

Coburn Classical Institute

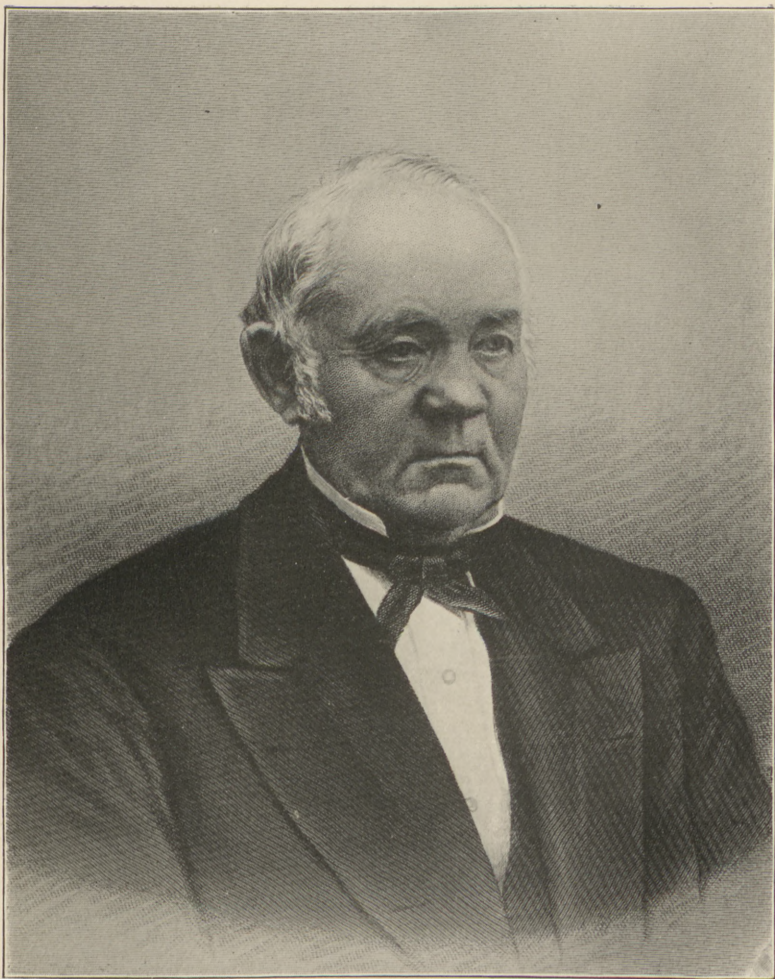
Waterville, Maine



Seventy-Fifth
Anniversary

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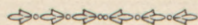


HON. ABNER COBURN.

Exercises in Celebration of the
Seventy-fifth Anniversary
of the
Opening of the
Coburn Classical Institute,
Waterville, Maine,

June 19-25, 1904.

Edited by Principal
Franklin W. Johnson, A. M.



Marks Printing House, Portland.
1904.

The Seventy-fifth Anniversary.

At a meeting of the Trustees of the Institute, held in the early winter of 1903, it was decided to celebrate the seventy-fifth anniversary of the opening of the school by appropriate exercises in connection with the annual Commencement in June, 1904. A committee of the Trustees was appointed to have charge of the preparations for the event, consisting of Frederick C. Thayer, M. D., Rev. Edwin C. Whittemore, D. D., and Principal Franklin W. Johnson. This committee made careful and elaborate preparation. Invitations were sent to all former pupils whose addresses could be secured, about one thousand in number. In this way and through the public press a general invitation was extended to all former pupils of the school to attend this anniversary.

The following is the program of the week in full :

SUNDAY, JUNE 19.

10.30 A. M. Baccalaureate Sermon before the Graduating Class, by Rev. Fred M. Preble, D. D., of the class of 1877, at the Baptist Church.

THURSDAY, JUNE 23.

9.30 A. M. Last Chapel Exercises of the Senior Class.

8.00 P. M. Junior Exhibition at the Baptist Church.

FRIDAY, JUNE 24.

10.00 A. M. Graduating Exercises of the Senior Class and Awarding of Diplomas, at the Baptist Church.

11.00 A. M. to 2.00 P. M. School buildings open to visitors.

2.00 P. M. Exercises Commemorating the Seventy-fifth Anniversary of the Opening of the School, at the Baptist Church. Historical Reminiscences, William Mathews, LL. D., of the class of 1831. Oration, Leslie C. Cornish, LL. D., of the class of 1871. Poem, Louise H. Coburn, A. B., of the class of 1873. History, Edwin C. Whittemore, D. D., of the class of 1875.

5.00 P. M. Reception to former pupils and alumni of Waterville Academy, Waterville Classical Institute and Coburn Classical Institute, at the City Hall.

6.00 P. M. Annual dinner of the former pupils and alumni at the Armory.

SATURDAY, JUNE 25.

10.00 A. M. Annual Meeting of the Trustees in the Boutelle Library.

The baccalaureate sermon of Sunday morning, June 19, was from the text, Ezekiel 13 : 14 ; "So will I break down the wall that ye have daubed with untempered mortar." The subject was "The Bricks and Mortar of Life." This striking theme was developed by Dr. Preble under the following outline :

1. The present time belongs to the bricks and mortar of life.
2. The present opportunity belongs to the bricks and mortar of life.
3. The present task belongs to the bricks and mortar of life.
4. The present character belongs to the bricks and mortar of life.

The sermon was strongly conceived and eloquently delivered. It was most inspiring to the members of the graduating class as well as to the large audience that filled the church.

This high standard set by the opening service on Sunday was maintained throughout the exercises of the entire week. The regular exercises of the Junior and Senior classes were of unusual excellence. At the last chapel, Emmons P. Burrill, president of the Senior class, presented to the school, as the parting offering of his class, several pictures and other adornments for the room in which Mrs. James H. Hanson taught so many years. An excellent portrait of Mrs. Hanson was also presented by a graduate of the school. These fitting gifts were accepted for the Trustees by President Charles L. White, D. D., of Colby College.

The special anniversary exercises of Friday afternoon, June 24, were most appropriate. Principal Johnson presided, and prayer was offered by Rev. Fred M. Preble, D. D., of the class of 1877. The speakers were all graduates of the school. The historical papers were the result of an exhaustive examination of all available records, and were worthy of the great work of the school for three-quarters of a century. The oration was carefully prepared and formed a distinct contribution to the literature of the New England Academy. The poem was artistic in conception and expression, and its literary excellence made it most fitting for the occasion. These papers are printed in full in this pamphlet.

It was cause for great regret that the venerable William Mathews, LL. D., was unable to be present and read his interesting and valuable reminiscences. The fact that he was present as a pupil at the opening of the school, seventy-five years before, together with his fame as a writer, would have made his presence a notable feature of the day. His paper was read by Professor Arthur J. Roberts, of Colby College.

The reception at the City Hall was largely attended, and gave opportunity for delightful meetings and renewals of old associations. At six o'clock the procession was formed and marched to the Armory, where about two hundred

and fifty sat down to the alumni dinner. At its close, Elwood T. Wyman, '87, president of the Alumni Association, presented Principal Johnson as toastmaster of the evening. The following speakers were introduced and made fitting responses: Leslie C. Cornish, '71; Ex-Governor Alonzo Garcelon, a pupil in the school in 1831, now over ninety years of age; Ex-Governor Llewellyn Powers, '57, Congressman from the Fourth Maine District; Judge Albert M. Spear, '71; Lewis M. Palmer, M. D., '71; Mrs. Mary Lowe Carver, '68; President Charles L. White, D. D.; George O. Smith, Ph. D.; Mrs. Martha Philbrook Salsman '79, and Hon. Charles F. Johnson, '74.

The crowning feature of this most successful anniversary was the announcement made by the toastmaster of the proposed gift of \$25,000 to the endowment of the school, made by the family of the late Stephen Coburn. This is to be given in equal amounts for all money added to the endowment funds up to \$25,000, thus adding \$50,000 to the invested funds of the school. The exercises of the day had been filled with the proud record of the school for three-quarters of a century, in which strong emphasis had been placed on the excellent work of the school to-day. The announcement of this additional gift from the same family, to which the school owes its name and its substantial foundation, gave prophecy of the larger work which is possible for the school in the future, if its friends rally to its support. It has been generally supposed that Coburn is a well endowed school, and so it was a few years ago. But in recent years the requirements placed upon schools of this grade have increased greatly, and the expense of maintenance has shown a corresponding increase. There must be more teachers with larger salaries, more expensive equipment in science and other branches. Along with this increase in expense there has been a diminution of income, due to lower rates of interest. These facts have placed Coburn and similar schools in a precarious condition. True to its traditions, the

school still offers its benefits to the pupils at an exceedingly small charge. It is still a school where poor boys and girls may secure the best in education at the smallest possible expense. To maintain the excellence of the school along with these traditions, a large addition to the invested funds must be made at once. The proposed gift of the family of Stephen Coburn gives impetus to a movement which is imperative to the further maintenance of the school. An effort will be made to secure the entire sum of \$50,000 within one year from the date of the anniversary. Several voluntary gifts of considerable size were made within a few days of the announcement of the generous proposal of the Coburn family. Principal Franklin W. Johnson and Rev. Edwin C. Whittemore, D. D., have been assigned the work of raising this money.

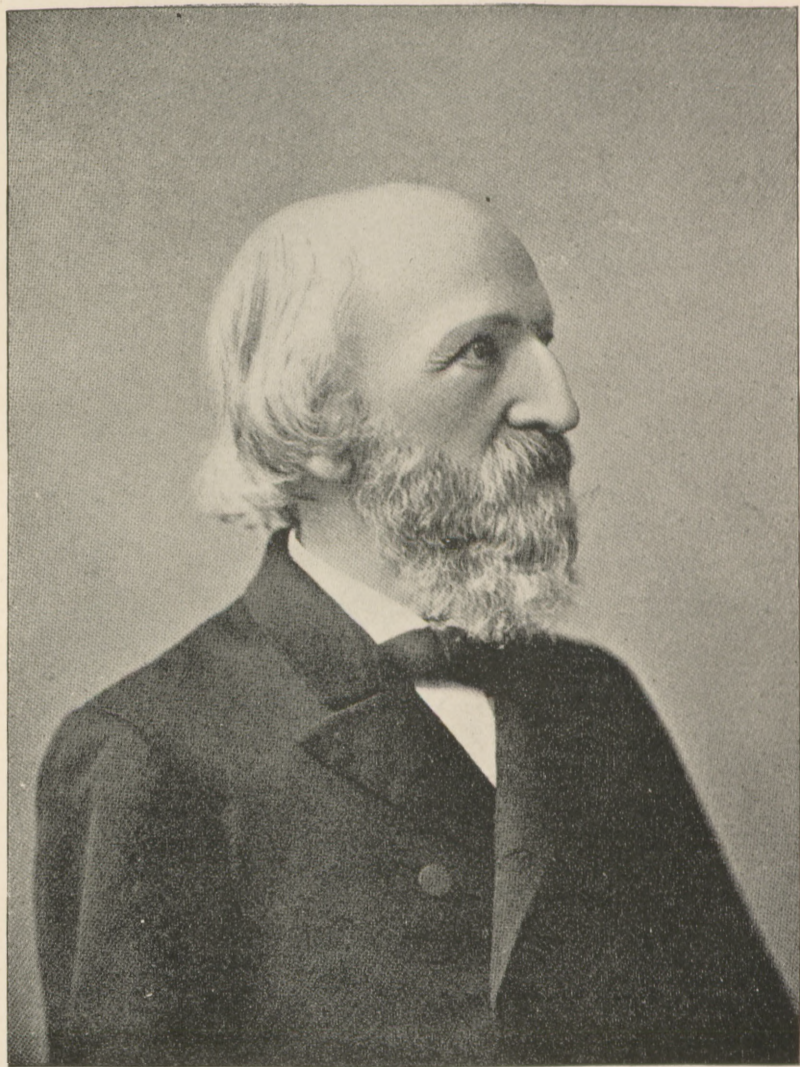
From beginning to end the anniversary was most successful. A large number of former pupils came together for the occasion. Loyalty to the school was renewed and deepened. There was developed greater pride in the past, confidence in the present, and hope for the future of Coburn Classical Institute.

Reminiscences of Waterville Academy.

WILLIAM MATHEWS, LL. D., of the Class of 1831.

The Roman poet who, more than any other, has been the delight of the ages since his time—I mean, of course, Horace—pleads with Mæcenas in his first Epistle for a release from the toil of verse-making on the ground that *non eadem est ætas, non mens*, that is, “my age is not the same, my habits of thinking are changed.” Moreover, he has a monitor, that keeps continually ringing in his ear: “Wisely, in time, release your Pegasus, now advancing in years, lest he fail at last, only to be laughed at, and become broken-winded.” And yet this exquisite poet was then but forty-six years old, and had written but twenty years. If a writer so divinely gifted might rightly plead for a release from literary labor at that early age, with how much more potent reason might I, who am forty years older, and who have not a spark of his *ingenium et divitem venam*, ask to be excused from farther pen-work, and especially from discharging the task that has been assigned to me for this occasion?

Gladly would I be a listener only on this joyous day; and yet I love the dear old school, and would shirk no effort which my early connection with it can enable me to contribute to the interest of this occasion. If I feel that that contribution must be humble, I find inspiration and encouragement in the words of one of my favorite English writers—that witty divine and divine wit, Dr. Thomas Fuller. Speaking of the pastor of a church, he says that “he conceiveth himself to hear his mother college always speaking to him in the language of Joseph to Pharaoh’s



WILLIAM MATHEWS, LL. D.



butler: 'But think on me, I pray thee, when it shall be well with thee'"; and the good old divine kindly adds: "If the pastor hath but little, the less from him is the more acceptable: a drop from a sponge is as much as a ton from a marsh."

It has long been the fashion to mock at the Puritan. It has been asserted by men not worthy to loose the latchet of his shoes, that he was a foe to all gaiety, grace, and beauty, and preferred his own "heavenly hawings and hummings"—the psalmody of his own nose—to the very harmonies of the angelic choir. I have come, however, to believe that our grim, steeple-hatted forefathers, though they "took their pleasures sadly," were, on the whole, wise, sagacious men; but in nothing was their sagacity more strongly manifested than in their profound appreciation of classical scholarship, and in the pains they took to foster it. Knowing the value of such an attainment in the Old World—the power, influence, and charm it gave to its possessor there—they sought to transplant it, along with the culture of the higher branches of English education, in this country. To this end they founded both academies and colleges in all parts of New England. The former institutions were designed to occupy a middle ground between the college and the primary or grammar school, and to furnish education, not gratuitously, like the grammar school, but at a low price—a price low enough to tempt every young man of ambition, spirit, and energy to strive for its attainment. Our forefathers held that the elements of education should be given to every young man, but that, if he aspired to a higher culture, he should pay a part of its cost. Thus the student in the academy would be taught self-reliance, self-help, and self-respect; energy and manliness of character would be developed; frugality in living would be encouraged; and the education which thus cost effort and severe self-denial would be likely to be appreciated and devoted to noble uses.

