

WOODSTOCK ACADEMY

GLEANER

Vol. I.

Woodstock, Conn., August, 1898.

No. 6

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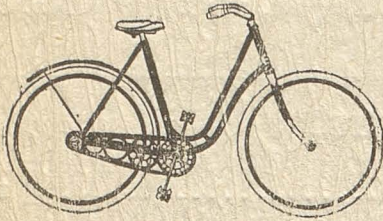
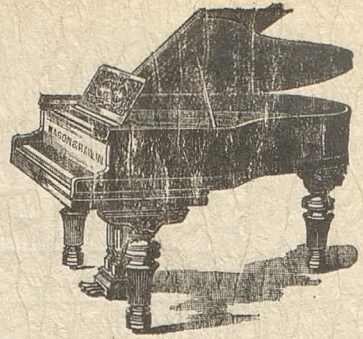
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Woodstock Academy Gleaner

Vol. 1.

August, 1898.

No. 6

The present issue of the GLEANER, the sixth annual printed number, comes to its readers with an unusual historical emphasis. The Academy has just completed a quarter of a century of history in the present academy building. This school year just closed ends a decade of history under the present management. Both of these facts are presented to our readers by articles which we hope will prove interesting and suggestive. Moreover, who, a year ago, would have ventured to prophesy that our nation would now be waging a war on land and sea with a European power? A war which because of the broad sentiments upon which it is being waged, because of the unprecedented naval victories which have been won, and because of the new international relations in which it must leave our country, must be regarded as strictly an epoch-making war. It is fitting that even the GLEANER should notice this great fact. We are not however simply interested spectators in this great tragedy, we are, through several of the Academy Alumni, acting well parts upon the stage. Five of our comparatively recent students are enlisted; and doubtless more could be added to this number if our means of information were complete. The letter from our soldier graduate, in this number, printed just as it was written to his mother with no thought of its being published is rich with its simple picturing of camp life.

The executive committee and officers of the Alumni Association were called together the first week in July to consider the question of a reunion this year. The younger element on this committee were absent. This left, then, only those who had borne the brunt of responsibility and work in the former reunions. It seemed best to them in view of the fact that the desire for the reunion this year was largely local, to wait until more of the alumni at a distance could be present. The GLEANER would be glad to hear from Alumni outside of Woodstock whenever

they hope to attend a reunion. If such information is received early, the committee will know how to act wisely.

It is hoped that every reader of the GLEANER will examine carefully the Treasurer's report published in this issue. Note carefully the expense of publication and distribution. This will make plain to everyone why we need the income from the sale of the GLEANER. There will be no extra slip pasted into the copy this year. The price will be upon the outside cover. It is hoped that all will be willing to pay the ten cents, and to make the effort necessary for its prompt remittance to the treasurer, Miss May Blackmar.

The death of two men quite prominent in the history of the Academy, is recorded in this number of the GLEANER. A general sketch of the life of Prin. W. E. Bunten and an article of reminiscence of academy life under his principalship by one of his former pupils, will be read with interest. Words of high praise are spoken of him as a dignified and able scholar, a kind and social neighbor, and a most worthy citizen.

Rev. J. L. Armes was identified with the academy for a number of years as one of its trustees. He came to Woodstock that, by farming life, he might build up his strength somewhat exhausted by ministerial labors, choosing Woodstock, doubtless, because of the educational advantages offered by the academy for his nine children. He took a large share in the religious life of the community and often filled the pulpit here acceptably. He is remembered as gentle and sympathetic in private life, and thoughtful and devoted in public service.

Only one of the public addresses, given at graduation is published this year. The sermon on Academy Sunday, preached by the Rev. F. E. Rand of West Woodstock, was gladly listened to by an appreciative audience. The necessity of economizing, however forbids its publication.

A Decade of Academy History 1888—1898.

June 24th closed a period of ten years' consecutive service of the writer as principal of Woodstock Academy. That he should himself narrate the history of this period may remind some of you of the seemingly egotistic words of "Pius Aeneas" when he set out to tell the Tale of Troy to queen Dido and her court: "Quorum magna pars fui;" but still there are, evidently, strong reasons for giving this history, and as was the case with Aeneas, a prominent actor in the events seems to be the only one in a position to tell the tale.

