

Due to the inability of Commissioner Frank P. Graves to be present because of illness, Dr. Alexander Flick, state historian, delivered the commissioner's address at the Commencement. Doctor of Laws awarded Dr. Flick.

—Editor

FIAT



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ALFRED GRADUATES SEVENTY-SEVEN AT NINETY-SECOND COMMENCEMENT

REV. B. H. LINVILLE DELIVERS SERMON TO CHRISTIAN ASSN'S

The Rev. B. H. Linville, pastor of the Christian Temple, Wellsville, delivered the annual sermon before the Christian Association, Saturday morning at 11 o'clock in the church. The text of his sermon was taken from Hebrews 11:40. "God having provided some better things for us that they without us should not be made perfect."

In developing his theme, "Perfecting the past and shaping the future," Rev. Linville spoke of the authorship of the text, saying that although there was a dispute as to the author, there was no doubt in his mind but that it was written by the Apostle Paul at a time when a group of newly-converted Hebrews desired to go back to the religion of their fathers because of religious persecution. Paul endeavored to show them that they were carrying on the work of their forefathers. He taught them that all life and labor was incomplete and that they could become partakers of the army of partakers in the Hebrew religion.

In closing, the Rev. Linville said, "I appeal to your sense of devotion and fidelity not to become indifferent but to carry on."

Phi Sigma Gamma Initiates Nine Women Into Fraternity

Phi Sigma Gamma, the honorary women's fraternity, initiated the following nine women, Wednesday, May 23: Marguerite Barmore, Thekla Grossman, Harriette Mills, Mary Newcomb, Alice Palmer, Mary Rogers, Bernice Sheetz, Marianne Sixby, and Betty Whitford.

The officers elected for the coming year are: president, Clarice Thomas; historian, Bernice Sheetz; and secretary-treasurer, Alice Palmer.

Commencement With Its Joys, Sorrows And Responsibilities Brings Feeling Of Awe And Solemnity To Alfred's Underclassman

Commencement with all its joys and sorrows, its finality and promise! To the underclassmen this brings a vague feeling of awe, occasioned by the encroaching responsibilities and the solemnity of the future which the Seniors are going forth to meet. To the outgoing class it is a moment of achievement, the crest of the wave in their college life, the instant of Utopia before they enter upon the new stage of the cycle which necessitates their starting from the bottom again.

Infinite possibilities and vistas seem to be revealed by this last feature of the college year, and the aspect is not only sad, because of the significance of the farewells, but solemn in the thoughts it provokes. Up to this point the process of education has been not too severe; from the eminence of four years' wisdom one can realize that the disillusionments and readjustments have been trivial, comparatively speaking, and yet they serve as a preparation and a buckler for the future.

BACCALAUREATE SERMON GIVEN BY PRES. DAVIS

For the Baccalaureate sermon, the Class of '28 in academic costume, marched from the Library to the Union Church, Sunday night to hear President Boothe C. Davis' annual words of parting to those who have completed their four years at Alfred and are about to form a part in the world in which they presently will find themselves.

President Davis, in an enlightening and inspiring talk, emphasized the fact that it is extremely important, and indeed one of the chief benefits derived from an education, for one to be able to adjust oneself rapidly to conditions under which one finds himself.

President Davis' theme was, "Life Adjustments." The text was from the 119 Psalm, 144 verse: "Give me understanding and I shall live."

Baccalaureate Sermon

President Davis

In the Pleistocene age there were monstrous animals that waded about in the prehistoric swamps of that age. The skeletons of these mammoth Mastodons now occasionally brought to light through excavations reveal a type of life long since extinct on this earth.

We wonder at whose hand they met their death. But scientists tell us that no one killed them. The climate changed and they died. They were unable to adjust themselves to a new climatic environment; and they became extinct like the giant reptile Dinosaurs, that had lived and perished in the preceding geologic age.

Parallel with the Mastodon in the same Pleistocene age, lived a primitive human, and his remains are unearthed in similar excavations with

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Delivers Doctor's Oration



Dr. Frank P. Graves

THREE PROFESSORS ADDED TO FACULTY FOR 1928-29 TERM

Three instructors will be added to the faculty of Alfred next year as announced the first of the week by President Boothe C. Davis. They will succeed members who have resigned this semester.

Harold Orlando Boraas will become associate professor of education, succeeding Assistant Professor Herrick T. Bawden. Professor Boraas is a graduate of St. Olaf College, Northfield, Minn., with the degree of B. A. in 1922 and of Columbia University with M. A. in 1925. He expects his Ph. D. from the University of Chicago in December. During 1923-24 he taught at Wells High School, Minn., and during 1925-27 he was an instructor in the University of Rochester.

Miss Harriet Lansing Peeke will be assistant professor of English and dramatics, succeeding Miss Isabelle Ellis in the English department and taking over part of the dramatic work now being taught by Professor I. A. Conroe. Miss Ellis will devote her time as instructor in biology. Professor Peeke received the degrees of B. A. from Park College, Parkville, Miss., and of M. A. from the University of Chicago. She attended the University of Minnesota during the Summer of 1927, taught at Alvarada, Minn. High School in 1924-25, was principal of the school in 1925-26, and taught at Appleton Minn., High School in 1926-27.

James A. McLane will be assistant director of athletics, instructor in physical education, and director of Burdick Hall, succeeding Carl Hansen. Mr. McLane is a graduate of Springfield College, Springfield, Mass., this month with the degree of B. P. E. He has been an active athlete at Springfield, being a member of the Varsity football team for two years, basketball one year, and track three years, and has done physical educational work at the college and in the Springfield public schools.

FRANK P. GRAVES, COMMISSIONER OF EDUCATION OF NEW YORK STATE DELIVERS THE DOCTOR'S ORATION

Closing the 92nd year in the history of Alfred University, Dr. Frank P. Graves, Commissioner of Education of the State of New York delivered the doctor's oration at Alumni Hall this morning. Dr. Graves, declaring that advanced intellectual attainment is unjustifiable unless it is linked with industry and perseverance for the good of society, addressed the graduating class on "Essentials of Leadership."

Three honorary degrees and 77 bachelor degrees were awarded at the exercises. Four received high honors and 13 were graduated with honors.

SUMMER SCHOOL OPENS JULY 2 CLOSES AUG. 10

Summer School will open July 2 under the supervision of Director Waldo A. Titsworth. Registration for the first day will be held at Kanakadea Hall. Instructions will begin July 3 while the reception for students will be held that evening at the University Library. The session will close Aug. 10.

Courses in biology, chemistry, drafting, economics, education, English, French, history, Latin, mathematics, physics, and Spanish are offered by the school while the Summer School of Pottery and Industrial Crafts will give courses in ceramics, jewelry and metal work, and weaving. These courses give credits towards college and high school requirements.

Composed of several professors of Alfred University with several noted instructors from other colleges, the faculty is one of the best that has been in charge of the courses at the local Summer School. All the subjects will be taught by experienced professors.

Professor Clawson Reports 900 Books Added This Year

Nearly 900 books have been added to the Library by purchases and gifts, during the past year according to the annual report by the Alfred University Librarian, Professor C. R. Clawson. Following is part of the report: bound volumes at beginning of the year, 29,084; volumes added by purchase, 576; volumes added by gift, 299; total, 29,909. Volumes of fiction loaned for home use, 1,599; volumes of nonfiction loaned for home use, 5,572; number of unbound magazines loaned for home use, 522; total free circulation for year, 7,693.

The Library received regularly 100 newspapers and periodicals. These are bound and kept on file.

During the year, the library of the late Bertha Hamilton, which was located in the President's office, and which numbers 539 volumes, has been classified and catalogued.

To relieve the congestion in the University Library early in the year two steel book stacks were purchased and installed in the basement at the foot of the stairs. A stack added each year will take care of additional books and bound magazines.

The academic procession formed at the Alfred University Library and marched to Alumni Hall where the exercises were held. The University officials, Board of Trustees, and faculty took their places on the stage. The graduating Seniors were ushered to the seats in the front of the hall. In back of them were the relatives and friends of the graduates. The University orchestra played the processional, "March" from Athalia by Mendelssohn.