The result was the founding of Hopkins, Dummer, Lei-

cester, and ultimately of scores of other academies, of which it is said that one hundred and nineteen were incorporated in Maine alone, some of which are flourishing, full of vitality and vigor, to-day ; but unfortunately the great majority of them have been abandoned, and some killed by the high school, which, with its large corps of teachers, its costly apparatus, large buildings and other advantages, has offered education gratis. The academies did, nevertheless, a work, I believe, which the high school has never done, nor is likely ever to do. They gymnazed the mind and disciplined it ; they liberalized and humanized the pupil, inspiring a love of letters for their own sake, independently of the profit or honor their culture might bring. They trained the heart as well as the head, adding moral and religious to mental culture, and the graduates from these institutions felt for them a fond affection, a depth of gratitude, compared with which the regard of the high school alumnus for that institution is pale and poor. It is no exaggeration to say that there are academies in New England, which, by their high standard of discipline and scholarship, have done as good a work, and have been held in as high esteem, as our colleges.

It is to manifest our love for one New England academy, which, according to the law of "the survival of the fittest," is still doing, after seventy-five years of usefulness, a splendid and steadily improving work, that we, the graduates of the Waterville Academy, the Waterville Classical Institute, and the Coburn Classical Institute, have left our widely separated homes and come together at this time. What a flood of delightful memories—of faithful teachers, of loved classmates, of difficulties vanquished, of text-books mastered, of sports enjoyed—rushes into our minds, as we take one another's hands and look into one another's eyes to-day ! As I revisit from time to time, after long years of absence, these scenes of my youth, the lines of Gray, suggested by a distant prospect of Eton College, steal into my mind,—

“Ah happy hills! ah pleasing shade,
Ah fields beloved in vain,
Where once my careless childhood strayed
A stranger yet to pain!
I feel the gales that from ye blow
A momentary bliss bestow,
As waving fresh their gladsome wing,
My weary soul they seem to sooth,
And, redolent of joy and youth,
To breathe a second spring.”

It would be an exception to human experience if our cup of joy, so full to-day, were dashed with no drop of bitterness. As those of us who were here at the celebration twenty-five years ago, look about these pews, we miss, alas! nearly all the leading spirits of that festal day. Dr. Hanson and Mrs. Hanson; Henry W. Paine, who presided at the dinner; Ex-Governor Dingley, orator of the day; Professor Foster, who told us that he rang the bell of the old Academy for his tuition; Nathaniel Butler, Senior, I. S. Hamblen, Daniel R. Wing, Eldridge Getchell, J. W. Drummond; and many other graduates and friends of the school, have passed, alas! to the silent land, and sadly do we miss them. Mrs. Hanson, the faithful and efficient helpmeet of the tireless teacher to whom Coburn owes so much—in whom the students found at all times a wise and sympathetic friend, and whose interest in the school ended only with her life—has but recently passed from earth, mourned by all who knew her.

An attachment to the spot where our young minds were fed with the food of knowledge, where began our training for the race of life, is one of the universal instincts of humanity. If, as Dr. Johnson affirms, that man is little to be envied whose patriotism would not gain force upon the plain of Marathon, or whose piety would not grow warmer upon the ruins of Iona, what shall we think of him who can pass by with icy indifference the place of his boyish studies and sports? Such a man must lack a heart that beats with natural emotion, or he must have one that is

thoroughly petrified by worldly cares, or blasé by worldly pleasures.

To say that our academic Alma Mater has fitted not less than eight hundred and fifty young men for college; that she has furnished Colby with three-fifths of its students; that, without the Academy and Institute, the College would long ago have collapsed for want of undergraduates; that hundreds of other young men, not college graduates, not a few of whom have attained distinction in their callings, have been more or less equipped by her for life's battle; and, lastly, that with the intellectual training which has been given, a catholic moral and religious culture has been mingled at the most plastic period of life—to say all this is but to state the barest acknowledged facts in the institution's history. But not only have the youths within its walls profited by the Academy and the Institute; it has been a bright and shining light to the neighboring towns,—it is hardly too much to say, to all the central part of Maine. Hundreds of young men, too poor to enroll themselves among its scholars, have, in all probability, been led by it to see and feel their mental deficiencies, and, mortified by the discovery, to begin and pursue a work of self-culture to which, otherwise, they would never have been provoked.

Under what circumstances have all these results been achieved? With the aid of an ample endowment; of costly apparatus; of a library with all needful books of reference; of maps, a gymnasium, and a well-planned, spacious, and attractive building? During half a century the school had none of these equipments, now deemed so vital to success, and did its noble work under almost every discouragement. With the exception of Henry Paine, Dr. Hanson, Mr. Johnson, and perhaps a few others, the principals were young men fresh from college, who had had no experience in their work. They had no genius or burning desire to teach, but had adopted this calling tempo-

rarily as a stepping-stone to something more desirable. The first two principals, men of high ability, viz.: Henry W. Paine and George I. Chace, served each but nine months. Ill-paid, dependent on the fluctuating tuition fees for their salaries, struggling with continual obstacles and with little sympathy from the community, is it strange that one after another the teachers gave up their places, after brief periods of service? Even Dr. Hanson, with all his pluck and stubborn persistence during his first term of labor from 1843 to 1853, when he found, after going wearily about the streets with a subscription paper, begging money for apparatus and repairs of the Academy, that his solicitations were in vain, and was compelled to expend \$700 from his own pocket—even he gave up the fight, and accepted the headship of the High School at Eastport. During the eleven years that intervened before his return in 1865, there were seven principals of the Institute, and an ever-shifting succession of assistants. Then the skies began to brighten; pupils flocked in by scores; and the attendance during the year rolled up to two hundred and seventy-two scholars, the largest number,—except in 1852, when there were three hundred and eight,—in the school's history.

Is there any place for the formation and testing of character that is comparable with a public school? I have long been tempted to believe that the real plastic energy of the academy, as of the college, lies not wholly or mainly in the books studied, in teachers and recitations, but in the intercourse of young persons with each other; in the argumentative walk, or disputatious lounge; in the impact of young thought upon young thought; in the interchange of views, in the collision, the attrition of mind with mind, the clash of wit, the stinging jest and prompt retort; and, above all, in the living in an intellectual atmosphere, where a certain amount of knowledge and inspiration is absorbed insensibly, even by the dullest student, through the pores.

Lawyers say that the bar is a good place to take the conceit out of one; but, I am sure, it does not surpass in this respect the great public school. It is wonderful how thoroughly and how felicitously the operation is there performed. No matter how great a youth's pretensions, or how proud his pedigree; the keen but not ungenial breeze of ridicule takes the conceit, the nonsense, out of him. It nips his silly egotism, his vaporous boastings, his maudlin affectations, and shallow pretences in the bud. A young man who, if he had been educated at home, might have become an insufferable coxcomb, will be bullied, snubbed, and jeered by his schoolmates into a manly, modest, and sensible fellow.

Is there a place in the whole wide world where shams, and masks, and lies of all kinds, thrive so ill as at a public school? It has been justly said that there is never *there* any mistake about the extent of a boy's capacity. A dunce can never be more nor less than a dunce. Wise looks, solemn shakes of the head, owl-like gravity, discreet silence, will not do. The murder will out every time he stands up to recite, to translate, or to declaim.

Brothers and sisters of the old Academy and Institute, although my hair has silvered, my vision dimmed, and I am reminded in many ways that *non sum quod fui*, yet I find it hard to believe that seventy-five years have rolled by since I entered the old pine-apple crested Academy that stood where the Institute now stands. It was in December, 1829, that the school was opened, and that at the age of eleven years, after attending the Maine Wesleyan Seminary in Readfield, and the Academies in China, Monmouth, and Bloomfield, I joyfully became a scholar in the new institution. As, amid the toils and "carking cares" of the present, I look back through memory's prismatic glass on those halcyon days across the intervening gulf of three-quarters of a century, how flooded with sunshine do they seem!



WATERVILLE CLASSICAL INSTITUTE.

“Still o’er these scenes my memory wakes,
And broods them o’er with miser care;
Time but the impression stronger makes,
As streams their channels deeper wear.”

Shall I ever forget the able and kind-hearted principal of the school—afterward the celebrated lawyer—Henry Warren Paine, with his Websterian forehead and eagle eye, who so stimulated and inspired his pupils, kindling every latent spark of enthusiasm into a steady blaze? Though a senior in Waterville College, but nineteen years old, he ruled the school kindly but firmly by the authority of his look and manner rather than by the ferule, though occasionally he brought down the ruler upon the desk-lid with a force that made the school-room ring, and the biggest bully in it quail. In taking charge of the school at the request of President Jeremiah Chaplain of the College, he once said, he took an usher—Joseph Hodges, Jr.—and endeavored to put on an appearance of age and wisdom. With some of the young ladies this proved eminently successful, for, coming suddenly among them, he found upon a desk a billet which ended thus: “I must close, for I hear *the old man coming.*”

There were sixty-three students in the school, of whom seventeen youths were in the Classical Department, and eighteen in English studies, and the remainder, twenty-eight in number, were young ladies. Of these last was Rebecca Moore, afterward Mrs. Tilton and Mrs. Drinkwater, who but recently passed away in this city. Two of the youths, who will long and tenderly be remembered, were John Foster, afterward Professor of Greek in the College, and Daniel R. Wing, for many years the honored publisher of *The Waterville Mail*. Is it because memory’s geese are always swans, because she hides the blemishes and exaggerates the excellencies of “*lang syne*” associates and friends, that I think of these, my fellow students, as exceptional boys and girls, many of whom were fired by a

real love of study, a positive ardor for knowledge? How eager, how full of curiosity, how like "eagles newly-baited," we were! What keen interest we Classical scholars took in the immortal tale of Troy; in the story of Achilles' wrath, whose shout made the Trojan horses tremble with fear; in the varying fortunes of Æneas; in the blood-freezing pictures of the Cyclops, the Furies, the Harpies, the three-throated Cerberus barking at the gates of hell, and the awful whirlpool where

"Fierce to the right tremendous Scylla roars,
And on the left Charybdis the flood devours!"

How were our souls thrilled by the heroic deeds of Horatius Cocles, Regulus, and Mutius Scævola—patriots of whom the cold-blooded, lynx-eyed historical critic tells you that they were myths—pure illusions; to which we reply, that if these great events never happened, then they *ought* to have happened; and, as Goethe says, if the Romans were great enough to invent such stories, we should at least be great enough to believe them.

With what greediness we devoured the pages of Jacob's Greek Reader, which it was not a task, but a delight, to study! How we laughed over the wise sayings of Scholastikos; as, when he asked a man whether it was he or his brother that died yesterday; when he carried about a brick, as a specimen of a dwelling-house he had just bought (evidently *he* was not "a brick" himself); and when, hearing that the raven lives a hundred years, he bought one to ascertain whether the statement was true! How we exploded over the sly, tickling, temeritous humor of the tub cynic, Diogenes, who, seeing some men firing at a target, planted himself deliberately right before it, saying that it was the safest place; who, seeing over the door of a dwelling-house the inscription, "Let nothing evil enter here!" wrote under it: "How, then, shall the owner go in?" and who, seeing a scolding woman, who had hanged herself on an olive tree, exclaimed: "Oh, that *all* trees would bear such fruit!"

While we enjoyed the Classical studies of the school far more probably than does the gerund-grinder of to-day, with whom Homer and Virgil are associated with the grammarian's dissecting-table, I suspect that we read Greek and Latin less critically, learned far less of the intricacies and niceties of grammatical construction, than do the pupils of Principal Johnson. We studied the grammar to learn the language, and not the language to learn the grammar; and were almost impatient of declensions and conjugations, and indifferent whether *fruor*, *fungor*, *potior*, and *vescor* govern the ablative or the dative, as we saw Laocoon writhing in the folds of the serpents, Ulysses outwitting the Cyclops, the crafty Sinon horse-jocking the Trojans, and Æneas cutting *Didos* after his father had gone back on him amid the flames of Troy; or, as with breathless interest we watched the exciting boat-race in Sicily, and heard the impatient cry of Gyas to his helmsman: "*Huc dirige gressum—litus ama!*" or laughed at Menœtes crawling out of the salt water into which Gyas had pushed him; or, again, as we heard Nisus, in the fight at night with the Rutulians, impatient to turn away their swords from his friend Euryalus, shouting: "*Me! me! Adsum qui feci; in me convertite ferrum!*"

What declamations we had in the upper story of the Academy! What compositions we wrote—essays in which there was a perfect riot of tropes and figures, a delicious confusion of periphrases and metaphors! There was a luxury of epithets surpassing that of Harvey's "Meditations." Every individual substantive was as regularly accompanied by its attendant adjective, as the great lady of the eighteenth century by her train-bearing page. In our lofty diction a man became a mortal; a horse, a courser or steed; a glass, a crystal vase; the moon, pale Dian; a light, a nocturnal luminary; and a spade, an oblong instrument of manual industry.

No gymnasium had we in those primitive days, no baseball or football, no inter-academic contests. No "rahs"

of victory went up from our ranks till our throats were hoarse. Yet fully content were we, for had we not something as invigorating as these—swimming in the Kennebec and the Messalonskee, skating, and games of running in the healthful open air back of the Academy? What feats of pedestrian prowess we there performed in our games of “goal!” What dangerous incursions we sometimes, in our impetuosity, made into the hallowed precincts of the dead—the village graveyard, now transformed into a park—where, at the imminent risk of breaking our necks and joining the sleepers, we chased and dodged each other among the tombstones! Shall I ever forget the big snow-forts that frowned in front of the Academy, and the desperate battles, the storming parties and the sallyings, and the glowing pictures of the “heady fight” in our next compositions?

Of all these scenes and incidents of my boyhood I can say with Macduff: “I can but remember that such things were, and were most precious to me.”

“Such things were, such things were,
Fleet but precious, brief but fair;
The eagle with the bat may wed,
The hare may like the tortoise tread,
The finny tribe may cleave the air,
'Ere I forget that such things were.”

Are my pictures of the past too rose-colored? I am aware of the illusion which we all undergo in thinking of the days of “lang syne,”—of what we are, perhaps, too ready to characterize as “the good old times.” As a man who was a pestilent fellow when living is thought of tenderly when dead, so, by a cunning moral chemistry, the mind converts even unpleasant scenes and institutions into pleasant ones when they have receded into the dim and shadowy past, and adds new charms to what was charming before. Therefore, in comparing the old Academy of my boyhood with the Coburn of 1904, I cannot but envy the youths of to-day their golden privileges. What a

stride the school has taken from the two teachers of 1829 to the faculty of specialists—with the accomplished, courteous, and indefatigable Johnson at their head—which Coburn shows to-day! What a stimulant to ambition, what a provocative to hard, tough, earnest work, is the inter-academic contest, both physical and intellectual! What a prodigious advance on the old-time means of education is the academic library, with its books of reference to aid the student in the solution of his difficulties, and its volumes of history, poetry, travel, and fiction, silently beckoning him in his leisure hours to commune with the mighty minds of all ages! Finally, what a joy, what a help to self-culture, is the handsome periodical, the *Coburn Clarion*, that trumpets every scholar's triumphs; in whose pages the literary tyro may try his 'prentice hand at composition, and plume his wings for future loftier flights in the *Century* or *Forum*!

While exulting in these advances of Coburn, let us not flatter ourselves that its friends can now fold their arms, and rest content with its past achievements. It is an age of progress and ever multiplying improvements in education that we live in, and the school that stands still recedes; like Virgil's boatman, *si brachia remisit*—if it remits its effort, it is practically carried backward. Coburn needs—urgently needs—a dormitory for young men, a gymnasium, a fund to provide salaries and prizes for scholarship, and doubtless many other things; and in these days of intense and fierce competition, unless it offers the most tempting inducements to young men, they will flock to other schools. It is said that an American scholar in Germany, climbing the steep path to the Wartburg Castle, inquired the way of a little girl, who replied: "*Immer hinous und hinauf*—ever onward and upward." Let this be the motto of Coburn and its friends, and, whatever they do, let it be done at once without further fatal delay.