Ten years is a brief history-making period. This is especially true when the forces at work are the silent forces of evolution, not the upheaving powers of revolution. What, then, can an old Academy in a remote country town have of interest in its past ten years of history? Not much for people in general, not a little for its friends and alumni for whom we write.

The striking feature of this period of history, and the *leading* cause of whatever of advancement has been made, is the guidance of its efforts under a single administration; not in any unusual ability of the principal, but the fact, never before experienced in the history of this Academy, a history covering nearly a hundred years, that the teaching and guiding power has been uninterrupted in its working for ten years. Even the names of the different principals of Woodstock Academy are unrecorded and unremembered. There have been marked exceptions. Men of high character and powers, after several years of faithful service as principals here, have left such an impress upon pupils and community that their memories and work shall never perish. But these have been the striking exceptions. From 1883—1888, the period of five years just preceeding the decade of which we are speaking, there were four different principals. Under such changes pupils become indifferent and purposeless, parents uneasy and full of criticism, whilst principals bring to the Academy

what they must, and take away what they can. Some of our old Academies just before they died the death of the useless, had become eleemosynary institutions for helping young men to pay their college bills before they went into their chosen professions. But the advantages arising from an uninterrupted administration in school work, are so obvious and have been so thoroughly taught by experience, that they need no further emphasis here.

Also the Academy has made advancement during the past ten years in the more definite arrangement of its courses of study. Under the principalship of Prof. Lord, were made the first attempts, of which we have knowledge, to guide the study efforts along certain well defined channels. Mr. Lord's successors have reaped the advantages of his wisdom and labors in this direction. There are now three well defined courses of study each calling for four years work of four daily recitations. How materially this has affected for good the scholarship and general prosperity of the Academy, statistics make perfectly evident. There have been in the Academy, since the fall of 1888, two hundred and fifty three different students. Of this number forty-seven have completed one of the courses. That is, a little more than one in six have been graduated. Nor must we leave out of our estimate the large number who have gone farther and done better work in their studies even though they have not been graduated. Systematic work with a purpose, and with the companionship of others working in the same direction, has given study an impetus stronger and longer continued than was possible under the old system of here a little and there a little. This impetus too, has outlasted the school course. Of the forty-seven graduates, twenty have entered college courses of three or four years, and of these twenty, all but three either have completed the college work with honor or are still faithfully at it. One graduate is studying law without a college education. Moreover eight other students of the academy, who averaged two years of work with us, are pursuing or have completed courses of study in law, medicine,

theology etc. All credit for these results can not be given to the systematic work of the Academy, nor to any guiding force or influence it may have given. But eliminating those strong forces of heredity, home-training, home-influence, home-example, we must see that there is left to the old Academy positive evidence of growing power, and reasonable ground for satisfaction and pride.

A third cause, which has been vital in the growth of the Academy during the decade just closed, is the increase of its permanent funds. The income from these funds has been doubled in this period. The income from tuitions has, of course, increased with the increase of attendance. But the rates of tuition are so low, that this additional income hardly meets the additional expense incurred in the necessary increase of teaching force. It is to the invested funds that we must look, for the secure basis upon which the Academy may be made to work. That these have been doubled in ten years is a source of satisfaction and encouragement. It has not only brought to the Academy a longer lease of life; it has given to it confidence through the knowledge that it has friends, and hopefulness as it may expect other friends to follow. The credit for the work of raising these funds is to be given largely to the late Henry C. Bowen and to Mrs. Bowen who gave so much of service and interest to the effort. The names of the givers themselves, are too many to be mentioned, but it is fitting to remember here the name of E. S. Converse of Boston, who, though one of our most generous givers several years ago, on January last sent the Trustees an additional gift of four thousand dollars.