The Rev. G. Chapman Jones gave the invocation.

Miss Lillian W. Holmes played a piano solo, "Prelude in G. Minor" by Rachmaninoff.

"The New Philosophy of Education" was the Senior oration delivered by Raymond I. Francis. Mr. Francis attacked the "hurly-burly of insane emphasis" placed by teachers on individual subjects without correlation between them and life.

A vocal solo, "Invictus" by Huhn was sung by Leonard P. Adams.

The doctor's oration, "The Essentials of Leadership" was delivered by Commissioner Frank P. Graves. He stressed the old controversy as to whether the capacity for leadership was the product of heredity or of environment, or both. He said that there was the inclination to the belief that education and environment were of more practical use than eu-

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J. R. SPICER HEADS BIOLOGY SOCIETY

John Reed Spicer was elected president of the Alfred Biological Society at the final meeting of the year, Wednesday, May 30. Spicer succeeds Alfred Moscarella. Mitchell Heller was chosen vice president and Samuel F. Horowitz, secretary-treasurer.

Bruce F. Daniels and Willard E. Buckley were elected to membership and will be initiated formally at the beginning of the Fall term.

Probably the most feared and disliked of all animals are the snakes. This feeling, however, is rarely deserved. Following the business meeting, Professor Donald L. Burdick in his discussion on Reptilia, stressed the order Ophidia, snakes. He said, "Out of 111 orders of snakes which inhabit North America, only four are poisonous. The more common snakes are for the most part beneficial as they destroy vast numbers of field mice each year."

Much interest was shown in the practical demonstration with two live rattlesnakes which Professor Burdick had in his collection.

ALFRED GRADUATES SEVENTY-SEVEN

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genics in raising the level of racial achievement. But he added that in order to create leaders, the college should not handicap itself at the start by receiving too much poor material. President Boothe C. Davis gave the annual report including the improvements made to the University during the past year and some of the plans for the future.

As the Seniors file across the platform, President Davis presented each a diploma as the symbol of completion of the college course.

Honorary degrees were conferred by President Davis to the Rev. G. Chapman Jones, pastor emeritus of the Park M. E. Church of Hornell, Doctor of Divinity; to Robert Winfield Higbie, regent of the University of the State of New York, Doctor of Laws; to Dr. Frank Pierrepont Graves, Commissioner of Education of the State of New York, Doctor of Laws.

The exercises closed by the singing of the Alma Mater.

Doctor's Oration

Commissioner Graves

Alfred University is now acquiring the dignity of age. Its traditions go back nearly a century and are rooted in the history of our nation and state. There were less than half as many stars in our flag when the first efforts at an institution of higher education were put forth at Alfred. For seven years it was a small school, for twenty-one years it served as an academy and seminary for teachers, and some seventy years ago it blossomed into a university. Since then it has had a modest, but most fruitful development. Buildings have arisen and endowments have been increased. The student body has expanded and the courses have been enriched. The Empire State has here located two of its leading institutions,—a School of Agriculture and a College of Clay-working and Ceramics. And the end is not yet, for Alfred University has barely begun its history of usefulness and progress.

But, despite these amazing changes and improvements, the spirit of old Alfred remains the same today as ever. It is even more strongly devoted than ever to the purpose of its founders,—the development of the young men and women for leadership in America. Than this there can be no more important objective. Society becomes very largely what its leaders make it. The importance of leaders to civilization can scarcely be overestimated. Average individuals can for a little while conserve the achievements of the race and keep the activities of everyday life in operation, but they must ever look to their intellectual superiors for new steps in progress, which alone can keep the world from stagnation. Such leaders have throughout history initiated our inventions and discoveries, bridged our rivers and tunneled our mountains, organized our industries, instituted social reform, mitigated human suffering, sin, and ignorance, produced our inspiring literature and works of art and written our greatest constitutions. And we must realize that, if at any time our genius should all together fail to get into action, society would quickly slip back into barbarism.

If leaders, then, are destined to play so important a part in social progress it is essential that society should secure the maximum of benefit from as great a number and variety of these guides as possible. But should we because of our interest in this University complacently assume that the greatest number of leaders can be produced through higher education? Are not leaders, like poets, "born and not made?" Would we better hold that they are created by circumstances and training, rather than that they are purely a gift of nature? Or, to state the problem in its usual form, is capacity for leadership to be accounted the product of heredity or of environment, or of both? This question has long been mooted by educational philosophers, and wide differences of opinion have been expressed and vigorously defended.

Perhaps, the classic controversy as to the basis of leadership—certainly the one that has attracted most attention during the past half century—is that between the English savant, Francis Galton, and our own fellow countryman, Lester F. Ward. Both of these thinkers were themselves intellectual leaders and contributed largely to half a dozen of the same natural and social sciences. But Galton was primarily a biologist and

stressed the development of the individual, while Ward was one of the earlier expositors of modern sociology and leaned toward a social point of view. Galton invented the word "eugenics" to represent his propaganda, and maintained that we might rapidly produce a gifted race through select and judicious mating. Ward, on the other hand, held that a large part of ability is not transmissible, but is acquired through opportunity, and that genius is only potential and is to be promoted best by furnishing the proper environment. In his judgment the way to increase the efficiency of mankind is not merely through eugenics, but by finding and utilizing all the environmental influences that have contributed most to the production of efficient leaders.

As a whole, Ward seems to view the question from a broader angle and to have rather the better of the argument. Most of us would certainly agree with his proposition that if we wish to increase the number and efficiency of our leaders, we must extend to all classes the opportunity for training in every line. Up to date, at any rate, the world has achieved very little through heredity and eugenics by themselves. There has apparently been no marked physical or mental change in the race during the twenty-five thousand years more or less since, in the course of evolution, the first dolicephalic men began their activities. A census of the characteristics of the average run of mankind at the present time makes us extremely skeptical concerning any noteworthy advance in the nature of inherited intelligence. One needs but examine the records of a presidential campaign, the controversy between the Fundamentalists and the Modernists, or the wide-spread sale of patent medicines, to sense how largely superstition, irrationalism, emotionalism, and Cave Man reactions endure and control. Possibly no people have ever appeared in modern times that could be considered the equals (not to say superiors) of the Athenian Greeks, who two and a half millenia ago attained such a high general level and produced so many intellectual giants.

We can not, of course, deny the immense progress that the race has achieved in civilization since the days of Hellas. Through co-operative and specialized effort we have gained and transmitted a wide control over both ourselves and the forces of nature. This is witnessed by the extensive developments in science, art, industry, commerce, agriculture, government, literature, and religion since the time of Pericles. But obviously these contributions have been handed down through training, without leaving any appreciable impression upon the germ cells of humanity. And it would appear to be through progress of this sort that most developments in the future must arise. We must all agree that, if we are to raise the level of racial achievement, we shall have to depend very largely upon suitable environment and education. The course of natural selection and evolution is altogether too slow.

But, it may be objected, we have never given the "eugenics" recommended by Galton a fair trial. This is unfortunately true. Even here at the close of the first quarter of the twentieth century, we do not begin to give the attention to human mating that we expend upon the scientific breeding of lower animals. Kittens and puppies born under the hybrid conditions that we tolerate without protest in human beings would be promptly consigned to the horse pond, and any stock raiser who utilized his best blooded sires and dams to as little effect as modern society does its most worthy parenthood, would be a subject for the bankrupts' court or the state hospital for the insane. As yet we are doing little or nothing to prevent the union and perpetuation of tuberculars, sense defectives, epileptics, imbeciles, and idiots. Men of intelligence largely feel constrained to evade the procreation of their kind, but not so the unintellectual and the imprudent. The name of their offspring is Legion. With the use of a tithe of our increased knowledge and control, we could, in the course of a few generations vastly improve the race both physically and mentally; and raise inestimably the general level of intelligence and the possibilities of leadership.