Coburn Classical Institute.

Historical Sketch.

EDWIN C. WHITEMORE, D. D., of the Class of 1875.

When, in 1820, the Maine Literary and Theological Institution became Waterville College, the first need which confronted President Chaplin was not that of buildings or endowment, but of students prepared to prosecute the course of study proposed by the College. Of the theological students who came with Dr. Chaplin from Danvers, Mass., and who arrived in Waterville by "Long Boat," in July, 1818, only one, Mr. Hadley Proctor, took the College course, and was graduated in the class of 1823. The few young men who desired to enter the new College had not had the advantages of schools of a grade sufficiently high to enable them to pursue college studies successfully.

In 1820, therefore, President Chaplin opened the College Grammar School* in the "Woods House," on the site of the present Elmwood Hotel. As teacher he employed Mr. Henry Paine, a student from Amherst, Mass., who, after two years' study in the Literary and Theological Institution, entered the College in September, in 1820. He was the room-mate of George Dana Boardman, and was like him in piety and enthusiasm. During his College course and for half a year thereafter he successfully conducted the School, which on the erection of South College was transferred to that building. The College catalogue for 1824 states: "There is in connection with the College a

* In the biography of Rev. Willard Glover, of the class of 1825, it is stated that he completed his preparatory course in the College Grammar School, 1820-21.



EDWIN C. WHITTEMORE, D. D.

Latin School in which are a respectable number of students preparing for College."

August 20, 1824, the faculty appointed as teacher of the Latin School, Elijah Parish Lovejoy, who conducted the school with ability and enthusiasm for two years, until his graduation from College. Afterward he became the fearless champion of the slaves and of the freedom of the press, and after the mob had destroyed successively three printing presses, while guarding a fourth he was shot down in a pro-slavery riot at Alton, Ill., Nov. 7, 1837. Eminent in intellectual ability, in philanthropy and in patriotism, he was the first martyr from the School and the College in the great cause of freedom in the United States.

His successor in the School was Mr. J. O'Brien Chaplin, a son of President Chaplin. So successful had been the work of the Latin School, and so large a proportion of the students of the College had come from it, that the Trustees, Aug. 27, 1828, voted, "That the Prudential Committee be authorized to take measures to erect a building for an Academy, connected with the College, and that they draw on the Treasurer for a sum not exceeding three hundred dollars." Hon. Timothy Boutelle, of the Board of Trustees, a life-long patron of every good enterprise in Waterville, gave to the College for the Academy (Sept. 24, 1829) the lot of land on which the Institute now stands, the title of which has always remained with the College. During the summer of 1829, Peter Getchell and Lemuel Dunbar built the Academy building, which with later enlargements served as the home of the school until 1883. They received in payment \$1,750, of which the Trustees nominally furnished \$300, although this, as well as the balance, was raised by the indefatigable Dr. Chaplin by the subscription method. The same masterful man said a little later to a student who had called upon him, "Paine, our academical structure is now completed, and as we wish it to commence under favorable auspices, you have

been chosen to take charge of it." The student, then in his Senior year, was Henry W. Paine, a native of Winslow, and later to become an eminent lawyer of Massachusetts and an LL. D., of Colby. Securing a somewhat reluctant acceptance of the position by Mr. Paine, President Chaplin went with him on the opening day to the Academy, introduced him to the forty or more pupils there assembled and set the school at work.

The Waterville Watchman of Nov. 4, 1829, in an editorial said: "WATERVILLE ACADEMY.—It will be seen by an advertisement in a subsequent column that this institution will be opened for instruction on the first Monday in December. It is a fine brick building of two stories in height, with a handsome cupola or steeple for a bell, 42 ft. (exclusive of the porch) by 34, and is a beautiful ornament of our village, not surpassed, we believe, by any other Academy building on the Kennebec. It stands on an elevated ground beside the burying yard, fifteen or twenty rods south of the new meeting-house, sufficiently near for convenience without being exposed to the noise and bustle of the village [studying in those days was a serious business, requiring both seclusion and silence]. A new substantial fence around the burying ground is contemplated. When this and those around the Academy building shall be completed, the whole will present a fine prospect. But the appearance is a matter of trivial consequence compared with the facilities which such an institution presents to parents around, who cannot well afford to send their children abroad, or who would prefer to have them educated under their more immediate observation, yet who cannot consent to avail themselves of our common schools as they are at present managed, though valuable so far as they go. The age and country in which we live requires a higher standard of education than is usually taught in our common schools, and the need of a more efficient system of instruction than they afford is much felt and urgently demanded. The instruction given in this

institution will embrace all those branches of literature and science usually taught in academies and other public schools. There will be four terms annually at \$2.50 per term." As these were to be of twelve weeks each, all but four weeks in the year were occupied. Evidently the vacation idea had not become prominent in the minds of the drill-masters. In the same paper President Chaplin recommended Mr. Paine as a man of amiable disposition, of pure morals, of uncommon powers of mind, of superior attainments as a classical scholar, etc.

In that first class was a boy of eleven years, slight in body and small even for his years, of whom, when he entered the schoolroom, the preceptor asked, "Well, my little fellow, what can I do for you?" "I came to study Greek," was the reply of William Mathews, and as we send greeting to that honored alumnus to-day, we are glad that the eminent professor, man of letters, and author of books which speak in many editions and many languages and always for higher and nobler thought and life, began his classical studies in Waterville Academy.

After nine months of successful teaching, in which the school attendance had risen to sixty-one, Mr. Paine resigned his position on account of the illness of his brother. Mr. R. W. Wood finished the term. From September, 1830, to May, 1831, Mr. George I. Chace, a graduate of Brown, and afterward professor and acting president of that University, taught the school.

In August, 1831, Mr. Henry Paine, A. M., Waterville College, class of '23, who had been a successful teacher of the College Latin School and of the Academy at Monmouth, was induced by President Chaplin to become principal of the Academy.

The catalogue for the summer term of 1831, a pamphlet of seven pages, announces that during the present term two and sometimes three able assistant teachers have been employed. Instruction in French may be expected for the next term and the "Expenses of Education" are stated as

follows : Board, including lodging and washing, from \$1.25 to \$1.50 per week. Tuition per quarter, \$3.00; do., French, \$4.00. Sixty pupils were enrolled, among whom we find Lorenzo B. Allen, afterward college professor and president, Nathaniel R. Boutelle, Alonzo Garcelon, afterward Governor of Maine, William E. Wording, to whom, as Judge Wording of Dakota, the fine school building at Ricker Institute is due, and Israel Washburn, Jr., afterward Governor of this State. Only two ladies, Helen R. Boutelle and Mary E. T. Shepard, both of Waterville, graced the Academy with their presence at that time.

July 26, 1831, the Trustees of the College "*Resolved*, That J. C. Morrill be agent for the purpose of contracting with some suitable person to erect a house for boarding the students of the Academy, and also a mechanic's shop, said buildings to be erected on the Academy lot and at the sole expense and charge of such person, and such person to have the use of the same for twenty years free of rent."

The offer did not prove attractive and no buildings were erected. The Academy students, however, were allowed to work in the College workshops, on the same terms with the students of the College. Preceptor Paine was a man of fine spirit and of great devotion to the interests of the school. Under him the Academy realized the purpose of its founders by becoming what it has ever since remained, the principal source of supply of students for the College, and by affording instruction of high grade and great thoroughness. The number of students in 1834 rose to two hundred and five, despite the fact that the examining committee, nominated by the College Trustees and including President Babcock, Professor Keely, Rev. Calvin Newton, Alpheus Lyon, Esq., Dr. Hall Chase, Dr. Samuel Plaisted, Phinehas Barnes, J. Everett Farnham and Samuel Randall, Jr., examined the classes once a fortnight, and there was a public examination attended by the rest of the citizens at the close of each term. Preceptor Paine left the school in 1835 and became principal of China Academy,

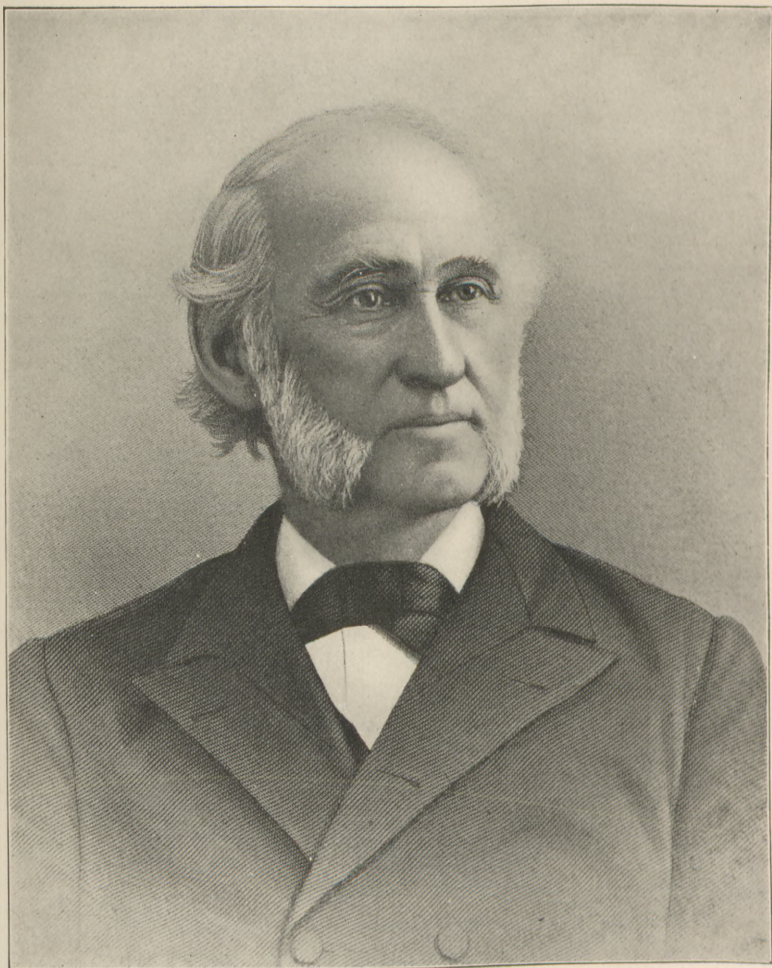
afterward teaching many years in Thomaston, where he died greatly honored and universally beloved. Mr. Freeman, Moses Burbank and Lorenzo B. Allen all served in the office of principal before 1837. Mr. Allen was a fine classical scholar and afterward won distinction as president of Burlington University, Iowa. The Trustees of the College voted Aug. 2, 1836, to allow L. B. Allen, preceptor of the Academy, the sum of seventy-five dollars for the valuable services performed by him the current year. Charles R. Train, afterward Attorney General of Massachusetts, taught the Academy in 1838. He was succeeded by Nathaniel G. Rogers, a nephew of Hon. Timothy Boutelle, and though only twenty years old, on the authority of the College catalogue, a faithful and efficient teacher. He afterward joined the United States army and died in Mexico during the Mexican war, at the early age of twenty-nine.

Dark days in the history of the Academy were coming on. With the exception of the principalship of Mr. Paine, it had been under the care of men of extreme youth and with little or no experience in teaching. It was wholly dependent upon the small tuition fees for its support. Its real management was in the hands of the Faculty and Trustees of the College, and the burdens upon the College were so great at that time that little attention could be given to the Academy. A rival institution, the Waterville Liberal Institute, had been founded by the Universalists, which drew many students who otherwise would have entered the Academy. From the summer of 1840 to the spring of 1841, there was no session of the Academy, and the building was used for the public school of district number one. In 1841 the Academy was reopened, and Mr. Chas. H. Wheeler, of the Senior class at the College, was teacher for two terms. Prospects did not improve.

The citizens of Waterville now came to feel that something must be done to save the school. It had been

founded as a feeder of the College and right nobly had it performed this part. In addition to this, it had furnished to the citizens a school of really high grade and the best influences, in which the sons and daughters of a large proportion of the leading families of the town had been educated. It was thought that a Board of Trustees, made up of prominent citizens of the town, would be able to furnish the Academy the support and direction which it had lacked. By votes of the Faculty and Trustees of the College, and by charter granted by the Legislature of Maine, Feb. 12, 1842, the management of the school was turned over to a Board of Trustees, consisting of Dr. Samuel Plaisted, President, Stephen Stark, Secretary, Zebulon Sanger, Treasurer, Dr. Stephen Thayer, Johnson Williams, Harrison A. Smith, Amasa Dingley, David Garland, Samuel Taylor and Edwin Noyes.

The first teacher employed was Nathaniel Butler of the College, class of 1842, afterward Dr. Butler and father of Nathaniel Butler, LL. D., recently president of Colby. The students were few, the discipline mild, but the methods were progressive and successful. He continued at the head of the Academy but one year. The autumn of 1843 marked an epoch in the history of the Academy because of the coming of James Hobbs Hanson as principal. Mr. Hanson was born in China, Me., April 11, 1817. He prepared for College in China Academy under Preceptor Paine, and was graduated with honor in the class of 1842 of Waterville College. With him teaching school was to be not a temporary expedient or stepping-stone to another profession. He was a teacher born, not made by precepts, rules or normal methods. The Trustees could promise nothing but the tuition fees and to repair the building. To their urgent entreaties, however, Mr. Hanson yielded and with characteristic energy began his work. Only six pupils awaited his instruction at the beginning of the term; at its close there were twenty-five, but the balance on the ledger showed expenses to be \$40 larger than receipts.



JAMES H. HANSON, LL. D.



For the second term the results were much the same. Preceptor Paine of China Academy made Mr. Hanson a liberal offer, which he was on the point of accepting, when the Trustees of the Academy prevailed on him to remain. In the securing and retaining of Dr. Hanson they saved the life of the Academy. The "Biennial Catalogue of 1845" gives the number of pupils as one hundred and thirty-nine, forty-seven in the Classical and ninety-two in the English Departments. Of the Classical Department it was said: "This Department is designed to afford every facility for a critical and thorough preparation for College. Upon this one point all its exercises have a definite bearing. Instruction in this department is given entirely by the principal." Mr. Hanson was an enthusiastic exponent and example of the gospel of work. A constant and tireless worker himself, he taught his students to work, he expected them to work, he required them to work, and in his class room life became a misery if they did not work. He insisted also that the work should continue until a definite and satisfactory result was secured. As stated in an early catalogue: "Scholars are not permitted to advance from one point to another until they have given evidence of having comprehended the former. The great end of education, it is believed, is development, rather than acquisition. In short, the truly educated man is he who has learned to think and not he who has learned to store up the thoughts of others." In 1844, Miss Roxana F. Hanscom, of Waterville, was secured as preceptress, and the upper story of the Academy was finished and used as a school-room for the girls of the school. The catalogue of 1848 announces that "Familiar Lectures are given on the different branches of learning pursued and the various topics of interest connected with the intellectual, moral and physical well-being of the pupils. Also that a flourishing Lyceum, called the 'Literary Union,' is sustained by the students, and that during the year a library of between 300 and 400 volumes of useful and interesting books has been procured. All

the scholars have access to the library and are charged ten cents each per term for the use of it, to be expended in repairing and enlarging it." Principal Hanson had the assistance of Miss Hanscom, preceptress, Miss Cox, teacher of music, and of Miss Hannah Hanscom, Cyrus Nason, Richard H. Nott and Samuel H. Folsom, pupil-assistants. The enrollment of the school was two hundred and thirty-nine. When the lightning struck the Academy building Mr. Hanson raised a subscription in town to repair the damage. In 1852-3, the number of pupils had risen to three hundred and eight.* Additional facilities and apparatus must be secured for the school and again Mr. Hanson attempted to raise the money by subscription, but as the results were meager he paid over seven hundred dollars for the needed improvements out of his own pocket. Worn out with the labors which he regarded as necessary in teaching, without a sufficient number of assistants, so large a school, Mr. Hanson resigned in 1853 and became principal of the High School at Eastport. The school which he took in 1843 as a forlorn hope, with six pupils, he left in 1853 with a reputation for efficiency second to no school in the State and with an enrollment of three hundred and eight. What it had done for Waterville College is indicated by the fact that from 1845 to 1852 ninety-five per cent. of the graduates of the Classical Department had been enrolled as students of the College. Among them were the men afterward known as Nathaniel Colver, D. D., Geo. B. Gow, D. D., Rev. Richard M. Nott, Hon. Isaac Kalloch, Gen. J. Francis Baldwin, Hon. Wm. P. Bartlett, Dr. Geo. Bullen, Hobart W. Richardson, journalist, Dr. Henry A. Sawtelle, Nelson Dingley, Governor and member of Congress, Hon. O. C. Gray, LL. D., of Arkansas, Gen. Wm. H. Baldwin, Henry K. Trask, LL. D., Hon. Chas. F. Richards, Dr. A. R. Crane.

