlemen and "all hands" rejoice in having Mrs. Baker as matron. She seems to be the right lady in the right place.

—Commissioner Renwick held an examination of teachers in this place, on April 7th. A very small number presented themselves for examination, and a much smaller number received certificates. Commissioner Renwick seems determined to raise the standard for teachers until only the best shall be licensed to teach.

—The bright and leafy May has come. Look out for May baskets and May bugs. Beware, o' nights, of prowling Professors. About this time expect an outbreak of botanists. Get your brickbats, clubs, slops, old boots, &c., ready to hurl upon melancholy serenaders who wail beneath your windows:

"She sleeps, my lady sleeps,"

Or:

"Sleep locks up Lydia's ears and eyes,
While slighted and expiring lies
Her lover."

or any other such nonsense. Geologists now thaw out; take in your stone ware. Prepare croquet grounds and carefully set out the wickets. Cave canes (familiares) and zoologists in pursuit of specimens.

—The closing term of our college year is well on the road so many have gone before. The attendance is full as large as the average for Spring terms—the number on the Chapel roll being upwards of one hundred and fifty, of which rather a larger proportion than usual are strangers. While we welcome back many old students and valued classmates, we regret the loss of others equally esteemed, among the latter, the former editor of this department of the *STUDENT*.

—Several changes have been made in the Faculty, by the withdrawal from active school duties of Mrs. H. V. D. Burdick, and the addition of Professor E. P. Larkin, Mrs. H. C. Coon, Mrs. T. R. Williams, and Mrs. M. S. Wardner. Professor Larkin takes the Natural History Department. Friends of the University will gladly welcome him back as a teacher in the Institution.

—Professor Williams is giving daily his lectures on Church History to the Theologues. Professor Larkin is lecturing on Geology and Zoology to his classes. President Allen begins soon his lectures to the Seniors on Mental Science, Logic and Æsthetics.

—Horace Stillman and D. H. Davis, of the Senior Theological class, spent the late vacation in missionary work in Potter county, Pa. Their efforts were blessed, and sixteen were baptized at the close of their stay on the field. Others of the class are regularly employed in pastoral work.

—The students of many years past will regret to hear of the illness of "Uncle John" Crundall, as he is familiarly called. He had a severe apoplectic fit, on the 11th of April, and has not yet become perfectly sane. His friends look for his ultimate recovery, we are glad to hear.

—The room for Reading Room and Library is rapidly assuming the proper condition demanded by its uses, and we hope soon to see the books and papers transferred to it. It will be the most convenient room for its purposes that the University has ever had.

—One of the members of the Geology class has become so enthusiastic in the pursuit of the science that he is endeavoring to charter a yoke of oxen and a stone boat, for the term, for the purpose of collecting his specimens.

—Mr. Elisha Potter and family have returned from New Jersey, where they have been spending the winter.

—A German Conversation Club has been organized here, and meets Mrs. Kenyon daily for the conversational study and practice of the language. The enterprise is a good one, and will, we trust, fully succeed.

—We are not able to speak very respectfully of April weather as we find it in Alfred. Ten or twelve inches of snow on the 10th, lasting a number of days, and followed by two or three feet of mud, is too much for a nice April.

—President Allen and Prof. Larkin have been for some time employed in classifying the specimens in the Cabinet. Important additions are being constantly made to the Cabinet in the various departments.

—Miss Alice A. Dunham has left school to take charge of the higher department of the Scio village school, taking the place of Professor Gurdon Evans, who resigned on account of other duties.

—The Botany Class have recently been engaged in active search for their "likings" (lichens). Some of these "likings" are very remarkable specimens indeed, as all must agree who are acquainted with them.

—The following notice was actually issued not a thousand miles from this village: "—— marCh the 17 74. NotiCe is here By given that the Annel CheeSe meeting Will Be held at the —— faCtory tuesday march the 31 afternoon."

—Rev. C. M. Lewis is at present engaged in a series of nightly meetings. Much interest has already been awakened and is still increasing.

—President Allen was absent, in Albany, a week, the first of April, where he was sent to aid the bill affording State aid to Academies.

Alumni Notes.

WE intend to make this a permanent and special department of the *STUDENT*, and solicit items from all sources, concerning any of the Alumni or old Students.

ALUMNI.

'44. Gurdon Evans, A. M., Esq., has resigned his position in the Scio (N. Y.) Graded School.

'50. Hon. W. W. Crandall, M. D., is a prominent physician in Andover, N. Y.

'54. John H. Titsworth, A. B., is farming near Pardee, Kansas.

'56. Elizabeth C. Wright, A. M., is now teaching in a ladies' institute in Atchison, Kansas.

'56. Prof. Anderson R. Wightman, A. M., is Principal of the Hamburg, (N. Y.) school.

'57. Jane A. Van Allen, A. M., is teaching in a commercial institute at Memphis, Tenn.

'62. Henry R. Maxson, A. M., is teaching in Elmer, N. J.