But it is in this very process of voluntary control that the whole crux of the situation rests. It is the difficulty of rationalizing these deep-seated human instincts and impulses that constitutes the greatest value in Ward's amendment to the Galtonian theory. Racial improvement would proceed at less than snail's pace, if left entirely to its own devices. At present the individual too often regards all social control as an interference and a menace. In the popular creed, one man's opinion is as good as another's, and we still refuse to be guided by the expert in the choice of a mate. Those of us who have been naive enough in our younger days to undertake to advise another—man or woman—to select a different life companion from the one contemplated have found that, despite our good in-

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BACCALAUREATE SERMON GIVEN BY PRES. DAVIS

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the Mastodon, both in Northern Europe and in the Western Hemisphere. Education is the accepted means by which civilized society seeks to provide understanding for the individual in order that society may survive.

Public schools, colleges and universities stand as the bulwark of society, against the forces of social decay, disintegration and death, because the understanding which they supply promotes spiritual and social life, as well as physical life.

Before civilization, and the scientific age physical survival was man's chief concern. His struggle was against the elements and physical extinction.

Dawning mind had the physical only as its source of combat and the goal of achievement. That man was successful in that field of the physical contest,—his race with his competitor, the Mastodon, the records of geology give ample proof.

Every year is adding new testimony to the truth of the statement: "Give me understanding and I shall live."

One after another the scourges of humanity have been scientifically shown to be preventable: yellow fever, smallpox, diphtheria, typhoid fever, tuberculosis and son on down the line of research, including scores of infantile diseases.

Pure food and increased production by modern scientific methods have added their rich treasures to health values, longevity, and the power of the earth to sustain its multiplying millions. No man can tell how much is yet in store for the increased support of human life on this earth through the enrichment of scientific understanding.

"New occasions teach new duties, time makes ancient good uncouth; They must upward still and onward, who would keep abreast of truth."

Understanding is the largest element in the problem of cooperation. Man has sometimes been called the social animal. And yet perhaps no organism on this earth has furnished so contradictory a type of loves and hates, of pity and persecution, of alliance and wars.

This age of multiplied fraternal organizations will have fulfilled a noble purpose if it can teach men the destructiveness of hate, and the life values of cooperation and brotherhood. Understanding alone can do this.

The highest of life's adjustments is discovery of the Divine in a spiritual harmony. Fear and superstition are primitive traits that disappear with enlightenment and scientific knowledge. But there is a spiritual adjustment which reaches beyond the laboratory or the scientific formula. It is the understanding which reaches back of effect to cause, back of phenomena to force, back of nature to God.

It is this adjustment, my young friends of this Senior class, and the life which understanding in religion gives, that I most covet for you.

College training has long demonstrated its life giving power in the mastery of the physical forces, in the stimulation of aesthetic, social and fraternal ideals. Nothing can shake the faith which we have that college training does give and will continue to give these results in an increasing measure of life.

I pray that you all may be blessed with homes and domestic life adjustments, where love, service, sacrifice and even pain are all blended into the sweet fellowship of purest noblest life.

We are glad that you have been with us these four years at Alfred; that Alfred is to be your Alma Mater.

The measure of your life will be determined by the measure of understanding which you put into life adjustments.

"To each man is given a day and his work for the day;

And once, and no more, he is given to travel this way."

Now you go out from your Alma Mater with our love, our prayers and our benediction. God bless you and keep you in the fullness of life.

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Commencement Play Causes Favorable Comment On Campus

A drama of interesting theme with fine settings and characterizations was presented in Martin Flavin's play, "Children of the Moon," by the Footlight Club, Saturday evening at Alumni Hall. The play was a part of the Commencement week activities.

The theme of the play, which is a three act tragedy, is the story of a family named Atherton, who are afflicted with moon madness. Judge Atherton spends hours at his telescope, communing with the moon and its inhabitants. His son also loses his life on a moonlight night. This son, whose wife is Laura Atherton, had two children, a son who loses his life in the war, as a result of moon madness, and a daughter, who to all appearance is normal.

The story is built upon the love affair of Jane Atherton, the granddaughter of Judge Atherton and an aviator, Major Bannister, who happens to spend two weeks at the Athare to fly toward the moon, in order dent. The play ends with the exit of Jane and Major Bannister, who are to fly toward the moon, in order to satisfy Jane's madness.

The outstanding scene in the play came at the end of the second act. The scene taking in the pleading of Laura Atherton, played by Mary Louise Day, to her daughter Jane, acted by Phyllis Clifford, was excellent. It was in this act that Jane realizes she is afflicted as are the rest of the Athertons. The clever setting and lighting effects enhanced the scene, making it perfect.

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"Danny" Klinger Captains 1929 Field and Track Team

Daniel G. Klinger has been chosen by his teammates to lead the track team next year.

"Danny" has been a steady point gainer for the team this year and was high point man for the season. At the Middle Atlantics meet he tied for first place in the pole vault, and at the "Little Ten" State Conference meet he placed in five of the six field events to garner a total of 19 points.

Dean H. Fredericks Presides At First Varsity "A" Dinner

Dean H. Fredericks presided as toastmaster at the first annual Varsity "A" banquet at the Hotel Sherwood, Hornell, Monday night, May 28. Short speeches were given by several athletes of the school. Experiences of the past year were told and hopes for the future expressed.

It is hoped that the banquet will be made an annual affair, similar to the Varsity letter dinners of other colleges.

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Purple And Gold Wins Two Championships This Year

Cross Country and Track Furnish Championship teams in New York State Conference—Wrestling Has a Successful Season—Football and Tennis Result in Zero Scores for Home Team—Team Won Only Two Games in Basketball—Veteran Combination Expected Back for Next Year With a Few Stars Lost by Graduation.

In the final analysis, Alfred athletics for the 1927-28 season show a marked success. During the year, the Purple and Gold added two more trophies and a like number of State Conference championships to its collection.

Football brought quite a bit of publicity to the school when the gridders went scoreless all season for a victory, a tie, and six defeats. The victory was due to a forfeiture from Amherst, who defeated Alfred by a 21-0 score, but on account of an Amherst player being ineligible to participate the game was awarded to the loser. All through the season, the team battled gamely against larger schools like New York University, St. Bonaventure, Amherst, and Rutgers.

Cross country proved to be Alfred's most successful sport. Besides having an undefeated season against such schools as Colgate, Rochester, and Hobart, the harriers won the Little Ten Conference meet with a perfect score. At the Middle Atlantic, the Purple and Gold finished second to the strong Union team, and dropped a championship which it had held for two years.

The wrestlers covered themselves with glory by nearly defeating Penn State, Norwich, and Yale. Brooklyn Poly, Williams, St. Lawrence, Cortland and Rochester Mechanics fell before them in easy victories.

The basketball team had tough going all season winning only two games. Game after game was lost by close scores. Toward the end of the season, the team began to show real form but the spurt came late. With a veteran squad next year Coach Heers' squad should show better basketball.

Track paralleled cross country as the team netted a perfect season and another Little Ten Conference title. The squad was well balanced and several track records in the half mile, mile, and two mile fell under the flying feet of Zschiegner, Getz, and Ladd. Bassett also raised Big McConnell's javelin record. With the graduation of only two point scorer Captain Ladd and Voorheis the sport should have another good season next year.

Due to lack of practice and strong opposition, the racket wielders lost both of their meets to Hamilton and Mansfield with love scores. However, the sport was really organized for the first time this year and improvement in the sport can be expected in the near future.

The Freshmen came to Alfred with typical timidity and hesitation, but a wealth of athletic material became evident when they made themselves famous as the "Fighting Frosh." Coach Hanson's football and basketball squads both produced winning teams. The track team lacked proper balance but Steele, Obourn, Stalman, McFadden, Brown and Galizio proved to be first class material. Sadler Kuite, Wenger, and Pomerantz turned in an undefeated tennis schedule.

With the graduation of but a few Senior athletes and with the eligibility of the present Frosh, next year's athletics should be highly successful. A more successful year than that of 1927-28 would be more than should be expected.