What it had done for Waterville is indicated by the fact

* As early as 1852 the students published a spirited paper called *The Philomathean*, having two departments, one supported by the ladies and the other by the gentlemen.

that the catalogue of 1845 bears the names of seventy-six, that of 1848 of one hundred and thirty-six, that of 1850 of one hundred and twenty-six, and that of 1852 of one hundred and seventy-eight Waterville students.

In 1852, Miss Mary E. Field, afterward Mrs. Dr. Hanson, became preceptress of the school and began a service which for variety, sincerity and value it would be hard to over-estimate.

Mr. Hanson's successor in the school was Mr. Geo. B. Gow, a native of Waterville, a graduate of the Academy and of the College in the class of 1852. He remained principal until the summer of 1855. "James T. Bradbury was the principal until the winter of 1857, when Isaac S. Hamblen took charge of the school. His principalship extended three and one-half years, to the end of the spring term of 1861. His management of the school was very successful. The average attendance during his administration was 218, and 49 were prepared for College. He was forced to resign his position because of ill health. Following him as principal came Ransom E. Norton for one term; Randall E. Jones for three terms; John W. Lamb for two years and three terms, from the summer of 1862 to the winter of 1864-5, and Augustus D. Small for two terms in 1865."* The frequent changes in the principalship had greatly injured the school. During the eleven years of Mr. Hanson's absence seven principals had been in charge. The period of the Civil War had proved disastrous to many a stronger institution than Waterville Academy. The war record of the sons of the Academy is one of high honor. It is impossible to give the full roll of those who served in the armies of the country or gave their lives in her defence. From the few whom I may name to-day, we may learn the quality and efficiency of the students of the Academy on the fields of the Civil War: Charles V. Baldwin, Captain 11th Me., Colonel and Brigadier-General by Brevet; Sabine

* Vid. Coburn Classical Institute by Principal Franklin W. Johnson, A. M., in Centennial History of Waterville.

Emery, Captain 9th Me., and Colonel, whose name with other Academy students is on the list in Colby's Memorial Hall; Frank Bodfish, Assistant Surgeon 1st Me. Cavalry; E. F. Sanger, Medical Director 19th Army Corps, Lieutenant-Colonel by Brevet; George Bullen, Chaplain 16th Me.; Hobart F. Stratton, Surgeon 11th Illinois Cavalry; William S. Heath, Lieutenant-Colonel 5th Me., and Francis E. Heath, Colonel and Brigadier-General by Brevet—ideal soldiers whom Waterville will never cease to hold in honor; Charles A. Henrickson, the first man to enlist from Waterville; those gallant Captains, William A. Stevens and Edwin C. Stevens, who proved that they knew how both to fight and to die with honor; George S. Scammon, Captain 11th Maine, and Atwood Crosby, Assistant Surgeon, tender, brave and loyal. The military record of the Academy has a lofty message for its sons of to-day and to-morrow.

In 1865 Dr. James H. Hanson was induced to return to the school. In August, 1864, the College, at the request of the surviving members of the Academy Board of Trustees, had resumed the management of the school. It was voted to expend a sum, not to exceed \$2,500, on the repair and improvement of the buildings, which sum, however, was raised by Dr. Hanson and Dr. Ricker within the next two years. The Trustees gave them a vote of thanks for this service in behalf of "Our Classical Institute." The name had been changed to the Waterville Classical Institute in 1865. With the year 1866 Miss Sarah R. Ricker, so long the honored and faithful preceptress of the school, began what was to be her life-work within it. The number of students immediately increased, attaining an average of over two hundred and thirty for the next five years. Dr. Hanson had recently published his series of text-books of the Latin Prose Writers and the Latin Poets, a series which was well received and was adopted by many of the best preparatory schools. The total receipts of the school for the years 1866-70 averaged \$2,550 per year, with which Dr. Hanson had to pay four teachers besides Mrs. Hanson

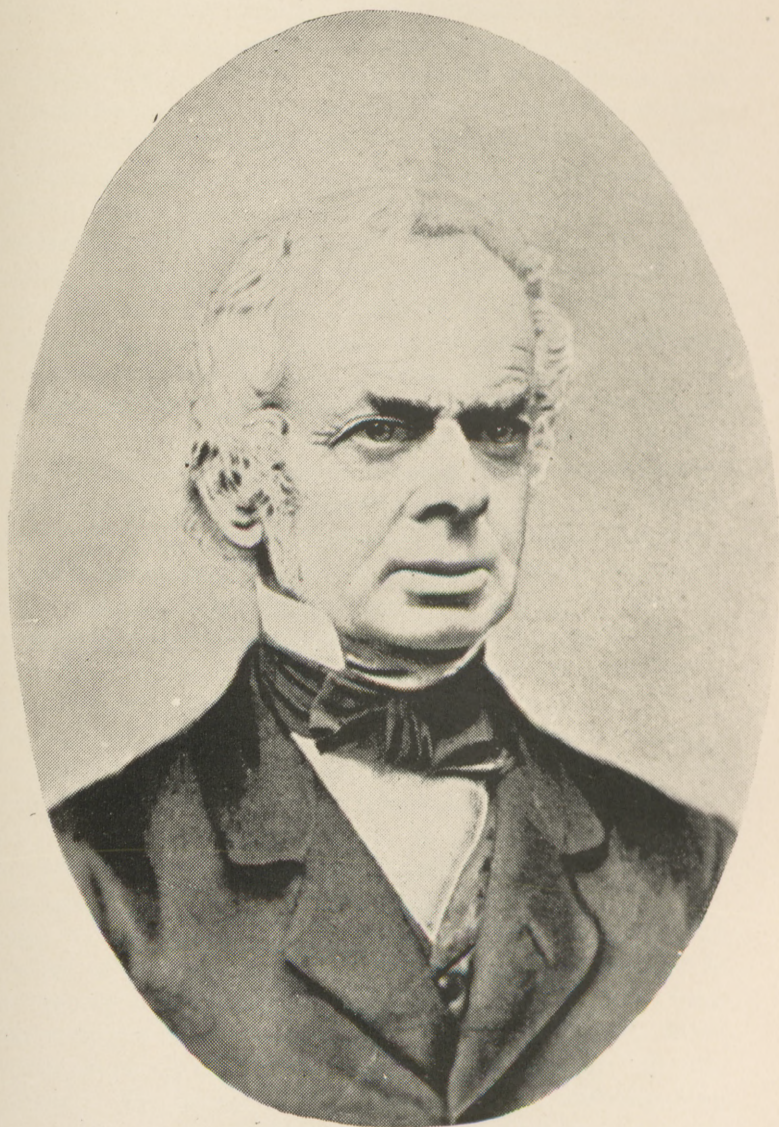
and himself. He was certainly well protected from the temptations incident to rapidly increasing wealth. In 1868, the first class from the Ladies' Collegiate Course was graduated, and by authority of the Legislature the school conferred upon these graduates the degree B. L.—Baccalaureate of Letters. In the first class to graduate from this department was Mary C. Low, afterward the first woman to be graduated by Colby College, now the wife of Hon. L. D. Carver, State Librarian. The Ladies' Collegiate Course was one of thoroughness and breadth. It was continued until 1896, when it had graduated one hundred and eighty-five women. In 1869 the Institute building was enlarged by the addition of two wings, at an expense of \$4,463, of which the College furnished \$2,000. Dr. Ricker, Secretary of the Maine Baptist Missionary Convention, collected \$624 in the State, and Dr. Hanson collected \$1,845 in Waterville.

The excellent work done by the Institute under difficult circumstances was widely recognized. In 1870, President Champlin, at the semi-centennial of the founding of the College, said: "The Academy was built as a feeder to the College, and when in good hands has always proved an important auxiliary—never more so than at present. Many a year it has furnished a large proportion of the incoming College class, *and besides by its better teaching has helped us to keep up the standard of fitting for College.* It were well if we had many more such feeders in other parts of the State." The last words quoted are significant of what followed, for, in 1872, President Champlin appeared before the Baptist State Convention at Bath, and plead for an endowment of \$50,000 for the Institute, and for the choice and endowment of two other academies, which might prove of similar advantage to the College. Plainly it was the magnificent work which this school had done for the College which led to the movement which has added Hebron, Ricker and Higgins to the list of Colby's preparatory schools. To our minds it is no abate-

ment of the glory of these schools to remember that, but for the influence of this Institute, they would have shared the fate of many another Maine academy. So far as the services of the school to the College is concerned, those who have best knowledge of the situation will agree with the statement of Judge Bonney in his report to the Trustees, in which he says: "In fact, I think from the close of the war until 1873, if it had not been for this school, the College classes would have been without students." The steady work of the Institute saved the College. For several years, up to 1876, the Institute served as the public High School of the town. In the year 1871-2, the College erected a two-story building of eight rooms in the rear of the Academy as a dormitory, at a cost of \$1,345.50.

At the meeting of the Maine Baptist Education Society at Bath, June 19, 1872, a resolution was passed declaring it to be expedient to make an effort to endow the Institute. A responsible committee, of which Dr. Crane was chairman, was chosen to bring the matter of endowment before the Associations.

At a meeting of the College Trustees, on July 24, 1873, a committee, of which Dr. Shailer was chairman, reported that there should be three academies in the State, of high grade, to prepare students for Colby. A subsequent vote called for the raising of \$50,000 for the Institute, and \$20,000 for Hebron Academy. Rev. A. R. Crane, of Hallowell, became the financial agent of the Trustees and raised about \$35,000. On April 4, 1874, Ex-Gov. Abner Coburn, of Skowhegan, offered to give \$50,000 for the endowment of the Institute, on condition that \$50,000 be raised for the other preparatory schools. The Institute finally received \$50,546, all of which was from Governor Coburn. Dr. Hanson rendered great aid in securing the endowment of the other schools. With the year 1876, the name of Rev. Asa L. Lane appears in the catalogue as teacher of mathematics and the natural sciences. It was the beginning of twenty-five years of faithful work in a



HENRY PAINE, A. M.

department which included many departments. Mr. Lane was an enthusiastic naturalist and by his personal efforts gathered the collection which is now preserved in the Lane Museum. The salary of Prof. Lane and that of Miss Ricker was paid by the College. Dr. Hanson, as during the entire period of his principalship, received no regular salary. He received the tuition fees and from them paid the salaries of his assistants and the other expenses of the school, except as above stated. The decade of the seventies was one of increasing prosperity to the Institute. Classes enlarged and the school Commencements became occasions of great interest. In 1876, the establishment of the Waterville High School withdrew a large number of the town scholars of that grade from the Institute, although many preferred to remain. The building was utterly inadequate to the work of the school. In 1879, the semi-centennial of the Academy was fittingly observed. Reminiscences were given by Prof. William Mathews, LL. D., in his delightful manner. Dr. George B. Gow, an ex-principal, gave an historical address of great value, while the oration was by Governor Nelson Dingley, one of the old-time pupils of the school. As Hon. H. W. Paine, the first principal, Dr. Mathews, Dr. Gow, Governor Dingley and Dr. Hanson sat together upon this platform they well represented what the school has ever stood for in law, in literature, in theology, in statesmanship and in education. Governor Dingley's oration was entitled "The Importance of the Higher Education in a Free Government." In a masterly way the orator set forth the true quality of the higher education, giving supreme place to the moral and religious influence which it has ever been the principle of the Institute carefully to provide. Such words were no mere empty sound upon his lips. In the sphere of his larger usefulness and of his commanding influence in the nation's Congress he showed his loyalty to this high faith. Among all the noble men whom Maine has given to the nation there is not a nobler type of the

Christian statesman than that son of the Institute whom we have not ceased to mourn, Hon. Nelson Dingley. After the exercises at the church there was a procession to the City Hall, marshalled by Gen. I. S. Bangs, and then a banquet was served. The tributes paid to Dr. Hanson proved that his life of indefatigable and self-denying labor had won an honor, a gratitude and a love on the part of his students which few men either attain or deserve. One great need was constantly felt and found frequent voice at that anniversary, the need of a suitable building. Dr. Hanson, in his report to the Colby Trustees in 1881, made urgent petition that steps be taken to provide a building for the Institute. The Board, at its meeting in June, 1882, did not see its way clear to do anything in that direction, but in October, 1882, it appointed a committee "to obtain subscriptions for the erection of a building for the Classical Institute, and to proceed to the erection of a suitable building when said subscription shall be sufficient and more for such building, none of the invested funds of the Classical Institute to be so used." The committee consisted of Hon. E. F. Webb, Hon. Moses Giddings and Dr. Joseph Ricker. In the autumn of the same year, Ex-Governor Abner Coburn agreed to erect a building for the school in memory of his brother, Hon. Stephen Coburn, and his nephew, Charles M. Coburn, of the class of '81 at Colby, who died July 4, 1882. No more fitting memorial could have been devised of a life that had won honor by its worthy service in important stations, and of another already noble in character and rich in promise. This building, costing over \$50,000, one of the finest in New England for its purposes, was dedicated during the College Commencement of 1884. On July 3, 1883, the Trustees of the College passed the following resolution: "*Resolved*, That as a slight token of our appreciation of the magnificent gift of Hon. Abner Coburn, the name of Waterville Classical Institute be changed to Coburn Classical Institute, and that the building committee be instructed

to cause a tablet suitably inscribed to be placed in the front wall of the main building." The building met the desire and the dream of those who had loved the school and hoped for its larger usefulness.

The carrying on of the work on this broader scale involved increased expense. The fuel bill, therefore, the services of a janitor and an increase in the salary of some of the teachers was paid by the College from the income of the Institute funds.

At the meeting of the Trustees, July 1, 1889, the following letter was read by Dr. Hanson :

WATERVILLE, February 23, 1889.

TO THE TRUSTEES OF COLBY UNIVERSITY AND OF COBURN CLASSICAL INSTITUTE :

In memory of my honored father, Timothy Boutelle, whose interest in Waterville Academy in its inception and early struggles was deep and genuine, his benefactions numerous, and whose children received their early education there, I give the sum of \$500 on the following conditions :

1st. This sum shall be the foundation of a library, to be called the "Timothy Boutelle Library," and shall be placed in the Coburn Classical Institute for the use of its teachers and pupils.