'66. Rev. Samuel R. Wheeler, A. M., is pastor of the Seventh-day Baptist Church of Pardee, Kansas.

'66. Marietta E. Hart, A. L., is teaching in Davenport, Iowa.

Prof. E. M. Tomlinson. By some mistake, Prof. Tomlinson was classed, in our last number, as a graduate of this Institution in the class of '72. He was graduated at the University of Lewisburg, *before*, and not *after*, entering upon his duties as a Professor here.

'50. William Bean taught in Rushford Academy three years; was Principal of Pike Seminary six years; School Commissioner of Wyoming county six years; assisted in the compilation of French's Arithmetic; resides at Pike, N. Y., and is engaged, at present, in the sale of State and general Atlases.

'53. Elston M. Dunn taught here one year subsequent to his graduation; spent some time in Union College; was eight years Post Master of the city of Plainfield, N. J.; was Deputy Collector of Internal Revenue eleven years; is now resting for his health, in Alfred Centre.

'58. We have received a private letter from Weston Flint, A. M., U. S. Consul at Chinkiang, China. He expresses himself as satisfied with his experiences with the "Celestials," and proposes to return home during the coming summer. He will deliver lectures on "Affairs Celestial." If possible, he will attend next Commencement.

OLD STUDENTS.

'65, '66. Chas. G. Wing is poet elect of the Michigan Law Alumni.

'69, '71. James B. Hatch is studying medicine with Dr. J. Robinson, Hornellsville, N. Y.

'67-'73. P. B. McLennan is studying Law in Syracuse, N. Y.

'66-'72. H. B. Maxson is surveying for the Government in Reno, Nevada.

'68-'70. Eugene Rudiger is studying in a Polytechnic Institute in Dresden, Germany.

For the benefit of some of our readers, who have failed to understand our method, and have mistaken our Old Students as belonging to the Alumni, we shall henceforth employ a separate heading for them.

SEVERAL of the college papers have recently been giving us specimens of college slang. Many of the words are current in quite a number of colleges. We clip the list given by the *College Argus* as a specimen of college language: "The 'seed' who 'freezes to' your hatchet, and 'lugs it off,' so that when your fire 'goes back on you,' you have nothing to split kindling wood with, threatens to add a 'head' or a 'tin ear' to your natural endowments, if you give him too much 'chin music' when he returns it. "Contemptible pill' is the only name that is considered fit for the man who won't 'cram up' the 'buffer' who sits next to him, when the said 'buffer' is in danger of a 'dead smash.' It is 'alto-

gether too thin' for a fellow to come into your room after 10 P. M., and 'sit on you' till twelve or one. We 'cram,' we 'fizzle,' we 'smash,' we 'skid,' we 'crib,' we 'horse,' we 'cut,' we 'bolt,' we 'go quailing.' We have 'bums,' and 'feeds,' and 'spreads.' In fact, for almost every occurrence, great or small, we have some technical expression that good authorities would condemn."

The College World.

WESTERN COLLEGES.

It is quite a custom with some of the Eastern college students and papers to sneer, at all convenient seasons, at Western Colleges. The term "Western College" suggests to them all that is inefficient and pretentious in education, weak in thought and bombastic in expression. We are not far enough east to sympathize with this feeling, nor far enough west to be prevented by modesty from speaking of it. We are aware that Western college papers sometimes make ridiculous exhibitions of themselves and their colleges, and use a style of composition incomprehensible to those who have not studied Bill Pratt's oratorical gems as reported by the *Williams Vidette* and *Review*. We know too that many Western institutions assume exceedingly high sounding names and make very lofty claims for themselves. In spite of these and other faults (opposed to which, by the way, we might point out a *few* faults in Eastern colleges) they are not objects of pity nor contempt.

If they have not given the highest discipline and culture, they have given something in an educational field where nothing would have been given without them. While they have not had as full and as strong Faculties as the Eastern colleges, nor as large libraries, nor as good apparatus, they have given as much thoroughness in the branches pursued, and have aroused as much, or more, earnestness, determination, enthusiasm and moral sentiment. The spirit of self-sacrifice shown by their Faculties has often been of the noblest, worthy of the most heroic period and people of history, and is worth more to humanity than the higher culture and, perhaps, wider knowledge of the full fed and fully paid Eastern professor. If the Western colleges have been less influenced by the glorious traditions of the storied past, they have also been influenced less by the darker traditions, the rowdyisms, castes, conservatisms, of the educational past. Reason and common sense have had freer sway than in the tradition-bound east. Quite a number of the educational movements which the Eastern colleges are beginning to accept, as, for instance, co-education, the Western colleges accepted long ago. In many things they seem to have caught the spirit of progress much sooner than in the east; while a few of them are beginning to compete, in all particulars, with the best Eastern colleges. We honor the Eastern colleges and feely admit that they have done the most for the

land of any of our colleges, and yet they have not done all that has been accomplished, nor does their high position entitle their students to despise all colleges save themselves.

LITERARY BUREAUS.