1928 Football Schedule		
September	29—Hamilton at Clinton.	
October	6—Rochester at Rochester.	
October	13—Juniata at Huntington, Pa.	
October	20—Niagara at Niagara Falls.	
October	27—Open.	
November	2—Hobart at Alfred.	
November	10—New York University at New York City.	
November	16—Clarkson at Alfred.	
November	24—Allegheny at Meadville, Pa.	

Nine Veterans Will Report For Harriers Team In September

Several veteran runners are expected to report, September 10, for the preseason cross country training. Captain Wilbur Getz, ex-Captain Harold Boulton, Charles May, Emil Zschiegner, Warren Rockefeller, and Clifford Newlands will return to don the uniforms for next Fall's campaign. To these will be added Robert Brown star of a year ago, who did not return to school this year. From the Frosh squad, the best prospects will be Anthony Galizio and Paul Webster. Several other candidates are expected.

Three point winners will be lost through graduation. Edgerton Ladd, Claude Voorheis and Herbert Coe will not return. A hard schedule has been arranged for the harriers but it will be an excellent preparation for the big meets at the end of the season.

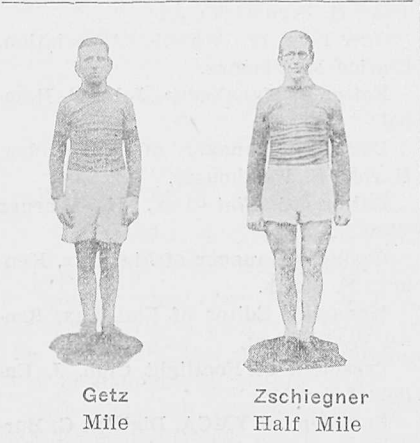
A. E. Champlin Resigns As Graduate Manager

Resignation of A. E. Champlin as graduate manager of Alfred University athletics, relieves him of these duties after July 1, which he has held for ten years. Increased duties as director of the New York State School of Agriculture made his withdrawal imperative.

The choice of his successor lies in the hands of the Alumni Advisory Board, and its decision is expected in the near future. Fact has it that the selection will fall to a member of the University faculty.

To assist the new graduate manager, the newly elected sport managers are as follows: J. Enfield Leach, Varsity football; Harold Carpenter, Varsity basketball; J. Wilbur Turner, Varsity track and cross country; Warren W. Rockefeller, Varsity wrestling; Gordon Lewis, tennis; William W. Welts, Frosh football; Dean Fredericks, Frosh basketball; Kenneth E.

Getz And Zschiegner Enter Tryouts For U. S. Olympic Track, Field Team



Coach Heers Awaits 60 Huskies For Grid Drill, September 10

About 60 gridiron huskies are expected to report to Coach "Dutch" Heers and Assistant Coach "Jimmie" McLane at Merrill Field, Sept. 10 to begin preseason football practice. Because of a conference ruling, it will be impossible to bring the training period earlier.

Although the outlook is not exceedingly bright, it appears much brighter than that of last year. There will be a more experienced squad reporting than that which answered the call a year ago. Coach Carl Hansen's team of "Fighting Frosh" will be on hand to swell the team of 1927 which has lost only three through graduation and two through completing their college course in three years. But these losses are on the line and the Frosh are expected to fill in the gaps. Several candidates who have had considerable high school experience but have not been out for the Varsity, will report.

As for the Freshman squad, little can be said. Several high school stars are being lined up but little is definite.

The schedule for the Varsity is a hard one but in the majority of cases with teams of Alfred's caliber. Hamilton, Juniata and Allegheny have been added while St. Bonaventure, Rut-

Smith, Frosh track and cross country; Wilbur Getz, Frosh wrestling.

Assistant managers for the coming year are: Robert Bassett and George Hill, football; Seymour Snell and Smith Wright, basketball; Rudolph Eller and Thomas Herritt, track and cross country; A. James Coe and Wesley Van Buren, wrestling. Lawrence Cranston is head trainer for next year.

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PURPLE STARS WILL RACE IN NEW YORK SATURDAY, JUNE 16

Two wearers of the Purple will be candidates for the United States Olympics track team this year for the first time in the history of the school. Wilbur Getz and Emil Zschiegner will enter the Eastern tryouts at the Yankee Stadium in New York City, Saturday June 16 as representatives of the Alfred University Athletic Association.

Both runners have an excellent chance providing they are able to run in the coming meet as they did in the Middle Atlantic. Because of their times in the Middle Atlantic, they will not have to try out in the state meet at Buffalo in order to qualify for the New York meet. They will enter the competition in the semi-finals. The winners in the sectional meets will enter the national meet at Cambridge, Mass., July 4 for a place on the Olympic team.

Getz made the second best time in the mile recorded in the East this Spring when he ran the distance in 4 minutes 23 1-5 second at the Middle Atlantic. After placing fourth in the same race less than an hour before, Zschiegner ran the half mile in 1 minute 57 4-5 seconds to place second, 3-5 of a second behind Phil Edwards, colored star of New York University. The latter will not enter the Olympic tryouts as he is not a citizen of the United States.

Several Alfred students are planning to attend the New York City meet to cheer the orange-jerseyed runners on to victory. The meet will start at 2 P. M.

gers, Amherst, and Buffalo have been dropped.

1928 Cross Country Schedule	
October 13—Syracuse at Syracuse.	
October 19—Colgate at Alfred.	
October 20—Cornell at Ithaca.	
November 3—Open.	
November 10—New York State Conference meet at Alfred.	
November 12—Elmira Marathon at Elmira.	
November 17—Middle Atlantic meet at New York City.	

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FIAT LUX

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Alfred University



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At the End of the Beginning

Their college work is ended. They are finished. For today, Alfred graduates seventy-five Seniors who have completed their college requirements. Yet it is not the end. It is only the beginning for the trials, hardships and struggles of life. It is the completion of the beginning.

Tomorrow they will be gone. Only the fond remembrances of them will remain at Alfred next year. They will have gone out into the wide, wide world. There they will put into practice the training and teaching of their four years in college. There they will stand as a son or daughter of Alfred.

Only one word, the Fiat Lux wishes you, alumni of the Class of '28. Like the statement of a statesman recently resigning from the President's cabinet, we say, "Good bye, Good luck and God bless you."

The President's Dream

Over his desk in the college office, President Boothe C. Davis has a large architect's sketch of a grand rolling campus dotted with many buildings. It is the Alfred of the future. It is "The President's Dream."

Since President Davis accepted the leadership of Alfred University, thirty-three years ago, he has seen the institution grow. Since 1895, there has been added Allen Memorial Laboratory, New York State School of Ceramics and Clay-Working, New York State School of Agriculture, Alfred University Library, Clawson Infirmary, and Track and Field House. Academy Hall has been remodeled and rededicated Alumni Hall. Now plans are underway to build a new gymnasium.

This sketch contains more than the above mentioned. Many more buildings have their places in the plan. President Davis and the Board of Trustees are striving to make Alfred a bigger and better institution of higher education. It is their hope to provide adequate facilities for all courses of training. Only by the help of alumni and friends will this be possible. Financial backing is necessary for all progressive movements and this needs all that can be given. It is up to every person connected with the college to give as freely as those early pioneers struggled to found and build this institution.

Back Your Teams

Next Fall will be the time to show your spirit for the athletic teams. Then the country will be watching the teams to see if they can make a comeback. The football squad will be witnessed with much interest. With the spectacular season of 1927 behind it, sport fans and especially sport writers will follow the results of the games. Also the cross country team will have the Middle Atlantics as its goal. All the Eastern colleges will be watching to see if Alfred can ward off Union and New York University to win the title this year.

It will be as much up to students, alumni and friends as to the athletes to produce the winning teams. Help the fellows. Encourage them on to victory. Then brag about Alfred's teams.

Au Revoir Until Next Fall

The Fiat Lux wishes everyone a happy, healthful, and restful Summer vacation. This paper will not be published during those months but the first issue of the Fall will be distributed Oct. 2.

The weekly newspaper will carry live, newsy stories of the college and its activities. Every person interested in the college should keep in touch with the school and the best way is through the medium of its newspaper.