2nd. The money shall be in the custody of the Treasurer of Colby University, and subject to the control and expenditure or investment of the Trustees of that institution and of Coburn Institute.

I propose to add from time to time to this sum, and I hope that others, especially students and graduates of this institution, may be induced to give something, however small, toward the increase of so desirable an aid to the education as well as pleasurable advantages of a school which has already done so much to benefit this town, as well as the diffusion of knowledge and education through the country.

Respectfully yours,

HELEN BOUTELLE NOYES.

The Trustees gratefully accepted this gift, which by the will of Mrs. Noyes was afterward increased to \$2,500, and named the library the Timothy Boutelle Library. The library of 1848 had been worn out long before, and there seemed little inducement to provide books when, as in the old building, there was no place to keep them.

After the erection of the Coburn memorial, with its beautiful library room, attention was naturally turned to the need of a library. In 1886, Mrs. Helen S. Coburn, of Skowhegan, gave \$200 for the library, and books were donated by Rev. C. V. Hanson, Albert M. Dunbar, John C. Keith, Prof. Edward W. Hall, librarian of Colby College, Mrs. E. J. Sweetsir, Prof. William Mathews, who by large and frequent gifts has proved his interest in the library, Mr. A. P. Soule, Hon. E. C. Burleigh, Hon. S. W. Mathews, Hon. Wm. P. Frye, Pres. Charles F. Meserve, Dr. A. J. Padelford, Dr. Geo. D. B. Pepper, Mrs. W. C. Renne, Mrs. P. L. Lord, F. W. Johnson and Mrs. J. H. Hanson, while many others have since contributed books or money for the library, which has now become an important element in the work of the school. The number of books now in the library is 3,062. The library is under the efficient care and management of Mrs. F. W. Johnson.

The scientific equipment of the school was greatly enriched in 1893 by the erection upon the building of a circular dome, in which was mounted a six-inch equatorial telescope made by Alvan Clarke and Son, the whole being the gift of Mrs. Mary D. Lyford and her son, Hon. Edwin F. Lyford, of Springfield, Mass., in memory of the husband and father, Moses Lyford, LL. D., for thirty years professor of astronomy in Colby College.

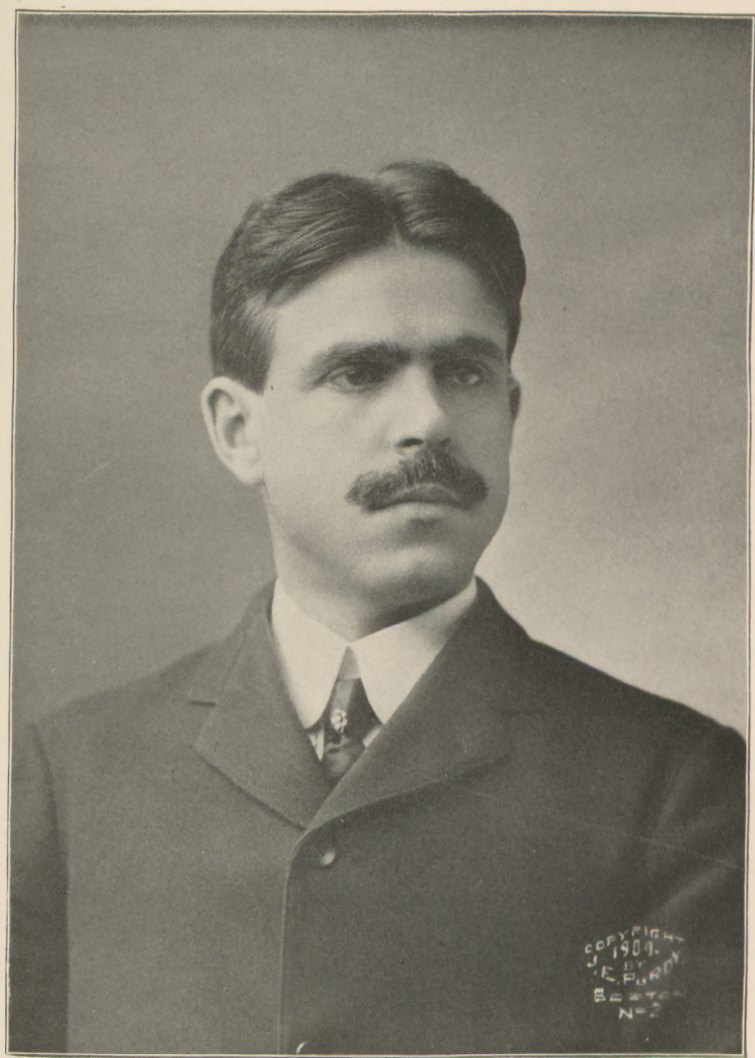
On April 21, 1894, Dr. James H. Hanson, who until within a week of his death, supported by his crutches, had gone to the school to do his accustomed work, died. The close of the life was in harmony with its whole course. For forty-five years he was at the head of the school. He had saved it, had built it up, had given it first character and then reputation of the first order. At the semi-centennial above referred to, Dr. Geo. B. Gow eloquently and justly said of Dr. Hanson: "Waterville Academy owes its name and usefulness to the patient, self-denying toil of its present honored and already venerable principal. But for him no semi-centennial would have called us together.

What kind of labor has he not performed ? What work did he ever ask another to do which perhaps he might better do himself ? What work was he ever asked to do that he declined, however overworked he might already be ? When other men wrought six hours in the classroom, he wrought twelve. I speak in no hyperbole. And then, when the long, weary work in the classroom was at length over, the midnight hours saw him still at his task. Too poor to employ the needed assistance, too conscientious to leave anything undone that might be of use to the most ungrateful pupil, he toiled on, seeking no reward but the satisfaction of doing his whole duty. If, through superior scholarship, severe habits of self-mastery, and a natural capacity for work beyond the great body of even strong men, he was able to do this and not die, he only counted himself happy that he could lay all his wealth, more precious than gold, upon the altar, a votive offering to his divine Master and his beloved pupils. It is surely a little thing that we, who have entered into the fruit of all this, should rise up, to-day, and call him blessed. Our preceptor has thus far been the academy's endowment."

After these words were spoken fifteen years more of work remained to Dr. Hanson. He lived to see the fulfillment of many hopes in the erection of the Coburn Memorial Building ; lived to teach to other hundreds of young men the gospel of work and the power of thoroughness ; lived to help many more to make up their deficiencies and so to have a fair chance in life's race ; lived to bear the burden of pain and weakness with patience and with a courage which could not be conquered. It was only a few days before his death that at eleven o'clock at night he saw the last student whom he was helping close the door and go out. For the hard work which he required of the students, for the extra work which he did for them, he was blamed and sometimes hated at the time, but he has been blessed and honored and loved ever since. A man of eminent ability and of sterling character, an acknowledged master in his

subjects and an educator of the first rank, he gave himself to the school—his great family—with all the love of a father and the zeal of a martyr. He has been dead ten years, but as his old pupils think of him and of the old days in the school the tear comes to the eye and the voice trembles. No spoken words can form a tribute so eloquent. And with the same feeling do her girls still regard that self-denying, gentle, faithful preceptress, who had closed her work ten years before Dr. Hanson, Miss Sarah R. Ricker.

After Dr. Hanson's death, Prof. Asa L. Lane served as acting principal for the balance of the year. The Trustees of the College then elected Franklin W. Johnson, A. M., then master of the Calais High School, as principal of the Institute, and he began his work in September of 1894. For it he was well prepared. Born in Jay, Me., Aug. 17, 1870, and prepared for College at Wilton Academy, he was graduated at Colby in 1891 with Phi Beta Kappa rank. Three years of successful work as master of the Calais High School had drawn attention to him as a teacher of promise, while those who knew him felt that he had the character and the ideals which fitted him to be the worthy successor of Dr. Hanson. The results have justified the expectation. The courses of study were extended from three to four years to meet the most exacting requirements of college boards. The same degree of thoroughness which had characterized the instruction and the work of the school remained as its distinguishing mark. The standards were made yet higher. Provision was made for enlarged work in the different departments. In these days a preparatory school must be something more than a Latin school. Modern ideas were accepted as to the place and value of athletics in the training of youth, and, under the careful oversight of the principal or teachers, work was done which gave the school many a victory on the ball field and on the gridiron. It was found that athletic sports did not lower the scholarship, while they greatly improved the spirit of loyalty and devotion to the school.



FRANKLIN W. JOHNSON, A. M.

Principal and Mrs. Johnson have also done much for the social life of the students. Under the heading "Social Relations," the catalogues used to state that "Ladies and gentlemen are allowed to converse freely with each other when they are on school premises for school purposes and are not engaged in school duties, when they are in attendance on the exercises of the literary society or when they meet *casually* on the street; but walking, riding, boating and all other modes of social intercourse are forbidden unless permission is first obtained from the principal." "When they meet *casually*," they may speak. How many casualties of this kind occurred we cannot say, for they were not reported in the papers. The watchcare over the habits and moral life of the students is not relaxed now, and the social functions provided by the teachers have proved not only enjoyable, but educational. In 1897, a house on the east side of Elm street was purchased as a dormitory for girls. This has proved a delightful home for them, and not a little of the benefit which has come to the girls is due to that faithful and inspiring teacher, counsellor, friend, foster-mother and elder sister, the present preceptress, Miss Adelle R. Gilpatrick.

In 1901, the management of the Institute, by consent of the College Board and by charter from the Maine Legislature, was turned over to a Board of Trustees of seventeen men, viz.: Nathaniel Butler, Franklin W. Johnson, George D. B. Pepper, Horace Purinton, Leslie C. Cornish, Edwin C. Whittemore, Horatio R. Dunham, Cyrus W. Davis, Geo. R. Boutelle, William T. Haines, Geo. O. Smith, Fred M. Preble, Allen P. Soule, George W. Lord, Norman L. Bassett and J. Frederick Hill. Dr. Pepper was elected President, Norman L. Bassett, Secretary, and Horace Purinton, Treasurer. The real estate of the Institute and its original endowment fund are still held by the College corporation, but in the management of the school—in supplying its needs and in preparing for larger things—the

Institute Board has proved its value and its helpfulness. In 1901, the large hall of the Institute building was fitted up as a gymnasium, but in such a way as not to prevent its use for other purposes of the school. This change was made by the committee on athletics, under the direction of its chairman, Dr. J. Frederick Hill, who secured funds to meet the expense. Under competent instructors, whose service has been in a large measure gratuitous, the work in the gymnasium has been of great advantage to the students. The trophies of many athletic victories adorn its walls.

During the year 1902, Principal Johnson had leave of absence from school duties, though he spent a considerable part of his time in work for the school's interest. Mr. J. D. Howlett served as acting principal, with signal ability and fidelity. Additional and special equipment in the department of science has been provided. Prof. David S. Wheeler, by three years of most excellent work in this department, has won the hearty approval of all who know what has been accomplished. To the friends of the school it is matter of significance and of congratulation that better and broader work is done now within Coburn Institute than that which any period of the past can show.

It is impossible to put in summary the work of the school. It has given instruction for longer or shorter periods to more than five thousand students. It has sent more students into college than any other Maine school. It is easily first, also, in the *rank* attained by these students. Writing in 1902, Principal Johnson said: "In 1883 Colby offered the Merrill prize to the members of the Freshman class who should attain the highest rank in competitive examinations upon the work required for admission to college. Of the twenty prizes thus given, Coburn has taken fourteen, while graduates of all other schools have taken six. Of these six the prize has been taken only once by a graduate of a Maine school."

Among the graduates of Coburn are those who afterward were honor men at Harvard, at Yale and at Columbia. After careful examination of the work done in Coburn, the "New England College Entrance Certificate Board" has given to its graduates the right of entrance, on certificate of the principal, at any college within its jurisdiction.

Coburn Institute has proved the most valuable asset that Colby has ever possessed. She has sent to the College during the forty-seven years of which we have accurate record six hundred and forty-eight students. A conservative estimate places the total number of students sent to Colby at over seven hundred. It should be noted, also, that the students fitted by this school have been able to pursue their course with credit to themselves, have taken a large share of college honors and usually have remained in college until graduation. The foster care and the financial aid given by the College to the Institute has been in accord with a wise policy, and has conserved the higher interests of both. When in 1901 the New Board of Trustees of the Institute was elected, the purpose was not in any wise to separate the Institute from the College, but rather to reinforce the common interest.

The school has given to the State of Maine four Governors, Washburn, Dingley, Garcelon and Powers. No school has nobler heroes on its military roll. It has given to the pulpit men who have become leaders in their several denominations, and to the missionary field men who have won the fight against all the forces of heathenism. To literature it has given men and women of quality, from that Nestor of American essayists, Dr. William Mathews, to that poet of the unsung and typical humble men of Maine, Holman F. Day. To Colby it gave President Butler, to Colgate, President Smith, to Shaw University, President Meserve, to Yokohama Theological Seminary, President Dearing; to colleges and institutions of learning all over our land professors who are eminent in achievement and honored by all. To New York it has

given A. P. Marble and C. E. Meleney, superintendents in its department of education, and it is the better or the worse for a multitude of teachers throughout the country that their superintendents once sat under Dr. Hanson or Mr. Johnson. The influence of these teachers will abide unto the third and fourth generation of those who learned from them to abhor a shuffling and indefinite recitation. Coburn has given to the supreme bench of Maine Justice William Penn Whitehouse and Justice Albert M. Spear, and to the bar some of its brightest lights in this and other states. It has given to business men whose success has been so great that its burdens have straightway made them forget the needs of the school which did its best for them. If Arioch Wentworth, an old pupil, who left his millions to found a new school in Boston, only had left them to the old school in Waterville, its present resources would have been quite different from what they are. Time fails me to specify even the professions in which the students of the Institute have won success.

But what has been the secret and cause of this magnificent success on the part of the school in the seventy-five years of its history. It has not been wealth, or influential connections, or abundant advertising; its strength has been the character and devotion of its teachers, the ideals which they have held before themselves and their pupils and the quality of the work done and required. The school has been a Christian school. With no trace of sectarianism it has urged upon its pupils the obligation of service to God as Lord and Father, whose perfect thought for them includes all honor, success and happiness of life; it has urged an human brotherhood, which will bring deliverance from the evil which selfishness and cruelty and ignorance have wrought. If, as few deny, the great ends of life are moral ends, if by righteousness and truth and love we are to walk in our inheritance as children of God, then the true education and the only adequate preparation for life must include the moral, the Christian element which

always has characterized the work of this school. For many years the school prayer meeting has been a feature of its life, and words spoken by the teachers there have been to many a perplexed or tempted student the words of a nobler and a brighter life. Old pupils remember the Bible class taught by Dr. Hanson in the Sunday School, and many a man in the career of business to-day is grateful for the instruction given by Professor Lane. The same work is carried forward still, as Principal Johnson gathers the boys and Miss Gilpatrick the girls for instruction and conference in the great truths of the Christian faith and life. In accord with modern methods, the Young Men's Christian Association and the Young Women's Christian Association are carrying on religious work of a sincere and helpful order. Because this element is still in its fitting place in the school, it will be able to render a service in the future which will be needed no less than was that which has been given in the days gone by.