Let us now consider another phase of the growth of our old Academy during this decade. We refer to what may be called the school spirit. Something not quite definable, yet truly existing and of vital force. That which makes the pupil feel that the student life is not compulsory study, and restrictive discipline, but growth, enthusiasm, healthy companionship, loyalty, and that these go to make up the institution of which he is a member, and in which he may enjoy his part

and must act it well. It shows itself not simply in the athletics upon the campus and in the social life of the school, but in the school room and upon the recitation bench. It lives longer than the school days, and its vitality may be felt long after the contents of the school books are forgotten. This *esprit de corps* has characterized many epochs of the Academy's history. But in no period, perhaps, has it more thoroughly possessed the students, or extended further among the alumni, than in this decade. The causes of this are quite evident and simple. The Public Rhetoricals and Graduating Exercises, the various social events in the Academy Hall, the athletics on the field so varied in form, and so abundant in enthusiastic contests, the Alumni Association with its reunions and its published Gleaner, each has not only accomplished its special purpose, but has generously built up and fostered the spirit which has united and enthused the whole school body.

These are the influences then that have been at work in the Academy history the last ten years. They have produced results deserving of record. The attendance has doubled, been longer continued and more regular. A larger annual average in the number of graduates has been established than in any other decade of the Academy's history. A larger percentage of the graduates have entered College, than in most High Schools or Academies which are not strictly preparatory schools. Graduates have been admitted upon certificate to Middlebury, Amherst, Smith, Brown, Vassar and Maine State College. Other students of the Academy have creditably finished or are now finishing courses in Yale, Dartmouth, and Massachusetts School of Technology. It is the legitimate work of an Academy to inspire young people to go on with their studies to the limits of their powers and opportunities. But we must always remember that a college education does not necessarily make strong and servicable men and women. Therefore the largest field in which the Academy has worked, and, we must think, from which it has reaped the richest harvests, has been in the impetus to thought and character, given to

those young people, to whom circumstances forbid a college life, and whose good work and influence will, we hope, be felt in our own community and elsewhere, in years to come.

We trust these thoughts do not seem too self-laudatory. These causes never would have worked, these results would never have been reached, if, back of the past ten years, there had not been a history which has taught the value of the Academy to the community, and left its impress upon the character of the people. And this growing life will be possible in the years to come, only as the Academy proves itself worthy of the approval and affection of the community, and the community responds in enthusiastic and large support.

E. R. H.

Treasurer's Report.

FROM AUGUST 1897, TO AUGUST 1898.

Aug. 1	Balance on hand, '96.	\$ 2 98
	Received from Gleaners,	29 30
	Received from advertising,	68 00
	Total receipts,	\$100 28
Aug. 1	Expenses for publishing Gleaner,	\$89 30
	Paid for wrappers,	6 62
	Sheldon's bill, '96,	1 00
	Postage,	1 00
	Total expenses,	\$97 92
	Balance in treasury,	2 36

MAY BLACKMAR, Treasurer.

William E. Bunten Memorial.

William E. Bunten, who was principal of Woodstock Academy from January 1879 to June, 1881, died in Rondout, N. Y., December 28, 1897, aged 64 years.

Mr. Bunten was born in Dumbarton, N. H., and was a graduate of Dartmouth college. He studied law and began to practice, but on the outbreak of the Civil War gave up his practice to enter the army.

He was captain in the Fourteenth New Hampshire regiment. This regiment was known in Washington as "Lincoln's Pets."

They did guard duty there for a time before being sent south.

Mr. Bunten took an active interest in Memorial day and in all G. A. R., matters being a member and Past Commander in General Grant Post.

At the time of his death he had just been elected Master of Rondout Lodge, No. 343 F. & A. M., and the lodge was awaiting his installation. The deceased was a member of Mt. Horeb Chapter, No. 75 R. A. M., and of Rondout Commandery No. 52 K.

He began to teach school after leaving the army and came to Woodstock to fill out the year began by C. F. W. Hibbard. He remained until the Spring of 1881. During his stay the school increased considerably in numbers.

He was liked in his work and was closely identified with the village and church life. He was superintendent of the Sunday school during the greater part of his stay in Woodstock.

He left Woodstock to become principal of Ulster Academy, Rondout, N. Y., where he remained until his death. He was married at Concord, N. H., 1862 to Miss Nellie Shackford who together with three children, Mabel, Walter and Alice, survive him.

J. T. M.

Reminiscences of School Life under Principal Bunten.