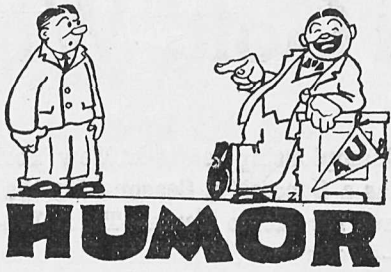
WHO'S WHO IN 1928-29

President of Student Senate, Daniel G. Klinger.
President of Women's Student Government, Mary K. Rogers.
Judge of Campus Court, J. Enfield Leach.
Campus Administrator, Daniel P. Gridley.
President of Athletic Association, Dean H. Fredericks, Jr.
Secretary of Athletic Association, Clarice M. Thomas.
Editor of Kanakadea, John F. Ham-bel.
Business Manager of Kanakadea, Harold E. Karthouser.
Editor of Fiat Lux, H. Warner Waid.
Business Manager of Fiat Lux, Kenneth E. Smith.
Managing Editor of Fiat Lux, Ernest W. Clement.
President of Footlight Club, J. Enfield Leach.
President of YMCA, Dighton G. Burdick.
President of YWCA, Ada M. Pian-tanida.
President of Delta Sigma Phi, Lloyd W. Larson.
President of Kappa Psi Upsilon, Charles H. Field.
President of Klan Alpine, Kenneth E. Smith.
Archon of Theta Kappa Nu, George L. Williams.
President of Pi Alpha Pi, Alice C. Holbert.
President of Sigma Chi Nu, H. Mar-guerite Barmore.
President of Theta Theta Chi, Ruth V. Lyon.
President of Spike Shoe, Harold Boulton.
President of Phi Psi Omega, Daniel G. Klinger.
President of Phi Sigma Gamma, Clarice M. Thomas.
President of Eta Mu Alpha, Bernice M. Sheetz.
President of Biological Society, John R. Spicer.
President of Beta Pi Kappa, Dean H. Fredericks, Jr.
President of Ceramic Society, Kenneth E. Smith.
President of Senior Class, Gordon E. Lewis.
President of Junior Class, Harriette J. Mills.
President of Sophomore Class, Harry N. Sackett.
President of The Brick, Alice N. Palmer.
Captain of football, Dean H. Fredericks, Jr.
Manager of football, J. Enfield Leach.
Captain of cross country, Wilbur C. Getz.
Manager of cross country, J. Wilbur Turner.
Captain of basketball, Donald O. Fenner.
Manager of basketball, Harold F. Carpenter.
Captain of wrestling, Rudolph D'Elia.
Manager of wrestling, Warren W. Rockefeller.
Captain of track, Daniel G. Klinger.
Manager of track, J. Wilbur Turner.

Robbins Submits Financial Report of the 1928 Kanakadea

Ross W. Robbins, business manager of the 1928 Kanakadea has completed the accounts of the annual and has had the book balanced and audited. The financial statement is as follows:

ASSETS	
Advertising,	\$ 661.00
Organizations,	1299.80
Booths, Dances, etc.,	307.20
580 books sold,	2029.50
	\$ 4297.50
EXPENSES	
Engraving,	\$ 1440.36
Printing,	2249.27
Photography,	85.91
Miscellaneous,	368.35
	\$ 4143.89
Assets	\$ 4297.50
Expenses	4143.89
Profit to class	\$ 153.61



It is tough

* * * *
These days to look

* * * *
About and see

* * * *
That Spring has gone (and

* * * *
So have the exams) yet

* * * *
To be so busy that it

* * * *
Was not appreciated

* * * *
Wondering if one would

* * * *
Be graduated, and if

* * * *
Ones friends would get

* * * *
By the "Degree team" as the

* * * *
Faculty has been

* * * *
Aptly named.

* * * *
However it will

* * * *
Soon be over, including

* * * *
The wondering, and we

* * * *
Will find that the

* * * *
Closest friends we have

* * * *
Made here are those

* * * *
Of Scotch descent.

* * * *
There has been a lot

* * * *
Of kick about here on

* * * *
The water system and we

* * * *
Are right here to tell

* * * *
You all that we are lucky

* * * *
That we do not hang

* * * *
Out somewhere else—

* * * *
Say France, for instance,

* * * *
Where the water is

* * * *
Always l'eau.

—A—

Bill Brown has two for this week—
The first is something like this: If
liver is tainted does that make a wein-
er wurst?

The other is the wurst, however, be-
ing something like this: What is the
difference between a man with black
hair and a man that is bald?

The answer is simple. The one is
crow-shade, the other is knit!

TETE A TETE

Har George. I haven't seen you in
some time. How are you keeping
yourself? See you got married last
year. What, all ready? Congratula-
tions. You know you make us pikers
seem like old men.

o o o o o

Well if it isn't me old friend, Charlie
Oxx. It's been a long time since we
got out of deader old Alfred. Remem-
ber the time you put the pig in the
Brick. Those were the grand old
days. I bet they do not have as much
fun around here now.

o o o o o

Son, I would like you to meet Pro-
fessor— He was my prof in math.
Someday you may have him to teach
you what numbers are all about.

o o o o o

Commencement is her and the
alumni are in town. It seems funny
with all the underclassmen gone and
so many strange faces wandering
about the campus.

o o o o o

We are glad to see them back. They
have gone through the mill once and
now are back to their Alma Mater,
recalling their college days.

o o o o o

I will have to hike along home
now. My exams are over and I am
all through for this year. Don't worry,
I will see you next Fall. Au revoir.

o o o o o

Cherrio, my deario—
Toujour gai's my motto, kid.
—"El Gallo"

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CLASS DAY PROGRAM MARKED BY THE GIFT OF MASTER ELECTRIC CLOCK TO THE UNIVERSITY BY SENIORS

To mark their appreciation of their four years at Alfred University, the members of the graduating class gave to the University a fine set of clocks at the annual Class Day exercises, Tuesday afternoon at Alumni Hall. President Desmond E. Devitt made the presentation to the University.

As part of the exercises, Dorothy E. Holland, president of the Class of '28, during the Junior year, bestowed the cap and mantle on Clarice M. Thomas, president of the Class of '29.

Elizabeth Selkirk gave the Ivy Oration, following which she led the procession to Allen Memorial Hall where the ivy root was planted. Professor Ray W. Wingate played the precessional and recessional.

Class Gift Speech

Desmond E. Devitt

The time has come when the Class of '28 will cease to be an active organization upon Alfred University's campus. As alumni we shall recall our years of schooling at Alfred with many pleasant memories. As a class we have had a colorful career. There have been many changes since we were Freshmen. We were responsible for the worst moving up day program that any Freshmen class has had in the past four years. We are not especially proud of that. That moving up day was so bad that steps were taken to inaugurate a new type of program with the result that now they are enjoyed by all rather than a few. That is a step forward, and while we were not the originators of the better moving up day, we helped indirectly to bring it about. As Sophomores we sat on the first jury of the Campus Court. As Juniors we gave the first Junior Follies. As Seniors, we are graduating financially sound. We have made up the deficit incurred by our moving up day program, which amounted to several hundred dollars. Our class dues together with the receipts from our Kanakadea year book, and other enterprises, has taken care of the financial part of the organization without any special assessments. We can look back upon our school days and say that our organization was a success.

We have witnessed some changes in the school plant itself which have made our life here more pleasant. We have seen the new gymnasium started and now there are plans under way for a building more beautiful than the original plans. We have witnessed the making of an athletic field for our home games. We have enjoyed the remodeled Ceramic School, and have been able to use our Alumni Hall this year to more advantage than we had ever thought possible, due to its being remodeled.

Now that we are graduating we wish to leave something to the University that we can be remembered by, and something that we can look at when we return and know that it is our gift to our Alma Mater, our last deed as an active undergraduate organization.

We have searched around for a suitable gift and we have decided that there could be no more suitable one than a master clock whereby the bells in each building would be rung simultaneously. With a clock of this kind, smaller ones can be installed in each classroom, controlled by the primary one and corrected each minute to correspond to the time shown by the large one. And so the Class of 1928 wishes to present to the University this clock.