Nor should we forget that this day marks not only seventy-five years in the history of the school, but ten years in the principalship of Franklin W. Johnson. The first of what, we hope, will be many decades of his leadership of the school culminates to-day. To stand at the head of a great school—and this has been and is a great school, not possibly in number of pupils, or endowments, but in the ideals, character and quality of its work and life—is not a light task. Nor could it be borne at all by anybody to whom it appeared a task. It must be rather the high privilege and the delightful office of the educator and the Christian. Such has it been to Principal Johnson. The Institute receives its pupils at the most important period in their lives. Childhood is past, manhood and womanhood are just before. With what ideals, character, habits, purposes shall they go forth? These determine the future. In this field of the higher service has Mr. Johnson proved himself a master. The standards of school work have been kept at the high plane which has given the

school reputation and efficiency in the past. School life has broadened, while the loyalty of the student body is beyond question. The number of students has increased until it is for the current year larger than that for any other year of the decade of Mr. Johnson's administration. He has confronted many a difficult situation, but the ability, energy, wisdom and devotion with which he has given himself to the interests of the school have secured its enlarging success. A meed of appreciation and praise is also due to the teachers whom he has associated with him in his work. It is matter of sincere congratulation to-day that the school has something beside past history, however honorable; that it has present vitality, energy and ability to meet the future.

But words of appreciation are inadequate. Principal Johnson is engaged in the great work of putting the school upon a stable and adequate financial foundation, and in this he should have the hearty co-operation of every Coburn graduate and of every friend of thorough education in Maine.

As at the fiftieth anniversary there was the shadow of a great need over the festivities, so is there shadow not less dark to-day. The Institute through all its history has struggled against financial odds. The gift of Governor Coburn for endowment met the need for a time. But it is matter of common knowledge that education of the first class costs from two to five times what can be realized from tuition fees, unless those fees are placed so high as to debar all but the children of the rich. In order, also, to meet the demands of modern education, the best in instruction and in equipment must be provided. Interest rates have declined. All this caused a deficit each year in the current expense account, which was made up by the College as the cost of one of its departments. The personal subscriptions of some of the Trustees of the Institute have relieved the College of a part of this expense. The funds of the Institute, the interest of which is avail-

able for current expenses, amount at the present time to \$39,547.78. At least \$1,800 more than the current receipts are needed each year in order to maintain the school at its present standard of efficiency. *The need of increased endowment is therefore imperative.*

At the fiftieth anniversary the great need was of a building. That building, stately and fair, was soon provided. The need to-day is of endowment, without which buildings and the glory of the history of the past cannot sustain a school. The friends of Coburn have here their opportunity. The school, with its noble history and in the maturity of its power, never so well fitted to do its great work, is here. Let its friends provide an adequate endowment and its future will be the fitting development of that past whose noble record we recite to-day. Our hearts are tender with memories of glad days that will return no more and of faces that we shall not see again on this earth, but we gather here as those who remember also their obligation to the school which has enriched their lives. We bear tribute to the great work which it has done for all good causes, and for God, in the earth. Our hearts also are filled with hope. Bright, indeed, are the prospects of the school compared with those which confronted Preceptor Paine or Dr. Hanson. Better days are before. Robert Browning, sailing by Gibraltar and looking on toward Trafalgar, thinking of the great deeds and increasing glory of his country, wrote :

“Here and here has England helped me,
How may I help England say.”

So let the thought of what the Institute has done for us and for others inspire new loyalty to her interests and fresh devotion to her service.

Values.

LOUISE H. COBURN, A. B., of the Class of 1873.

The artist at his easel dreams,
 And, like a butterfly, flutters to birth
 His vision of the loveliness of earth,
 Bodied in color, feathered in dusks and gleams;
 That lives again which never lived before;
 What hath no being
 Is imaged for our seeing,
 And beauty enters by another door.
 The painter's hand his eye obeys;
 His eye discerns, compares and weighs
 The values just of balanced sheen and shade
 That beat the tuneful measures of his trade.

In Venice' splendid prime so Titian wrought, —
 Wove out of shadow and sun his thought, —
 And pilgrims from a colder land,
 Who with glad eyes before the Assumption stand,
 Confess the master's brush has followed true
 The invisible latitudes of hue, —
 Circled the day from dawn to even, —
 And climbed a color stair from earth to heaven.

Art is of life a type and part;
 And life its values hath, as art.
 Petty and vast are met
 In fair equation for our solving set.
 The Artist's hand that limned the plan
 Of frost and flame hath made, —
 Of rhythmic glow and shade, —
 The chiaroscuro of the life of man.

The song is dearer than the bird, —
 It higher soars on swifter wings;
 More potent than the breath the word,
 And thoughts are regnant over things.



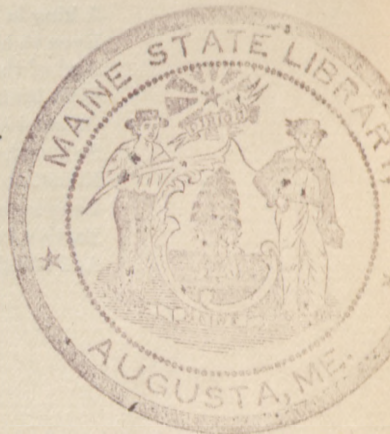
COBURN CLASSICAL INSTITUTE.

Forgotten by the centuries, in that green
Corner of England where the mountains lean
To listen to the whisper of the sea,
What once was Furness Abbey waits;
Hushed are the matins in its gates,
Where thrush and blackbird chant their litany.
Verdant the pavement, azure springs the vault;
The mullioned window frames the sky;
Cornice and architrave at fault
In mute contrition sundered lie;
And nought upon the headless column rests,
And nought is girded by the shattered wall;
Within the cloven arch the sparrow nests, —
And ivy hangs a tracery over all.

A fragment, but alive ! a broken bit
Of a by-gone age that age has spared to kill, —
It keeps the trick of the artist, vital still
With the creative thought that fashioned it.
For dreams endure, though systems pass away, —
And beauty lives while stones decay.

Beauty from beauty differs far
As height from height, as star from star.
There is life's vesture of the real, —
There is life's crown of the ideal.

A chosen day upon a chosen spot
In the white Alps I stood, aware
Of glacier, slope and summit circling fair, —
Yet missed I knew not what.
Troops of bright peaks like sheep at pasture lay,
Letting the sunlight in their fleeces play.
Too perfect! Only in heaven shall we
Be satisfied with what we see.
What nowhere fails will always fail, —
Something we crave behind the veil, —
And would not have all edges lit,
Nor beauty's messages too plainly writ.
Lo! as I looked, a mist unseen
Stirred not, but was not, and between
The hills and heaven, remote, alone,
As neither sky nor mountain, shone
The haloed brow of Monte Rosa, white
With gathered glory of the upper light.



A moment, and the invisible mist
From my rapt gaze has reft
The spectral summit glory-kissed, —
Only the smiling lesser peaks are left.
So on the heights of life, the haze,
That shrouds unguessed our meaner days,
Lifts, and a glimpse of higher height
Is granted to our happy sight.
The vision fades, — the knowledge stays,
The secret joy of unillumined days.

If beauty is life's flower of youth,
Thought is the leafage of its prime;
Fact is the ladder up to truth;
Truth is the vital spark of time.
Great thoughts in which the heart of history lies
Are strung like pearls upon the centuries.

'Twas Moses' thought and God's that, like a hand,
Pointed the hosts of Israel to a land
Of hope and promise; 'twas the thought of Paul
That spoke to Luther like a bugle call
On Pilate's knee-worn stair; and Luther's thought
An era ended, and an era brought.
'Twas a boy's dream upon the crescent shore,
Where Genoa bids the wandering billows rest,
That led Columbus the far spaces o'er
Unto the waiting haven of the West.
'Twas an idea too big for England drove
The weary pilgrim o'er the hostile sea;
And the high thought of Washington was wove
Into the starry banner of the free.

A king is thought, and like a king imparts
Even to his mantle majesty;
And of the works of man is nought
That brain has curiously devised,
Or hand has fashioned cunningly,
So proud, so fair—no heritage so prized—
No art so kingly as the art of arts,
Language, the robe and tool of thought.
Earth's keenest weapon is a word,
And weightier Homer's verse than Hector's sword.

Greater than God's world is His thought,
That is its heart. Fairest His word
Of all His works, that made them fair,
Its echoes in their beauty caught.
That word primordial darkness heard;—
And light out of the darkness drew,
And order out of chaos grew;—
That name the Son of God hath deigned to wear.
As fades the flower of grass,
What hath been framed shall pass;
Like a deserted hearth,
Ashes for fire the sun shall give, and earth
Her pace shall slack, held by the retarding tides;—
The thought of God is sure, His word abides.

So may we mount on spirit wings
Above the ebb and flood of things,
And finding what in part we sought
Requicken in the eternal whole,
May learn the primacy of thought,
And own the sovereignty of soul.

Sweet fragrance in that garden grows
Of lily and asphodel and rose,
Drought cannot wilt, nor wither death;
And heavenly music sings
In that thin air above
The hurt breast and the broken wings;—
The fadeless flowers are hope and faith;
The deathless birds are peace and joy and love.

He who would paint life's picture true
Must through his windows look and view
The mystic hills that touch the sky—
The shining hills, where hand in hand
Beauty and truth and goodness stand,
Crowned with the glory of eternity;—
For he shall read his values right
Whose eyes are lifted to that light.

The New England Academy.

LESLIE C. CORNISH, Esq., of the Class of 1871.

No character in history is more fascinating or picturesque than the Puritan of Massachusetts Bay. A stranger in a strange land, he treads the soil with the air of a king. He crossed the ocean to found, not a democracy but a theocracy, where the Scriptures should be a guide, not only to right living but to affairs of state, and where church membership should be a prerequisite to state membership. Within the government which he was to establish, the right to serve God was vouchsafed, not according to the dictates of the individual conscience but of the Puritan conscience. To have no room for those with different creeds was a badge of consistency, not of inconsistency, and Roger Williams properly belonged in Rhode Island and not on the shores of Massachusetts Bay. Within the limits of that narrow circle, each man was responsible neither to pope nor priest nor bishop, but to God. He stood erect, conscious of his divine origin and his divine mission. Life was to him a serious matter, and only the essentials warranted his attention. Stern and rock-bound as the coast on which he had fixed his habitation, cheerless and forbidding as the wintry day on which the first Pilgrim foot had touched the Western shore, yet the grandeur of his conception and the fearlessness of his purpose make him one of the conspicuous types of history. That type at the present day is extinct, as is the quaint speech in which the Puritan clothed his thoughts, and perhaps it is better so—each man for his age—but the sturdy strength of his character, the unswerving integrity of his life and the earnest, purposeful follow-



LESLIE C. CORNISH, LL. D.

ing of his ideal, trickling down through generation after generation, are the saving qualities in New England manhood and womanhood to-day.

Thus placed externally and thus poised internally, the Puritan moved consistently and logically on. Out of his theory of life the idea of education bloomed naturally. To him ignorance meant popery, from which he had fled. Education meant protestantism, which he had exiled himself to establish.

Many of the original colonists were highly educated men; not a few were graduates of the English universities at Oxford and Cambridge. This was especially true of the clergy, who constituted the only profession that was recognized as learned. Medicine was then unknown as a science, and the law was most decidedly under the ban. Virginia, in 1645, passed an act forbidding attorneys to take fees, and that naturally had a somewhat depressing effect both upon the efforts and the increase of the profession. Eighteen years later Massachusetts passed an act excluding them from membership in the great and general court, and, as I have pondered over that statute, I have wondered whether at that remote period there was a third branch in which they could pleasantly and at the same time profitably pass their exile. This prejudice continued through the seventeenth century, but in the early part of the eighteenth, a reaction took place; the law took rank as one of the learned professions, and Andrew Hamilton, pleading for the freedom of the press, James Otis, attacking the writs of assistance, and Patrick Henry, urging the cause of constitutional liberty, were not the proscribed outlaws, but the worshipped leaders of the people.

It was to the clergy, however, that the early colonists looked as the educated class, and they saw that there was danger of a decline in learning after the original leaders had passed away unless immediate and active measures were taken to prevent it. As a result, popular education began at the top and worked downward. Before the gen-

eral court recognized the need of common schools for the people, they established by the act of 1636 a college at Newtown, which two years later received a bequest from John Harvard and took his name, while, with a touch of sentiment almost unlooked for, Newtown became Cambridge, in memory of the seat of their Alma Mater in the home land. The motto of this first publicly created institution was most appropriate: "*Christo et Ecclesiæ*," "For Christ and the Church." The higher education for other callings than the church was not then deemed necessary.

In line with the same conception was the establishment of secondary schools, which was the next step downward. The existence of a college required preparatory schools, and with these, in the form of so-called grammar schools, the Puritan public school system began. The first school established in the colony was of this type, and, although it began its work in 1635, it was supported wholly through private subscription and was so maintained until 1641, five years after the founding of Harvard, when it received its first public assistance. This was the predecessor of the Boston Latin School, and the building which was situated on the spot now occupied by the statue of Franklin in front of the present City Hall is perpetuated in the name of School street.

Several other Massachusetts towns followed the example of Boston in voluntarily establishing these grammar schools, and we find, as we should expect, that the distinguished divines were their promoters. Thus the Rev. John Cotton is recognized as the founder of the Boston Grammar School and the Apostle Eliot of that in Roxbury.

It was not till 1642, six years after the founding of Harvard and one year after the public recognition of the Boston Grammar School, that the general court addressed itself to the next step downward, which was really a step upward, the common school, and that act simply imposed a duty upon each family in these words:

"If any do not teach their children and apprentices so much learning as may enable them to read perfectly the English language, they shall forfeit 20 shillings."

This act, though recognizing the duty of educating the youth, left it as a matter of private instruction in the home and by the parent rather than in the school at public expense.

The year 1647 marked an epoch in the history of education in New England, for it was then that the first act was passed by the general court along the line of compulsory education, embracing both the grammar school and the common school. This provided that every township that had increased to the number of fifty families should appoint some master to teach the children to read and write, and that every township that had increased to the number of one hundred families should set up a grammar school wherein pupils should be fitted for the university, in order, as the quaint language of the act recited, "that learning may not be buried in the graves of the fathers in the church and commonwealth."

This act was the pioneer in the great cause of popular education. It was the Magna Charta of every New England boy and girl, and Lowell said that from the time of its passage the American Revolution was a foregone conclusion. It showed a purpose in the Puritan, not only to promote public education and to provide for a learned ministry, but also to divorce the school from the church and make it a part of the affairs of state. This was a novel departure. In England the connection between church and school had been as close as between church and state. The bishop was the head, not only of the clergy but of the masters and teachers. In those colonies where the Church of England was strongest the same rule prevailed, and, as late as 1686, the instructions issued to the governor of New York were that no schoolmaster should be allowed to teach who did not hold a license from the Archbishop of Canterbury.

In Calvinist Massachusetts no such code could be established. The Puritan was in command. To him the name of bishop was an offense and the established church a relic of popery. He took his position firmly on educational as on other questions, and this act of 1647, establishing these grammar schools by civil authority, was a protest against the old régime. These colonial grammar schools were modeled in a great degree after the so-called middle schools of England. They were preparatory schools for the university and were the predecessors of the New England academy. Mather gives a sketch of their curriculum :

"When scholars had so far profited at the Grammar Schools that they could read any classical author into English and readily make and speak true Latin and write it in verse as well as prose and perfectly decline the paradigms of nouns and verbs in the Greek tongue, they were judged capable of admission to Harvard College." Rather a severe test in Latin, and one that our students to-day, either going in or coming out of college, would have difficulty in meeting.