It may not be known to all our readers that there exist several literary bureaus in the country, whose purpose is to furnish to the weak minded but ambitious inhabitants of this land essays, orations, lectures, &c., at a moderate cost. One of these superlative humbugs exists at Yellow Springs, Ohio, calls itself the Great Western Literary Bureau, and floods the colleges annually with its confidential (?) circulars, advertising its wares. Troy now boasts of such an ornament known as the Monroe Literary Bureau. The following extract from the circular of the M. L. B., in which the illustrious and modest Monroe tells us what his "Bureau" has done, (though "deep perchance the villain lied,") we clip from the *Cornell Era*:

The business of the Institution is to furnish on very short notice, and for a reasonable compensation, any sort of address, report, poem, or literary production whatsoever. College students have been very generous patrons of the Institution. Frequently a graduating class have delighted the parents, aunts, uncles and cousins, and all the multitude assembled at the Commencement, with three or four of C. H. M.'s addresses. On one occasion, eight young gentlemen of an Eastern college procured their Commencement addresses of the Trojan Institution, and not one ever knew that any of the others had been supplied from the same source whence he received his inspiration—and never will, unless they tell of it themselves. One year or two at College Commencements Charles H. Monroe's addresses bore away four of the first prizes. But the business of the Institution was not confined to supplying college students with orations. Not by any means. Two lectures delivered before the Y. M. A. of this city were the production of Charles' fertile brain; and they were well received, too. Members of the Assembly have been supplied with speeches on all sorts of matters connected with legislation, and two State Senators were loudly applauded for speeches that had been written for them by C. H. M. and committed to memory. To give some idea of the variety and amount of the labors of this Institution, we give a list embracing one year and three months, with the sums received:

27 Addresses for College Students at \$10	\$270
33 " " " " " 5	165
2 Speeches for State Senators at \$100	200
4 Lectures at \$100	400
4 Latin addresses	80
Miscellaneous jobs	675

But few Universities can boast of a Prof. so conceitedly dignified that he can't see a Senior on the street. Such a disease is commonly known as *magnum caput*. It is attended with excessive cramp at the upper extremity of the spinal column, and is closely allied to the *cerebro spinalis meningitis*. A sure cure is speedy resumption of the itinerancy. If all University and College authorities would bear this in mind it might obviate the occasionally surprising effect of excessive promotion and high sounding titles.—*Tripod*.

OUR EXCHANGES.

The *Brunonian* makes its first appearance upon our table with its April number, which does not detract from the high reputation the magazine has justly held in the past. There are many good thoughts in the article upon "Sex in Education," but the cool assumptions of the writer destroy a just appreciation of them by one who believes that all the questions pertaining to co-education are not yet fully settled. The History of the Class of '57 is interesting to others besides Alumni and students of Brown, and this feature seems worthy of imitation by other college papers.

The *Trinity Tablet* and the *Sabbath School Journal* also come to us now for the first time and are gladly welcomed, though the latter is not directly in our line of work.

The *College Argus* gives the annual *Olla Podriga* in a supplement to its issue of April 1st. It contains the matter usually found in a students' catalogue. We "reckon" no secret society has surpassed, in the hideousness of its emblem, one of the Senior Societies as represented in the *Olla Podriga*.

The *Cornell Era* of April 24th, flatly contradicts the statement which has gone the rounds of the press and called forth unlimited comments, that Prof. Goldwin Smith declared in a speech that all Americans hate Englishmen.

We feel greatly refreshed by finding in the *Virginia University Magazine* articles upon C. Cornelius Tacitus, the Aagemnon of Aeschylus and Seneca compared, and Pope's Essay on Man.

The following exchanges have been received: The Atlantic, Every Saturday, Old and New, Scribners', College Courant, N. Y. State Educational Journal, Vassar Miscellany, Williams Vidette, Tripod, Targum, College Argus, College Herald, Trinity Tablet, Cornell Era, Bates Student, Virginia University Magazine, Brunonian, University Record, Sabbath School Journal, Angelica Republican, Hornellsville Herald, and the Earlville Transcript.

—The colleges of Illinois, in emulation of their eastern sisters, have formed an association consisting of Chicago University, Northwestern University, Wesleyan University, Illinois Industrial University, Knox College, Monmouth College, Illinois College, and Shurtleff College, for the purpose of holding oratorical contests, the first of which occurs at Wesleyan University, at Bloomington, Nov. 20th, 1874. The convention passed a resolution inviting the colleges of Ohio, Indiana, Michigan, Iowa and Wisconsin to form similar associations and called an Inter-State Convention, consisting of one delegate from each college to meet at Chicago, June 4th, 1874, to arrange for an Inter-State Contest. Oberlin has already taken the initiative in forming an association of the Ohio colleges, and, without doubt, the other States will form such associations. The champions of the contests are destined to have their project pretty thoroughly tried, it seems, both in the East and West.

—Harvard, Yale, Cornell, and Williams, each publish two college papers.