Ivy Oration

Elizabeth W. Selkirk

It has long been the custom for the departing Seniors to plant ivy, as one of the ceremonies of commencement. This tiny plant which we entrust to the dark soil, hoping that it will grow and cover these bare walls with the beauty of its spreading tendrils and broad green leaves, may be regarded as a symbol; a symbol of the beauty with which the acquisition of knowledge embellishes life which else would be quite barren.

We are endowed at birth with a life which may be likened to those bare bricks walls. We may allow it to remain thus, unadorned, garnished only by the mellowing influence of time. We may add to it that which makes it pleasing in the eyes of the world, the culture of good taste, the knowledge of life, a sympathetic understanding of human nature and a comprehension of the laws by which the universe is governed. An appreciation of literature, science, philosophy, art, music and the ways of man are necessary to the one who would have his life worth while and something of note in this world of ours.

It is not the plain and ordinary existence that remains in the minds of men, but the strikingly different life; the life filled with beauty, service and clean living.

And so, as we go out into the world, to start lives which we hope will not be in vain, we plant this bit of ivy that its growth may keep pace with ours. In after years, when we return, may a strong, rugged, beautiful growth symbolize an admirable character in ourselves. May we, too, have grown and spread our talents for the benefit of others. May we have lent charm to some bare wall of life and many years after, may the memory of that charm live in the hearts of men, though we ourselves have passed on.

THETA KAPPA NU HOLDS SPRING FORMAL AT THE HORNELL COUNTRY CLUB

Guests of the Theta Kappa Nu Spring formal party, Tuesday, May 29, found a fitting climax to the social events of the year at the Hornell Country Club. The Century Orchestra of Buffalo provided an excellent program for the evening, opening the dance informally shortly after 5

Dean Albert E. Brown Of Ithaca Gives Annual Commencement Concert

A rare treat was presented to the students and alumni at the annual concert at Alumni Hall Monday. As to Dean Albert E. Brown's presentation ran high and it was more than justified. In his repertoire of vocal selections Dean Brown included both the classic and the modern, carrying his audience easily through the various emotions occasioned by a variety of choice.

The audience expressed their appreciation in no uncertain terms.

MR. AND MRS. EDWARD M. CAMPELL ANNOUNCE THE BIRTH OF A DAUGHTER

Announcement has been received of the birth of a daughter, Nancy Ellen, to Mr. and Mrs. Edward M. Campbell of Belmont, on May 23, 1928.

Mrs. Campbell was formerly Miss Katherine Sherwood, ex '27, a member of Theta Theta Chi sorority. Mr. Campbell, the famous "Soupy" Campbell, was a member of the Class of '24, and of Delta Sigma Phi fraternity.

Burdick Hall Entertains At Final Dinner of Year

Giving a gala touch to the last meal of the year, Burdick Hall Club officially closed its house with a farewell dinner Thursday night. Curtis Randolph and Harry Green were the guests of the evening.

In closing the boys presented Mr. Hansen a ten dollar gold piece as a remembrance, and expressed their regrets that he will not be here next year.

o'clock, and furnishing dinner dance numbers during the banquet. The "twilight hour" found couples exploring the golf links, and returning at 8 o'clock for the formal dances promised in the attractive fraternity programs.

Chaperones for the evening were Professor and Mrs. C. M. Potter, Pro-Eva Ford, and Ellis Drake. The fraternity flower, white roses, awaited the arrival of the guests.

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Wee Playhouse Presents Two Plays Monday Afternoon

The Wee Playhouse presented two one-act plays at the High School auditorium, Monday afternoon at 3:30 o'clock.

"Caleb Stone's Death Watch," a satire by Martin Flavin, was directed by Professor C. F. Binns.

CHARACTERS

Caleb Stone	F. S. Place
His sister, Carrie	Mrs. F. H. Ellis
His daughter, Antoinette	Mrs. H. L. Smith
His daughter's husband, Henry	H. L. Smith
His granddaughter, Tony	Mrs. W. C. Coleman
His son, Tom	C. A. Feig
His doctor	P. G. Schroeder
His nurse	Miss Hazel Humphreys
Jim	D. C. Gardner
Fred	De F. W. Truman

Former clerks of Caleb's.

"Hyacinth Halvey," a comedy by Lady Gregory, was directed by Miss Lelia E. Tupper. The humor was accentuated by Irish dialect.

CHARACTERS

Hyacinth Halvey	C. M. Potter
Mrs. Delane	Miss Elsie Binns
Mr. Quirke	E. A. Heers
Sergeant Carden	A. D. Fraser
Fardy Farrell	Charles Harder
Miss Joyce	Mrs. M. J. Rice

During the interval between plays, Mrs. E. A. Heers played Irish melodies on the piano.

FOOTLIGHT CLUB ELECTS EIGHT TO ITS MEMBERSHIP

Alfred's list of dramatic artists was increased by eight last week, when the Footlight Club elected the following people to membership: Phyllis Clifford, Mary Louise Day, Dorothy president; Dorothy A. Hawley, vice J. Cohon, John R. Spicer, Wesley H. Van Buren, and Raymond B. Witter.

Officers for the coming year were elected as follows: J. Enfield Leach, president; Dorothy E. Hallock, vice president; Bernice M. Sheetz, secretary; and Lee Hyland, business manager.

PRES. AND MRS. DAVIS ENTERTAIN SENIORS AT BREAKFAST SATURDAY

President and Mrs. Davis entertained, informally, for the Senior Class at a breakfast given Thursday. The sun deigned to come out so that the charming frocks and hats showed to the best advantage. The house was decorated in an attractive manner with flowers which were gifts from friends.

At the conclusion of this pleasant affair, President Davis gave his instructions to the Seniors as to the program of Commencement week and also bade his students good-bye.

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DOCTOR'S ORATION
(Continued from Page Two)

tentions, we have succeeded only in making two permanent enemies. No, if we are to hope for any marked rise in either the physical or intellectual level of the race, our laissez faire procedure must be corrected and supplemented by the presentation and application of the abundant knowledge on the subject that we have inherited. Hence the only corrective and effective means for overcoming the obstacles to development of leaders and to racial progress is to be found in universal opportunities for education.

In connection with a discussion of the importance of universal opportunities for education, we trust that it is not altogether fanciful to note that both Galton and Ward are typical products of their respective countries. It is but logical for the Englishman to hold that leadership is practically altogether a matter of heredity. From his boyhood he has absorbed the impression that there exists a natural intellectual aristocracy, which is in possession of most of the racial genius and hands it on to its offspring. These beloved of the gods, he holds, should properly receive the benefit of the best education, but even when deprived of it, their talent can not be altogether hidden under a bushel. Genius, like murder, will out. Of course, the selective theory in English education has been greatly modified since the Great War, but it is quite consistent with Galton's traditions to hold it a self-evident truth that genius is confined to a small group and that all higher education should be similarly limited.

On the other hand, we people of America, among whom Lester F. Ward was reared, have come to incline toward a very different attitude. It has gradually become almost an educational axiom with us that every one should be permitted without let or hindrance to obtain just as much education as he is capable of consuming, without regard to social position, and almost without consideration of the cost. While our theory has at many points broken down, we have continued to maintain that the doors of all educational institutions should swing wide to every student of brains and industry. For the sake of developing as much genius and leadership as possible, no youth of ability, we hold, should be prevented from entering secondary school or college through lack of financial support or the inability to find there the subjects that his type of genius requires.

It is unfortunate, however, that we Americans seem so often to have accompanied our generous idea of universal education with the absurd implication that all children are born with equal ability and possibilities, and should be given exactly the same training, as well as, the same opportunities. It is evident that we have by no means shown as much discernment as we ought in determining the amount of education that should be furnished in each case. There is no more pathetic spectacle than the futile efforts of certain young people to lift the ponderous burden of a collegiate education when they have reached the limit of the intellectual strength with which they have been endowed. Their lofty ambition and dogged persistence are admirable and worthy of commendation, but their efforts are frightfully misapplied and uneconomical. Shall we never learn that all Americans can not do everything and that there are some occupations in life that are honorable and of good report beside those which require a college training?