My reminiscences of Academy life under Principal Bunten are somewhat vague and dim. His first year in Woodstock Academy was my last, and my absence from Woodstock the succeeding years, erased many of the incidents from my mind. In spite of my forgetting the incidents, the year as a whole forms one of my very pleasantest memories.

Principal Bunten won not only our sincere respect but our warmest esteem. He was always dignified and courteous and interested in the aims and ambitions of each individual student. We were made to feel that a call upon his time or patience was a positive pleasure we had given him.

If the year had a single unpleasant experience it has no place in my memory. If I may be forgiven a bit of personal

history—I think my Woodstock Academy experience was unique, in that I was a student with few intermissions for ten years and under six principals, commencing with Mr. Cook and ending with Mr. Bunten. At no time was my school-life happier than during its last year when I began to realize that the happy school days were nearly over and a very earnest desire to make the most of them was so cordially seconded by Mr. Bunten that no previous year was ever more satisfactory. At the close two young women stood up in their new gowns and read their ribbon decked essays, knowing that the exchequer of the institution was too low at that time to provide even ribbons to tie up home-made diplomas, but we never felt that the year might more profitably have been spent elsewhere.

We were developed not only as students, but our characters were broadened and strengthened, and during all the make shifts of the year, resulting from depreciated railroad stocks, and generally depressing influences on the income of the institution, we never lost our respect for our Alma Mater. There was little mischief that year, perhaps there were too few to originate it. Those clever with a pencil could not resist sketching our dignified instructor as he sat squarely in the middle of the large desk on the platform. Not long since I came across one of those same sketches, the head and shoulders above the perforated book-rail of the old Academy desk.

I remember our pride in Mr. Bunten, when one Decoration Day some distinguished speaker from out of town failed the committee, and at the last moment Mr. Bunten was asked to take his place. Full of his recollections of Washington in the exciting days of the rebellion and especially at the time of President Lincoln's assassination, he gave us the finest memorial day address I have ever listened to. The manuscript was requested by Mr. Bowen for the Independent and Mr. Bunten had to confess that there had been no time for him to prepare a manuscript but he had trusted to the occasion and his own recollections for inspiration.

I often recall Mr. Bunten's wonderful

gift in prayer. It impressed me in those days, and often since I can hear his beautifully modulated voice, and the petition every day so especially suited to the time and needs. There was nothing to suggest the ritual. Every prayer had its own praising and though the student mind is not particularly receptive to such things, I think Mr. Bunten's prayers could not have failed leaving a very decided impression upon the scholars. I have thought since, that the more prosperous days which followed were due to these same earnest petitions, and the very healthy state of our loved institution now would call from him, were he living, as hearty thanksgiving as were his supplications earnest, for the needs of that time. E. T. H.

Graduating Day Exercises.

The people of Woodstock and vicinity have come to anticipate the graduating exercises of our Academy as one of the pleasantest local events; and those who filled the hall on the beautiful June afternoon of the twenty-fourth found a program, choice, varied and in arrangement surpassing any previous occasion.

The stage was prettily decorated with ferns and flowers, making a pleasing background for the fresh white muslins of the "sweet girl graduates" and the new "graduation suits" of the boys.

On the sides of the hall were hung pictures presented by the class of recent years, while Old Glory of course had a prominent place.

Rev. Mr. Bamberg of the Baptist church, South Woodstock, opened the exercises with prayer, after which Prin. Hall gave a short address, largely reminiscent, as the day marked the close of ten years work as instructor in the Academy. During the past decade forty-seven pupils have graduated, a large proportion of whom are pursuing a higher course of study. That the love for this ancient institution is warm in their hearts, was shown by their returning, some from a distance, to be present on this day. Thirty-four of the forty-seven occupying seats reserved for the alumni.

The vocal music, enjoyed by all present, was rendered by a quartette from East

Woodstock, Miss Agnes Childe, Mr. and Mrs. Tracy White and Mr. Sidney Upham, one of the graduating class.

The address of the day was given by Rev. Chas. A. Northrop of Norwich, a classmate of Mr. Hall, Yale '72; subject, "The End of the Schoolmaster." It was full of helpful thoughts for all in the audience as well as the students, and is given in full elsewhere in the Gleaner.