The first of these grammar schools in the Province of Maine was established in the town of York, where we find a characteristic vote recorded, "that this town have a grammar school master for one year to teach our children in the larned things and to Reade, write and Cypher." The "larned things" was a crude and compressed statement of a fitting school curriculum.

The first notable gift for the endowment of these secondary schools was made in 1657 by Edward Hopkins, who had served as Governor of Connecticut, but had been recalled to England on important business, and his purpose was to establish a classical school in each of the four colonies, at Hartford, New Haven, Hadley and Cambridge, "to give encouragement in those foreign plantations for the breeding up of hopeful youths, both at the grammar

school and college for the public service of the country in future times." Grammar schools were established under this bequest and continued with greater or less success, the Hopkins Grammar School of New Haven being still in active operation.

In the latter part of the seventeenth and the first half of the eighteenth centuries, the cause of education was neglected. The scholars of the early days had passed away and their places had not been filled. The number of colonists had rapidly increased, but the new arrivals were not of the same fibre as the old. To them education meant less in view of their poverty. They hesitated to burden themselves with these public schools and many times openly violated the provisions requiring their maintenance. The early court records show the presentment of many towns by the grand jury "for not providing a school and school master for the education of youth according to law."

But soon after the middle of the eighteenth century there were signs of a revival of learning. With the exception of Yale, which was founded in 1700, no other college had made its appearance since the birth of Harvard, in 1636. But the year 1763 gave Dartmouth to New Hampshire, and 1769 gave Brown to Rhode Island. There was also an addition to the preparatory schools in 1763 by the establishment of Dummer School, at Byfield, Massachusetts, through the gift by Governor Dummer of his mansion and three hundred and thirty acres of land, and under the guidance of the famous Samuel Moody this is said to have been the best type of an English grammar school in this country. The preamble to its charter, which was granted in 1782, speaks of it as "one of the first public foundations of a free grammar school within the commonwealth laid by the hand of private charity." It was, in fact, the pioneer of those private institutions.

Such in briefest outline was the educational condition in New England at the beginning of the Revolution; four colleges, one each in Massachusetts, New Hampshire,

Rhode Island and Connecticut; grammar schools in a few of the larger towns, and the common school far below the needs of the people. The time was ripe for changes along educational as well as political lines.

The American Revolution was such in fact as well as in name. It was not merely a revolt from the governmental control of the mother country; it was also a revolution within the colonies themselves. "Old things had passed away, and behold all things had become new." A new nation had been born, The United States; a new word had been coined, democracy. It was at just this period that a new educational star appeared in the heavens, the New England academy, and that, too, not by mere chance. There was a cause for its birth that lay deep down in the hearts and the faith of the people.

The idea of actual independence had crept in late, but when it came, with all that the term implied, the people were charged as with an electric current. No longer were they the agents of a power across the sea, but their own masters, and henceforth they were to work out their salvation in a country all their own. Class distinction and caste had followed them to the new world and had ruled triumphant in the days of the royal governors. Even as late as 1771, students were catalogued at Harvard according to the social rank of their fathers, and there is a tradition that the father of Samuel Phillips, the founder of Phillips Academy at Andover, claimed to the faculty that his son's rank in the class should be changed because of his, the father's, social position.

These barriers had been largely broken down by the Revolution. Theocracy, too, had given place to democracy, and there was a great popular movement for general education. There was a growing feeling that the colleges were not doing their full duty by the people, and that their charters, which provided for a self-perpetuating board of trustees, kept them within too narrow limits. An unsuccessful attempt was made some years later by the legisla-

ture to obtain a voice in the government and policy of these institutions, and out of this agitation grew the famous Dartmouth College case.

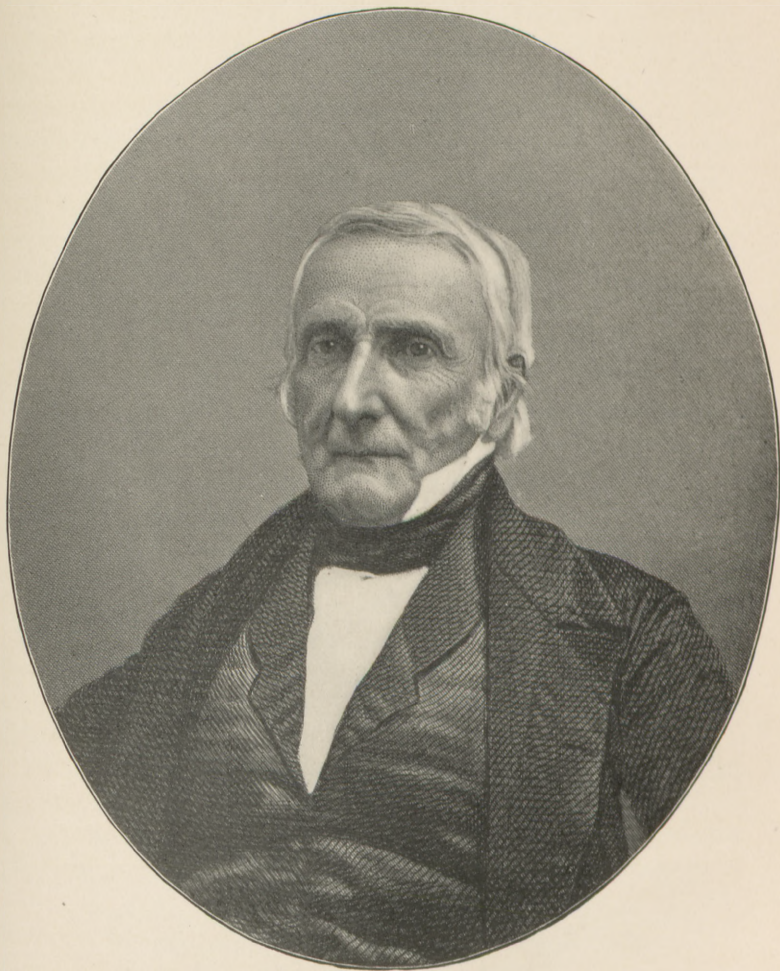
There was also a conviction that a type of school should be established upon broader foundations than the old grammar schools and along lines more democratic. The result was the New England academy. It can truthfully be said that the old New England academy was born of the American Revolution, and no institution could have a nobler birthright. The early days of the academy were the early days of the Republic. The American spirit was intense and its hopes large. That is why the charters that were granted breathe a spirit of patriotism as well as of piety, of service to man as well as worship of God. Take, for instance, Phillips, Andover, which was founded right in the midst of the Revolution. Read the deed of endowment, embodying the purpose of the founder: "To lay the foundation of a public free school or academy for the purpose of instructing youth, not only in English and Latin grammar, writing and arithmetic and those sciences wherein they are commonly taught, but more especially to learn them *the great end and real business of living*," a bit ungrammatical perhaps, but glorious in its horizon. What a motto for a school or an individual! "The great end and real business of living." Can you conceive a better? Using for its highest end the life that is man's only real possession, and which can neither be bought nor sold, but which may be lost. Taking the talent that has been entrusted to us and returning it increased a hundred fold! What does it include? Our duty to ourselves, to our fellows, to our country, to our God. It means honor, charity, patriotism, righteousness. It was a higher ideal than that of Harvard, which was confined to piety; higher than that of Hopkins, which was confined to civic duties; it included both and more.

The academy at Andover which had this inspiring purpose was the first chartered academy in New England, but

the motto was adopted in spirit by the others that followed. Their increase was remarkable. The charter of Phillips Academy at Andover in 1780 was followed by Phillips Exeter in New Hampshire in 1781, Dummer Academy in Massachusetts in 1782, Leicester Academy in 1784, Hallowell and Berwick in 1791, Fryeburg, and Washington in East Machias, in 1792, and Portland in 1794.

Other causes combined to give an impetus to the academy movement beside those already mentioned. One was the publication of text-books on subjects previously without them. The first school geography was published in 1784, Lindley Murray's grammar in 1795, and the first arithmetic at about the same time. Another stimulus was the general school district act, passed in 1789. This largely increased the attendance in the common schools, and the result was a greater number of pupils who were desirous of a higher education and a demand for teachers to take charge of these district schools. But the greatest factor was the passage of a general academy bill in 1797. Up to that time these institutions had been founded by private benefactions and maintained by tuition, but in that year the State took another step forward, recognized the academies as a part of its educational system and provided for their establishment in such places as could give them a constituency of 30,000 or 40,000 people, and made an appropriation of wild land in Maine to aid the endowment fund. The names of these old academy grants can be read to-day upon the map of the wild lands of this State and are a monument to the foresight of the Massachusetts Legislature of over a century ago.

All these causes combined to assist the new type of school. Twenty-five academies had been incorporated in Maine previous to the separation from Massachusetts, and sixty-five more between 1820 and 1861. In fact, the half century that preceded the Civil War may well be called the academy era in New England. During that time they



HON. TIMOTHY BOUTELLE.

reached their greatest efficiency, and many of them were famous far beyond the town in which they were located.

Is it not appropriate here this afternoon, while we are celebrating the diamond birthday of our Alma Mater, to consider not only the development but the work of that great system of which she has been a part, and to pay a word of tribute to a type of school that was purely New England-born and New England-bred, that was independent, forceful, helpful and inspiring, the fitting school for many a college boy, the college for many another, and back to which some of you, who are before me, can look to-day with pleasant memories and with grateful hearts, though a tell-tale tear may creep from beneath the eyelid.

The name academy is itself significant. Primarily it means an association of learned men, as an academy of music, of painting or of science, but it had been used in England in connection with schools under the control of the dissenters, and our fathers borrowed the name, as the outgrowth of nonconformity. They avoided terms that smacked of the established church, and even to this day the distinction holds. The Episcopalians keep the term "School," after the English custom, as St. Mark's School in Massachusetts, St. Paul's in New Hampshire, St. John's in New York, and a host of others, while academy belongs still to the dissenters.

Can you not see the typical New England academy in its prime ?

In his centennial poem at Andover, Oliver Wendell Holmes pictured the school room of an earlier day :

"How all comes back ? The upward slanting floor,
The master's throne that flanked the central door,
The long outstretching alleys that divide
The rows of desks that stand on either side,
The staring boys, a face to every desk,
Bright, dull, pale, blooming, common, picturesque.
Grave is the master's look ; his forehead wears
Thick rows of wrinkles, prints of worrying cares ;
Uneasy lie the heads of all that rule,

His most of all whose kingdom is a school.
Supreme he sits ; before the awful frown
That bends his brows the boldest eye goes down.
Not more submissive Israel heard and saw
At Sinai's foot the Giver of the Law."

That was of a generation farther back, and the picture that arises in your mind is not quite so forbidding. The setting is a country village, typical of thrifty New England, with its well-kept streets, shaded by the maple and the elm, in whose topmost branches "the fire-hang bird swings his silken purse." On either side are the comfortable homes of the contented citizens, their white houses and green blinds looking fresh and clean in the bright sunlight. The front yards, surrounded by a fence that must have taxed the ingenuity of the local carpenter, are gay with old fashioned flowers in artistic confusion. At some point a bit apart, and perhaps on an elevation, stands the meeting-house, so named not merely because of the religious but of the town meetings held beneath its roof. Church and state were united that much, but chiefly for reasons of economy. That, too, is painted white, and its tall, slender spire is the one conspicuous object for many a mile. Close by stands the old Academy, two stories in height, built of brick, with a wooden cupola in which hangs the strident bell that summons the scholars to their tasks. It is not a pretentious structure, but as the country boy entered its portals for the first time, he was more overpowered than in later years if placed at the entrance of Harvard or Yale. To him it was the summit of scholarly ambition.

We climb the stone steps that show the traces of many feet, pass through the entry littered with personal apparel and enter the principal's room. There is the brick floor over which the heavy boots awkwardly clatter. There are the rows of desks, painted a leaden hue, and with straight-backed seats, designed for durability rather than comfort. In the center is the big cast iron stove, which in winter

alternately brings comfort and discomfort as the day wears on. Across the opposite end is the raised platform, on which is the principal's desk, and from which the declamations are to be rendered and compositions read on Wednesday afternoons. The scribbled blackboards on the sides attest the success or failure of someone's mathematical recitation of yesterday. No pictures adorn the walls, no flowers bloom in the windows. A plain, substantial building, in which neither beauty nor art had any place, but it was the educational workshop of many an ambitious and successful boy and girl.

You remember what MacLaren says of the little building in Drumtochty, where dear old Domsie held undisputed sway: "Perhaps one ought to have been ashamed of that schoolhouse, but yet it had its own distinction, for scholars were born there and now and then to this day, some famous man will come and stand in the deserted playground for a space."

To reach the village, we may have walked along some country road fringed with wild flowers or taken the short cut across the fragrant fields, and the memory of those walks lingers with us still. Oliver Wendell Holmes closes a prose poem, descriptive of a New England homestead, with these words, that grow truer as the reader grows older: "Let the country boy tread the grass for fifteen summers and then plod the pavement forty years and his dreams will still be of running barefoot among the clover."

Such was the building and such its setting; who were within its walls?

In the first place, the teacher was very likely some recent college graduate, untrained in the modern methods of education and unable to lecture on either child culture or nature study; some poor boy who had worked his way through college and had graduated, not only a Bachelor of Arts but a bachelor of the art of hard work, with high ideals, brimming over with enthusiasm and instilling into

the pupils that personal element that marks the true teacher in every age. He may have been some man afterwards famous in educational circles, like Samuel Moody at Berwick, Dr. Torsey at Kent's Hill, or Dr. Hanson at Waterville, or he may have been some young man known later in other professions, as Paine at Waterville, Dunnell at Hebron, or Webster at Fryeburg. In either event, the magnetic personality of such men as these was an academy in itself.

Who were the students? They were largely boys and girls from the country, and it is not extravagant to say that the country has ever been the salvation of the town. Wall up your cities against rural immigration and they would soon decay. It is the constant stream of country life pouring in that gives them strength. Take any city or large town that you please, take this beautiful city of Waterville, schedule the business and professional men, the men who are doing the world's work to-day, and you will find three-fourths of them to have been natives of the country districts. Go into the larger walks of life and the same rule holds true. Such have been Maine's Governors in nearly every instance. Such is to-day the case with every member of our Supreme Court, and the United States has had but one president born in a large city. If there is any aristocracy in this country, it is the aristocracy of the country born, and it was of this royal class that the students in the New England academy were largely made up.

In this connection, we should remember, too, that these academies were the first of the higher schools to open their doors to girls. The grammar schools had been boys' schools alone. Very few girls were admitted into academies prior to 1810, and as late as 1815 the academy where Rebecca of Sunnybrook farm is supposed to have received her education would only permit fifteen girls in a total of seventy-five pupils, so slowly did the higher education of women progress, and these academies blazed the way.

In the second place, these boys and girls were gathered from a radius of many miles and were the picked ones of their respective districts. Here was the prodigy of ten, who, when asked if he could conjugate "possum," replied laconically, "possum," and ever after went by that euphonious name, and who, let me add parenthetically, is the oldest as well as one of the most famous of our alumni, and honors us by taking part in these exercises here to-day. Beside him was the man of twenty, whose rough hands told us of the hard manual labor that had conditioned his entrance. The rich mingled with the poor and only true worth was at a premium. It was a thoroughly democratic school. It was, too, a school of units rather than of classes, where the brightest was not pulled back nor the dullest lugged along, in order to maintain a required average. Excellent as is our public system to-day, there is an inevitable tendency to run the scholars into and out of a common mould. Individuality is lost in the aggregate, and instead of a group of individual photographs, we have a composite.