Thanks to the War, though, the land of Ward, like that of Galton, has of late had its educational complacency rudely shaken, though by a shock of the opposite sort. We Americans have at length come to have some misgivings as to the wisdom of admitting to college everyone who applies. Such vast hordes have besieged our colleges as to make the accommodation of them all a physical impossibility, and we have been obliged to pause long enough to ask ourselves who should be allowed the privileges of higher education. Hence we have of late heard much about the necessity of limiting college admission to those who are able to get most out of the training. President Hopkins of Dartmouth is reputed to have first applied the term "an aristocracy of brains" to the clientele to which he would have his college aspire, but there has come to be a general assent to the proposition that only students of reasonably strong intelligence should be permitted to enter college. If what we desire is the creation of leaders, we should not handicap ourselves at the start by the reception of too much poor material.

Possibly this conclusion was hastened by the ease and popularity of "intelligence testing," which has likewise gained its vogue as a by-product of the War. At any rate, psychological examinations have at numerous institutions recently come to be used in selecting the "aristocracy of brains." Happily these tests have not generally been considered altogether infallible.

A laudable caution is being shown in their use, and we are no longer so enthusiastic as to hope to employ them to the exclusion of all other forms of selection. In fact, as yet we are by no means certain as to just what constitutes intelligence or whether we have taken account of all ingredients that enter into the complex, and until a satisfactory analysis is made, any simplification is likely to be more or less artificial. Experience shows that moral qualities, such as industry, perseverance, loyalty, courage, and integrity, and social abilities, like a sense of humor, tact, sympathy, and affability, for which no effective tests have yet been devised, are frequently of much more consequence in determining leadership and success than is abstract intelligence. Nevertheless, the attempt to limit higher education to those who will make it of some real profit to themselves and society, may well be considered a healthful tendency, if it is but broadly construed. While intelligence tests are still in a rough and unrefined stage, if they can be made to take account of all factors and can be used with proper caution, they may eventually become of considerable value in selecting those who are to be educated for leadership.

But, in selecting the few to be trained for leadership, two of the moral qualities mentioned above, which have too often fallen out of the academic perspective, would seem to be a *sine qua non*, and should be especially stressed. These are the capacities for industry and perseverance. Leadership can never be attained by the indolent or weak-willed, and trust funds, whether obtained through endowment or appropriation from the state, must be devoted to the purpose for which they were given, if the trustees are not to be held guilty of malfeasance. Assuredly, if we hold that the dull student should properly find the scene of his activities outside of college walls, how much more should this be the case with the idle or dissolute! The one is at least doing all that he can to increase the talent entrusted to him, but the other has carefully concealed his in a napkin and laid it aside.

As a matter of fact, it would seem as if the creation of an "aristocracy of service" rather than an "aristocracy of brains," were demanded as the goal of higher training. Even the most gifted youth has no natural right to the advantages of a college education, since the only justification for his receiving opportunities of which others have been deprived is that of a larger return to society. He could not well expect to receive this special attention as a reward for an ability for which he is not himself in the least responsible. He should be taught that such a privilege has been given him in order that his development may contribute liberally toward social welfare. Indeed, the more highly endowed he is, the more sensitive should he be made to this obligation. If a higher education is to be added to his natural gifts, it will proportionately increase his already great capacity for good or ill, and if the possessor of both intelligence and training is to become strictly selfish, predatory or criminal, no more profound disservice to society could ensue. Pushed to its logical extreme, such a policy will lead to social suicide.

With our social problems and needs, then, as great as they are today, we must strive to select our leaders, men and women, wisely, and, in addition, see that they are definitely trained for the service of society and for leadership. There is still a wide range of superstitions and abuses to be overcome, and it should be the function of all who have known the privilege of training in Alfred University to struggle to their utmost toward the upbuilding of the ideal society and state, and to contribute continually toward the abolition of ignorance, poverty, disease, and crime. These obstacles to social welfare may well challenge the best efforts of the college man or woman, and because those who have gone forth from Alfred University as leaders have selected such abuses, rather than their own selfish ends, as the objects of their conquest, the training has been understood to be economically and ethically well worth while.

Some such view of the mission of Alfred University, though "seen through a glass darkly," must have animated the founders. Can you wonder that they were willing to devote their energies and their lives to such a project? Surely you, their successors and beneficiaries, with all your modern resources and increased opportunities, cannot prove recreant to the trust and unworthy of these pioneers. "Freely ye have received; freely give."

Senior Oration

Raymond E. Francis

tion because of its utility to the race. Becoming with a finality that must not be ignored the problems of a most involved civilization challenge that profession to meet a new era. It is an era fraught, perhaps, with germs of self destruction, but an era in which the latent possibilities for good are boundless. The problem that faces every branch of our social organization has become the problem of the teacher. It is the age old problem of evolving a new technique and a new philosophy to satisfy the needs of the times.

Doctor Herbert Weet effectively voiced the import of the new philosophy when he said, "The purpose of an education is to enable us to interpret the other fellows job sympathetically." How clearly and how definitely that utterance has stated the problem which faces the modern teacher. It is the task of building broad and abundant lives. Plainly is must involve two procedures: First, diagnosis to find elemental factors in the particular life and situation, and second, correlation to establish a live relationship among the various branches of knowledge with the purpose of harmonizing and of understanding comparative life values.

Diagnosis is rapidly becoming a specialized branch in every phase of our lives. Every one from the skilled physician to the successful stock breeder must investigate for facts and start with rock bottom principles before there can be an attempt to build. In the field of teaching that executive is most efficient who can place his finger upon the cause of the abnormal situation before he proceeds to offer a solution. Many high sounding educational platitudes have gone by the wayside under this searching analysis. Think of the old emphasis upon, "A strong mind in a strong body." That might be construed to include everyone from the most fanatic Russian Bolshevik to the most conservative Boston Yankee. There is a great crusade in the realm of human activities to get at the roots of things and to understand before a remedy is prescribed. That must be the cornerstone of the new technique in education.

When America was in the pioneer stage of her existence people everywhere understood the why and the how of the various operations in their community life. Today a majority of people have no idea where their own breakfasts come from. The factory worker sees only the bolt which he turns upon the lathe. He does not see a great machine. The mason sees only mud and stone. He does not see a home. Chiropodists trace all sickness to the feet. Dentists howl of the harm in a tooth cavity. Chiropractors knead the spine and are positive that it will cure the stomach. Dieticians tell us to eat correctly and we will never require the services of a physician. Lindbergh pictures the future greatness of America as being in the air. The Union is periodically sure that the back bone of American enterprise is in the coal mines of Pennsylvania. Kaiser Wilhelm thought Germany the Lord's appointed among the countries of the world. Mayor Thompson is sure that Chicago can twist the tail of the British Lion until all the municipalities of earth will turn to the windy city for guidance. It is a far cry from this specialized viewpoint, which emphasizes parts rather than entities, to the pioneer times when every disease from appendicitis to ulcers of the stomach came under the classification of dyspepsia and was treated with camomile tea.

Similar specialized trends are to be noted in the educational field. Biology, as too often taught, is emphasized as the most essential thing in human life. Psychology becomes at once the "sumum bonum" that shapes the destinies of mankind. Economics, we are persuaded, corks down from its airplane view of man and serenely dictates the way to unborn Utopias. Greek becomes the only subject that can elevate man above the brute. In this hurly burly of insane emphasis teachers fail to find any connection between language and mathematics; between mathematics and ethics; between ethics and religion; between religion and science; between science and history. Worst of all there is often absolutely no connection between the teaching of most subjects and life. Everything is taught more or less as an abstraction. We hear of pure science in a high school which is preparing people to live not to specialize. Things stand by themselves. They are systems apart. How can a child secure a vicarious twentieth century experience from such sources? Are we meeting the challenge of the new era? Shall we teach a subject or shall we teach a child? Ninety per cent of our H. S. graduates never enter the portals of a college. Shall we prepare the boys and girls of our high schools for college entrance exams, or shall they be prepared for life?