A violin solo by Miss Ethel Phillips with Miss Boyden accompanist is always anticipated with pleasure, and this year they showed the constant growth that results from conscientious study, giving us more difficult selections than ever before.

The diplomas were presented by Judge Catlin, of the Board of Trustees with fitting words of counsel and commendation to the nine members of the graduating class.

The program closed with the benediction, pronounced by Rev. F. H. Rand of West Woodstock.

Immediately following the program in the hall, the students marched to the campus for the ivy planting by the class of '98. Here, too, the exercises were unusually enjoyable.

Under the shade of historic elms we stood, on ground hallowed with happy associations, while the class, after planting their ivy were joined by the entire school, led by the quartette, in singing to the tune of Home Sweet Home a song, the words of which are given below, and will find a quick response in the hearts of all loyal alumni. It was composed for the occasion by Mrs. Bessie H. Bingham, a former teacher in the Academy:

"OUR ALMA MATER."

(Woodstock Academy.)

(Tune, Home, Sweet Home.)

The crown of a hill-top surpassingly fair,
O'er looking a landscape whose beauty is rare;

Enthroned on a slope of a rich velvet green

Our dear alma mater, a landmark is seen.

Chorus.

Oh! Mater, ever kind, oh time-honored Mater

Thy ties strongly bind.

When our loved republic in infancy lay
And Jefferson o'er it, in wisdom held sway,

'Twas then alma Mater began her career
With influence refining and mission of cheer.

In sunshine and shadow her years have been spent,

But ever a true inspiraton she's lent.
With hers interwoven, full many a name
Has brighteued her record with lustre of fame.

May dear alma mater from strength to strength go,

May blessings, unnumbered, forth from her still flow;

May grateful Alumni their loyalty prove,
And Heaven's benediction rest o'er her in love.

The quartette followed this with a selection, the words and music of which are deserving of a high praise, as shown by the hearty reception given them. The music was written by Miss Agnes Childe, instructor of vocal music in the Academy and the words by Miss Anne Hall of the class of '94 and of Smith College:

FAIR WOODSTOCK.

Fair Woodstock, we bring our praise to thee,

Our love of these familiar walls;
For memories dear
Are clustered here

Within these ancient halls.
The heart of every son of thine is full
When he thy name recalls.

The valleys that peaceful round thee lie,
The blue lake gleaming at th' feet,

The clouds that rest
Along thy crest,

Thy bird songs rare and sweet,
And every wind that sways thy proud old trees

All render praises meet.

And while we have lived these years with thee

We've found thy guidance wise and kind
And all that's true
Of old and new

We've learned with thee to find.
And high ideals and inspirations pure
Thou'st held before each mind.

FAIR WOODSTOCK.

A. H. HALL.

AGNES CHILDE.

Slow.

Fair Wood - stock, we bring our praise to thee, Our

rit.

love of these fa - mil - iar walls; For mem - 'ries dear are

clus - tered here With - in these an - cient halls, The heart of ev - 'ry

son of thine is full, When he thy name re - calls.

The years here have quickly fled away,
 The work and pleasures all are passed
 And now we part
 But every heart
 In love to thee's bound fast.
 Old Woodstock, we can ne'er forget thy
 name
 As long as life shall last.

Another song with refrains for the classes beginning with '94 was enjoyed, and America, sung by the entire company, stirred our patriotism.

An innovation at this point was the reception given the graduating class on the Campus, instead of in the hall, directly after the benediction, as formerly, and was much more pleasing.

Nearly the whole audience lingered more than an hour, meeting old school friends and exchanging greetings.

Thus closed one of the most successful years in the history of the school, and we returned to our homes giving thanks to the kind providence that brought our present Principal to us ten years ago, for all that he has done in raising the standard of scholarship, and with the hope in every heart that nothing shall call him from us for many years to come.

F. C. P.

The End of the Schoolmaster.

CASTING about for a subject upon which to address you today, I yielded to a suggestion that came to me from a Book which I greatly delight to read, and decided to take for my subject—

THE END OF THE SCHOOLMASTER.

(See Gal iii 23—25, a. v.)