Again, these students came with a deep appreciation of their advantages. To them the school was a high privilege and they made the most of it. Its very tuition was a blessing. Hosea Bigelow never said a truer word than this: "Nothin' pay, nothin' valley." I sometimes wonder if the high school of the present, which is as free as the primary, does not lose something in the estimation of its pupils from that very fact. What is given away is usually considered of little worth. Education, even in the highest grade, is accepted like the water from the public drinking fountain, without a thought as to who has provided it or whether it has cost anybody anything. It certainly has meant no sacrifice on the part of the recipient, and that very sacrifice added tenfold to the value of the old academy. Boys to-day are often *sent* to the high school. They *went* to the academy, and this tuition, which was not so large as to be prohibitive, made the poor boy exert himself to pro-

vide the scanty means. I do not intend to pose as a worshiper of the antique and to exalt the old days above the present. The present advantages, as a whole, far exceed the past, and our educational institutions of every grade are doing finer work to-day than ever before, but in considering the value of the old-time academy, we must not lose sight of this important element of personal sacrifice.

Then, too, there was an incandescent Americanism that was thrilling through the institution. Born out of the throes of the Revolution, the spirit of that great struggle was perpetuated in the children and the children's children. America was young and "Young America" was intense. The reading books were made up largely of extracts from the speeches of great American orators, and the declaimers of a Wednesday afternoon gave again the patriotic utterances of James Otis, Sam Adams and Patrick Henry. Then, too, the lyceum flourished in these academies as never before and never since. The debates were real things; and the boys who took part in them did not steal a regretted hour from football or baseball for the purpose, but worked for days and nights in conscientious preparation. The questions of slavery and state rights, which were burning issues for the forty years preceding the Rebellion, were attacked and defended with as much enthusiasm, if not with as much skill, as by the leaders in Congress. It was a center of intense patriotism, and none responded more promptly to the country's call at the outbreak of the Civil War than these same boys, who had received their inspiration at the old Academy. The Academy, no less than the College, is entitled to its memorial hall, and I hope that the day is not far distant when the loyalty, bravery and self-sacrifice of the boys of old Waterville Academy may be commemorated by some suitable tablet placed within its walls. The list of her patriotic sons would be a long and honorable one.

Finally, there was the element of personal endeavor. Aids to study were few. The course in English consisted

of the grammatical dissection of some of the masters of English prose and poetry, notably the works of Milton, Pope and Cowper. In the classics, the notes were as blind as the text. In science, the equipment was meagre. Lectures were unknown. Individual effort was the only coin that passed current. There was less teaching and more studying, more of self and less of someone else. Not so many disjointed facts were acquired, but better than facts was the self-reliant power that could master conditions as the future should disclose them. The mental pigeonholes may not have been crammed so full, but mental fiber was developed and strengthened. To the academy student of fifty years ago, a coach meant the four-wheeled vehicle that plied between neighboring villages and transported passengers at so much a trip, and not the two-wheeled one that carries the indolent student through the ante-examination cram at a given stipend per hour.

A report made only two weeks ago by a special committee appointed to consider the nature of the work at Harvard declares most emphatically that "a great many undergraduates do not study so much as is necessary for the full benefit of a college education that to-day there is too much teaching and too little study, and that intellectual vigor and self-sufficiency would be promoted if twice as much time were spent in study as in the lecture room." That would be a partial return to the old-time method of the academy, where nothing could be substituted for the work each man did for himself. And work counted then as it counts now. The market is full of substitutes. Butterine and soapine are upon every counter in attractive packages, but a satisfactory workine is yet to be patented. The curse of Eden is now and will continue to be the blessing of the world. The habit of concentrated, persistent labor, though it may not have brought up shining jewels for display at the end of the term, yet created a self-reliant and rugged character that stood in good stead long after the term's work was closed.

"School activities," so called, were few, but school activity was intense. No athletic pennant floated from the mast head and the playground did not reecho to the tuneful rhythm of sis-boom-bah, but a strong body of young men and young women were preparing themselves for the actual duties of life. Unaided by the thousand and one advantages of to-day, they were learning "the great end and real business of living."

A well-known educator has said that "the best atmosphere for a student is that which he himself brings to the school with him in his own energy, fidelity and scholarly zeal. The next best is that created by learned, laborious and high-minded teachers. The next best, that created by a body of devoted fellow students, all intent upon the work of preparation for life." In the academy, all these elements were often combined. Yes, the academy stood for an ideal democracy, for heroic sacrifice, for ardent patriotism, for conscientious work, for purposeful living, and as such it was one of the greatest educational forces ever known. Countless are the shining names written in her rolls, and from every corner of New England her children will rise up and call her blessed.

But the old-time academy of the type that we have described has for the most part passed away. Prior to the Civil War, it had begun to decline, for experience proved that tuition alone could not maintain it and only those with ample endowments could survive. The Civil War itself hastened the decline, for the demands of democracy were then increased. All should be offered what only the favored or ambitious few had before been able to secure. This led to the establishment of the free high school system in this State in 1873, and that marked the end of the old academy era that had existed for three-quarters of a century. When the State authorized taxation for free instruction in the classics and the higher branches, including a college preparatory course, many of the academies disappeared. Some had already

been merged in normal schools, as at Gorham and Farmington; others were merged in the free high school, as at Bath, Skowhegan and Auburn, while still others disappeared entirely. That system has increased so rapidly that in 1903 of the four hundred and forty-four towns in this State, two hundred and twelve maintained each an independent high school and twenty-five combined the high school with the academy. Doubtless the benefit is much greater than under the old system. The town carries each child, who will, up to a higher educational plane before it asks him to enter the workshop of life. It is giving greater advantages to a greater number.

The question naturally arises, is there still any place for the academy? I answer unhesitatingly, yes, there is room for both. They need not conflict. It is not to be the old-time academy; conditions do not permit; but there is need of an institution such as Coburn is to-day, where the boys and girls are gathered from all over the State, united in a common purpose either to secure a thorough preparation for college or to pursue the collegiate studies which the institution itself offers. Thirty-six academies and seminaries still exist in Maine, with an attendance in 1903 of over three thousand pupils. Eleven of these are entirely independent of the high school. These eleven may well stand as the survivors of the old academy system. Their number is small and it is well that it is so. Too many such institutions could not prosper alongside the public high school, but for a few, which, like Berwick and Fryeburg, Hebron and Coburn, have survived the vicissitudes of nearly if not quite a century, there will continue to be a field ripe for the harvest. The reasons are apparent. These schools are of a different type from the high school and they have a distinct and important mission. Their endowments allow them to offer advantages at much less than actual cost, and they are therefore attractive to the scholars from those smaller towns where no high school is maintained. This is proved by the fact that last year

forty-six per cent. of their students came from rural, forty-four per cent. from village and only ten per cent. from city communities. The academy is still the home of the country boy and girl.

As preparatory schools, they must necessarily take the lead. Outside the cities and larger towns, the high school course cannot and should not be designed to aid the few who are fitting for college, to the neglect of the many who are finishing their course.

Then, too, the atmosphere of Christian education that pervades these academies draws to them a large number from the Christian homes of the State. From the early schools maintained by the church, the pendulum swung to the opposite extreme in schools maintained by the public. The academy holds a position between the two, yielding neither to the strict sectarianism of the one nor the admitted secularism of the other. The State has recognized their worth by passing in 1901 a general academy bill in their behalf, that went back in spirit to the appropriations of a century ago, and this was followed by the act of 1903, giving the rural communities additional advantages in these secondary schools that will largely increase their attendance.

True, the academy system has gone, but academies will continue to do the grand work that is peculiarly theirs. For no better purpose can money be given than to perpetuate such an institution as this. She has found friends in the past who have shown their confidence in her and in her work by giving to her out of their abundance. The honored name she bears is the name of her greatest benefactor. May the future not be without other friends equally generous. Her teachers in the past, especially that great teacher, Dr. Hanson, have left her a rich legacy of well-earned reputation. Mr. Johnson and the corps of teachers to-day are carrying the standard onward and upward. No one who has been educated within her walls has ever fully paid the debt he owes to her, for we should

hold our education, according to the feudal system, subject always to service and fealty to the lord of the manor.

I believe that Coburn's sons and daughters are grateful and loyal. By those who stepped from her doors to a higher institution of learning, this is remembered as the spot where they caught the first glimpse of a landscape that has never lost its charm. By those to whom it was a college itself, it is cherished as a mother, patient, helpful and inspiring. She has many in both these classes. Hundreds have fitted here for college, thousands have fitted here for life, and to-day her children in large numbers, from the oldest to the youngest, have come back to the old homestead to lay their tribute at her feet.

We are proud of her prosperity, proud of the beautiful home that generous hearts have provided for her and proud of her record; and yet, as the mists drift away and we look across the valley of the intervening years, the eyes of some, at least, will wander to the old New England Academy, standing there just as it used to stand, with the same boys and girls about the threshold, and we cannot refrain from saying, as the eye moistens and the lip quivers,

“We may build more splendid habitations
Fill our rooms with paintings and with sculpture,
But we cannot buy with gold the old associations.”

List of Principals and Teachers.

Principals.

1820, THE COLLEGE LATIN SCHOOL.

1820-23, Henry Paine.

1824-26, Elijah Parish Lovejoy.

1827-28, J. O'Brien Chaplin.

1829, WATERVILLE ACADEMY.

1829-30, Henry W. Paine.

1830, R. W. Wood.

1830-31, George I. Chace.

1831-35, Henry Paine.

1835-37, ——— Freeman ; Moses Burbank ; Lorenzo B. Allen.

1838, Charles R. Train.

1839, Nathaniel G. Rogers.

1841, Charles H. Wheeler.

1842, Nathaniel Butler.

1843-53, James H. Hanson.

1853-55, George B. Gow.

1855-57, James T. Bradbury.

1857-61, Isaac S. Hamblen.

1861-62, Ransom E. Norton ; Randall E. Jones.

1862-65, John W. Lamb.

1865, Augustus D. Small.

1865, WATERVILLE CLASSICAL INSTITUTE.

1865-94, James H. Hanson.

1883, COBURN CLASSICAL INSTITUTE.

1894, Asa L. Lane (acting principal).

1894-, Franklin W. Johnson.

Assistant Principals.

1853-54, Hobart W. Richardson.

Preceptresses.

1848, Miss Roxana F. Hanscom.

1850-51, Miss Roxana F. Hanscom.

1852-54, Miss Mary E. Field.

Principals Ladies' Collegiate Department.

1865-66, Miss Harriet C. Woodman. Summer Term,
Mrs. M. E. Hanscom.

1866-67, Mrs. J. H. Hanson.

1867-68, Mrs. Samantha Wilson.

1868-85, Miss Sarah R. Ricker. Last Half Term, Miss
Helen F. Plaisted.

1885-91, Miss Harriet L. Estey.

1891-92, Miss Mattie E. Harris.

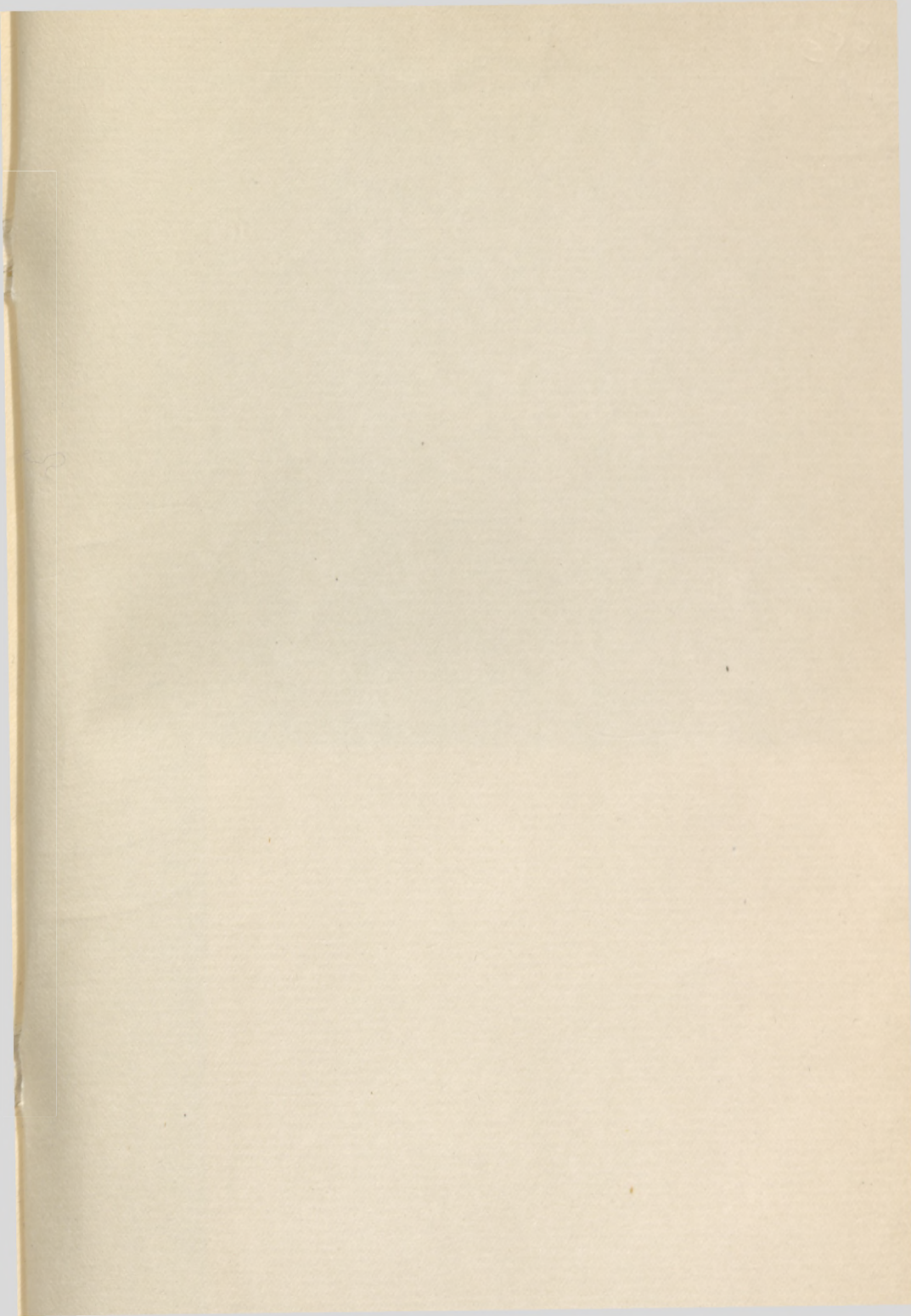
1892-95, Miss Mary A. Sawtelle.

PRECEPTRESS.

1896-, Miss Adelle R. Gilpatrick.

Among the teachers who have been associated with the principals of the school, mention may be made of the following: Mrs. J. H. Hanson, Rev. A. L. Lane, Miss A. M. Taylor, Miss Philena Folger, Miss Helen F. Plaisted, Miss Mary C. Low, Miss Sarah H. Allen, Miss Martha F. Rice, Mr. Norman L. Bassett, Miss Julia E. Winslow, Mr. David S. Wheeler, Miss Lulu M. Ames and Miss Sarah E. Barrett.

This list might be largely extended, for many able and devoted teachers have given their best to the school; to a remarkable degree, however, the principal has determined the character and quality of its work.



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