Long ago Solomon observed that "from the mouths of babes proceed wisdom." They have always learned life, not texts. Theirs is an experience in living. It shapes their lives as does no other later knowledge.

The future education must be an experience in life. Every step in it must find some vicarious place in a living whole. Men must be trained to understand life values. There must be a development of the physical, mental, and spiritual sides of human nature. Man has never found happiness in any excess. He will never find the life abundant in the many intemperances of unrelated specialization. Lord Bacon once said, "A State of Society is one in which the individuals have suffered amputation at the neck and strut about so many walking monsters, a good finger, a good elbow, a good stomach, but never a man." Go into the dissecting room of a medical college. There you will find revealed all the parts of a man, but there is no man where one once was. The man has been lost in emphasizing his parts.

At stated intervals the house wife moves the furniture out of the house, takes up the carpets, and pays special attention to the particular parts of the establishment. She becomes a socialist for a season, but the house never becomes home until the carpets are replaced and the furniture reassembled. Analysis and specialization in the lives of men are justifiable only when they are an aid to synthesis. Individuals must be trained in the wholeness of life if they are to enjoy a fruitful and abundant experience.

An electric bulb by itself is a cold frosted glob, unbeautiful, and even repulsive, but when it is fitted into a socket and connected with a circuit, it bursts forth in all its radiance and dynamic power as a helper of man. The candle is a white unattractive cylinder of grease until it is lighted, then its various properties are united and its radiance shines forth to become symbolic of life, reverence, and beauty. "Can the blind lead the blind?" Can a teacher lead others unto the way of life through cross specialization? "Men do not light a candle and put it under a bushel, but on a candle stick and it gives light to all the house."

The modern child faces a complex world. It is a world fraught with latent powers for good and with great opportunity for misunderstanding. The modern educator faces a drastic need and an unparalleled opportunity. Men must cast aside the superficial, the absolute, and the untenable and learn to live. Educators are builders of life. They are the architects of fate. They must foster the life abundant, if they are to uphold the service standard of a great profession.

All are architects of fate
Building in these halls of time
Some with massive deeds and great
Some with ornaments and rhyme.

Nothing useless is or low
Each thing in its place is best
And what seems but idle show
Strengthens and supports the rest.

In the elder days of art
Workers wrought with greatest care
Each minute and unseen part
For the gods see everywhere.

Let us do our work as well
Both the unseen and the seen
Make the house where gods may dwell
Beautiful entire and clean.

Build today then strong and sure
With a firm and ample base
And ascending and secure
Shall tomorrow find its place.

Thus alone can we attain
To those turrets where the eye
Sees the world as one vast plane
And one boundless reach of sky.

SENIOR HONORS

Honors have been awarded to the Senior Class as follows:

High honors to Ruth Verona Lunn, Anna Minoff, Katherine Bernice Schultz, and Norman Henry Stolte.

Honors to David Altman, Charles Niles Claire, Janet Park Decker, Daisy May Fairchild, Raymond Egle Francis, Louis Arnold Goldstein, Thekla Aurelia Grossmann, Veva Ann Keeler, Donald Frank Pruden, Elizabeth Whiting Selkirk, Dorothy Elizabeth Utrich, Mabel Edna Wagner, and Francis Jesse Williams.

The following departmental honors were awarded to the following:

Leonard Palmer Adams in economics, history and political science.

Charles Niles Claire in mathematics and physics.

Janet Park Decker in mathematics. Daisy May Fairchild in English.

Ruth Edith Fox in biology and geology.

Raymond Egle Francis in philosophy and education, history and political science.

Louis Arnold Goldstein in biology and geology.

Thekla Aurelia Grossmann in modern languages.

Veva Ann Keeler in English. Ruth Verona Lunn in philosophy and education.

May Margaret Miller in English. Anna Minoff in English and history and political science.

Donald Frank Pruden in English. Revere Hamilton Saunders in ceramic engineering and chemistry.

Katherine Bernice Schultz in English, philosophy and education.

Elizabeth Whiting Selkirk in applied art.

Norman Henry Stolte in ceramic engineering and chemistry.

Dorothy Elizabeth Utrich in applied art.

Mabel Edna Wager in English.

Francis Jesse Williams in ceramic engineering and chemistry.

1928 GRADUATES

For Bachelor of Science degree: David Altman, Astoria; Merritt Hall Bidwell, Friendship; Tillie Breeman, Alfred; Charles Niles Claire, Alfred; Herbert Samuel Coe, Salamanca; Clarence VanDeusen Cripps, Olean; Germain Charles Crossman, Prattsburg; Wendell Marsh Crozier, Canisteo; Janet Park Decker, Tottenville; Edmund Thomas Dougherty, Long Island City; Ruth Edith Fox, Findley Lake; Frank Lester Goble, Waverly; Louis Goldstein, Spring Valley; Kenneth Eugene Kenyon, Hopkinton, R.I.; Edgerton Finks Ladd, Piffard; William Francis Lampman, Wellsville; Ruth Verona Lunn, Wellsville; Kenneth LaForge Maxson, West New York, N. J.; Helen Kathryn Moogan, Canisteo; Alice Ruth Parker, Andover; Lester Eugene Reynolds, Alfred; Lois Kathryn Rogers, Alfred; Eldon Raymond Sanford, Troupsburg; Chester Eugene Taylor, Alfred; Clifford LeRue Taylor, Caniston; Cornelia Jane Waldo, Canisteo; Lester Spier, New York City.

For Bachelor of Arts degree: Leonard Palmer Adams, Angelica; Sally Elizabeth Austin, Westerly, R. I.; George Walter Bliss, Bolivar; Cecile Edna Brigham, Belmont; Hazel Elizabeth Bright, Massena; Emerson Gibbs Chamberlain, Belmont; Frank Elmer Church, Ulysses, Pa.; Joseph Edward Clavelle, Queens; Marjorie Lucille Cranston, Bolivar; Daisy May Fairchild, Portville; Arthur Laurence Foti Rochester; Raymond Egle Francis, Lima; Grace Celestine Gill, Olean; Thekla Aurelia Grossmann, Cleveland, Ohio; Maurice William Hall, Chester; Theda Mary Johnson, Wellsville; Veva Ann Keeler, Alfred; May Margaret Miller, Paterson, N. J.; Ann Minoff, Paterson, N. J.; Mary Quinn Newcomb, Brooklyn; Donald Frank Pruden, Paterson, N. J.; Ross Wright Robbins, Alfred; Audrey Helen St. John, Cuba; Katherine Bernice Schultz, Butler, Pa.; Gilbert Beecher Shults, Ellicottville; Marianne Sixby, Mayville; Helen Margaret Stuart, Canisteo; Claude Herman Voorheis, Friendship; Margaret Amelia Voorhies, Nile; Mabel Edna Wagner, Andover; William Champion Wansor, LeRoy; Jack Weaver, Kenmore.

For the Bachelor of Science in Ceramic Engineering: Abde Ally, Hyderabad, India; William George Collins, New York City; Desmond Earl Devitt, Malta, Ill.; Eugene William Fulmer, Olean; Daniel Wykoop Luks, Towaco, N. J.; Revers Hamilton Saunders, Belmont; Stanley Spring Saunders, Alfred; Norman Henry Stolte, Cleveland, Ohio; Francis Jesse Williams, Elmira.

For the Bachelor of Science in Applied Art in Ceramics: Helen Bernese Brundige, Scotia; Viola Caroline Buhmaster, Scotia; Beatrice Belle Coleman, Ilion; Dorothy Evelyn Holland, Hempstead; Elizabeth Whiting Selkirk, Albany; Dorothy Elizabeth Utrich, Albany.

For the Bachelor of Divinity: Hurley Saunders Warren, Fouke, Ark.

Reduces Price of College Plagues
Miss Ruth Rogers of the college office states that the college seal plaques will be on sale today, at the office. Any person who wishes to buy one, should leave the order with Miss Rogers. If 60 are ordered, the price will be reduced, otherwise they will be sold at the advertised price.