This will probably furnish a fruitful theme for vacation musings, and will almost certainly prove especially interesting to the graduating class.

I. Taking our point of departure from Woodstock Academy, the beginning of vacation is the end of the schoolmaster. For all the classes, as well as for the graduating class, there is now an end of prescribed studies, a respite, at least, from school duties. Law is in abeyance, the freedom of choice is dawning.

If the schoolmaster meets us next fall, both he and we will be changed: we shall have gone up a grade, and he will be bet-

ter understood. *The* schoolmaster whom we know today we shall know no more forever. And so the end of the schoolmaster as a *passing* power begins our thought.

It is unnatural that it should be otherwise. It is to be expected that faithful study during the school term will result in promotion. If it does not, and some students are to begin again where they began last fall, it is not due to prejudice on the part of the schoolmaster, but to a wrongly centered faith on the part of the scholar.

A faith in one's star or luck or social position, has often felled aspiring students and brought them with shame to take a lower room. Belief in one's ability to get there without taking the plodding steps that others take, is a pretty effectual bar to promotion, and generally results in our not seeing the end of the schoolmaster when we expect to.

There are other reasons why the passing of the schoolmaster is delayed. In the Book from which I got my theme Gamaliel's bright pupil, now a teacher himself, is remonstrating with his pupils for having graduated *downward*. They were, so to speak, Juniors, and instead of passing on to the Senior grade they fell to the Sophomore stage, and some of them became very like Freshmen. Or perchance some of them were in post-graduate studies when they fell. These students of Galatia having had a taste of the larger freedom that goes with advanced grades of study, had preferred to go back to the routine of prescribed study under schoolmaster Law. Heavy legal service had greater attractions for them than free spiritual service, hence they were not going to graduate, they were going to jail. The reward that awaited them was a ward in some prison house, and schoolmaster Law became for them jailer Law. A listlessness that did not have faith in the new teacher led them into moral and intellectual bondage, and instead of serving freely as grown-up scholars under self-made choices, they took the position again of children under schoolmasters, pedagogues, boy-leaders, submitting to man-made duties under a nonage that bid fair to cancel any thought of seeing the end

of the schoolmaster.

I have no idea that such conditions prevail here in this ancient Academy in this modern day, otherwise I would not have chosen so encouraging a theme. Still it is worth remarking in general that he who does not expect pretty quickly to see the end, the passing of the schoolmaster, and the substitution of another teacher in higher spheres of learning and life, is not looking in the right direction.

II. But we are not yet done with the schoolmaster. His pupils pass, his purposes abide. Look at the end of the schoolmaster as purpose. What is he after? Without stopping to draw a parallel between him and the one Paul has in mind called Law, it is plain that he has a purpose to draw us out and build us up:—to educate and edify. The one is in order to the other. Each step in teaching and study looks to the next, prescribed studies look to electives, the common school to the academy, the academy to the college, the college to the university, where first on a large wide scale, freedom of choice through love, gives stimulus and stability to study.

The end of the schoolmaster is to produce faith. The scholar must be led to have faith in himself and step out, a law unto himself. He must be led to have faith in the Great Teacher, whom he will, in spirit, imitate. The purpose of the schoolmaster, like that of the law, is to show our weak parts and take away our conceit, to make us see ourselves, and ourselves in comparison with others.

Common school and academy studies under the schoolmaster though hard, rigid, confined perhaps, intend enlargement of heart and purpose so that after a little, we can run at will, choosing wisely. The curriculum is meant to make us capable of running, self directed, under the inspiration of a greater than law.

The end of the schoolmaster, then, is to fit for life not for college. Ethics are worth more even for a builder than mathematics. Students largely apprehend that. They know what should be the purpose of the schoolmaster. They know that something far more reaching than

the next examination is called for. They do not care to be trained like the men for the college races—just for the short-lived occasion, only to seek or suffer thereafter relaxation to the point of abuse.

Teachers and scholars alike in primary and secondary schools are awaking to the claims of the so called New Education, which has this merit at least, that it sees and attempts to secure the all-around and the all-along, equipment needed for a varied life in a multiform society in a stirring age.

The end of the schoolmaster, if the schoolmaster is to survive, must contemplate the whole of life, and the best life.

My Williston Seminary class had a Greek motto, which meant, "A man might as well be dead who does not know something that *lasts*."

The purpose of this graduating class is *esse* rather than *videri*. You recognize that the *essence* of things lies deeper than the *vision* of things.

No scholar will thank a schoolmaster who is content with producing a seemingly superficial culture. We want a *good* education, and good has degrees. Yesterday's good is today's worse, the grey-haired college graduates could scarcely pass entrance examinations at any college today. Our secondary schools, many of them, are asking more in many lines than Yale did in my day. My daughters, in short dresses, know more of English literature than I did at graduation, and they understand what they read.

The schoolmaster's purpose must constantly revise its particulars to meet the demands of each generation of students. It takes a live schoolmaster to stay long in any place, and if my classmate Hall had not been all these years studying the end of the schoolmaster from the point of view of purpose, there would have been an end of him long ago.

I do not know your curriculum, I do not know the atmosphere of this Academy. That it has stood here for nearly a century and still stands bearing fruit as it does today, leads to the natural and necessary inference that its purpose is far-reaching, that its trustees and its

instructors believe in thoroughness, that they believe that there is something beyond law, that the heir is passing all the while out of childhood into the full adoption of a son, that, therefore, dykes and dams and retaining walls and prescribed studies, are means to an end, even greater fulness and force of life after the days of the schoolmaster have passed.

That end, we all believe, is the best and most harmonious development of the whole man; the gradual passage from law to liberty, from prescribed studies to free choice when the new and better teacher has come. I do not think that here, in the shadow of an old New England academy, I need to plead for the admission of Jesus the Christ into the ranks of the teachers with whom you hope your pupils will come to study. I am sure that you believe and teach that the law is our schoolmaster to bring us to Christ: that the restraints, and commands, and prescriptions of school and academy and undergraduate life under which obedience is rendered, by faith in the wisdom of external teachers, are intended to lead to those free choices under the law of liberty, wherein obedience is rendered, by faith in the wisdom of an indwelling teacher. Your aim, doubtless, like that of the New England fathers, is to graduate your pupils with the belief that their education is by no means finished when they receive here their diplomas; but that beyond the technical schoolmaster (the tutor of the R. V.) stands the professor and the president, and in, and through, and over all, the Man who spake as never man spake, who taught as one having authority, and not as the pedantic pedagogues called scribes.

Woodstock Academy aims to turn out boys and girls who have had a taste of what life is for, and who have already learned that there can be no liberal education which is not permeated with the liberty wherewith Christ makes us free.

Our fathers were friends of the higher learning, meaning by that the most advanced intellectual and moral culture. We must not take rank below them in our estimate of the relation of learning to the highest faculties of man.

The whole history of our colleges and academies bids us hesitate long when tempted to secularize our teachings in the schools, and slur the moral and spiritual. An old academy, if true to its traditions must maintain a Christian atmosphere. A new academy, if true to public demands must have or evolve a Christian atmosphere.

The spirit of the teachers and of the teaching, and the *esprit de corps* of the school, must have actual points of contact with the Holy Spirit, if the end of school instruction is realized. Our graduates when they step out and step up, must have something firm to step on to. If the foundation principles of Christianity are not already laid for them, the passing of the schoolmaster carries no joy, the purpose of the schoolmaster carries no hope.

Let us say a word or two here as to how the purpose of the schoolmaster can be promoted. The end aimed at is faith in the widest sense. The teacher whose pupils believe in him is getting on fast. He will see his desires fruiting. The schoolmaster whose character wins faith from his pupils can teach more by example than by precept. It is not the formal moral instruction, not even the Biblical study, which so many schools of secondary grade are so wisely coming to put into their curriculum, that develops the moral and religious nature so much as the personal character of the teacher. Students too dull to see through a problem can see a moral excellence, a religious grace in the schoolmaster, and grow thereby.

On lower planes, belief in the teacher hastens the realization of the purpose of the teacher, if the teacher is believed to be devoted to the work, filled with love for it, the personal influence begins, and can lead any whither as the teacher wills. To be like one's teacher,—what moving, propelling, uplifting power is that! Such faith in instructors working by love, overcomes the hard routine of school, softens the hard, rough duties of scholars, and prepares the way for making the best use of subsequent teachers. A scholar who believes in a good teacher can safely grad-

uate. He has something to stand on, something to hold to.

A teacher who has awakened faith in himself can pass on his pupils in faith. When his schoolmaster days are over and he, like the slave companion, the pedagogue of the Greek child, leaves his charge whose unfolding mind he has directed, at the door of a higher school, he may well believe that the larger liberties there allowed will, with the purifying restraints of personal love begun in his case and continued in the case of the new teacher, make for fullest freedom, under self-imposed law. The opening mind has been passed over to another, but the stamp, the trend, the bent is there. So far forth the fitting has been for life. The diploma says "Friend, go up higher," and the schoolmaster knows that progress will be in that direction, because the influences from under which the pupil goes have been from above.

It is a high and holy thing to believe in somebody.

III. It appears after all, that it is going to be difficult to get rid of the schoolmaster. He passes, year by year. He purposes for all the years, and so, finally, *there is no end to the schoolmaster.*

He persists. He abides. He stays. Let whoever will take charge of our education, be he tutor or professor or president, the schoolmaster holds his own. We are his. He first taught us how to study and how to live. We are all the time comparing the new teacher with the schoolmaster.

We all have our recollections of early school teachers, recollections that will not down, and we do not want to put them down. Some tall maiden twirling the silken tassel of her apron strings while she hears us recite or explains a problem, some keen-eyed man, looking at us as though he would look through us, and whom we were sure did; some spectacled high voiced martinet, insisting ever upon precision and fulness in recitation; some strangely attractive personality, of striking face and yet more striking utterance whose life force seemed to pass into you as he taught or talked,—such as these we all carry about with us in proof that

there is no end to the schoolmaster. Those early influences and teachings abide. We are ever on the alert to meet like teaching. We are so accustomed to the schoolmaster that we cannot get on without him, we think, and so we instinctively ask at every turn in later life, "what lesson is there here for one." The road he started us upon, has personified wisdom crying at every crossing, and we look upon the would be teacher and say "How like our old schoolmaster!" and often because of the association or the resemblance we give better heed to these voices from the high places and forums and markets of life. Our trained imaginations see teachers where no persons appear. Events, experiences, studies teach. The cue to the understanding of them has been put into our hands at the school or academy by the far off schoolmaster, whose presence within us,—"*Quorum magna pars est,*" is much more than shadowy.

He taught us to study. We are through and because of him ever learning, and coming to the knowledge of new truth. Later instructors are variations of him. The species persists, the type varies, but the one word that sums up all is schoolmaster.

And if the schoolmaster with wise purpose has been content to pass, that others might come and take his place; if he has pointed us to others and to other lines of work and study beyond his immediate sphere of teaching; if he has opened to us the world beyond the school yard, the academy campus, the college grounds, the university walks, and led us however quietly and humbly to begin our sittings at the feet of a greater than Gamaliel, we shall see that the schoolmaster is but another and earlier name for the Great Teacher in whom are hid all the treasures of wisdom and knowledge.

The schoolmaster calls for work. The Christ calls for faith. The schoolmaster when he is at his best, evokes faith and when faith is come the schoolmaster is as abiding in our life as the Christ to whom he points, and in all our later freedom of choice in study and work, it is faith working by love that keeps us constantly in mind that while the race

of the schoolmaster passes his purpose ripens daily in our lives and his invisible presence is with us always.

Believing in the schoolmaster, we come to understand him. Believing in the Christ we come to understand Him.

Our student days never end. The great word University of Human Life opens its doors upon us all, and its opportunities of wisdom are before us all.

The end of the schoolmaster who has led us to faith, results in our victory over the world. That end will be best realized only when we, graduating from these earthly walks of instructions, receive our diplomas from the hands of the Greatest of Teachers. Even those diplomas do not say "All done," the best they can say is "Well done,—Do some more" and so not even in heaven shall we see the end of the schoolmaster. And that, I suppose, is the secret of Heaven's happiness.

Horace; Liber I, Carmen 5.

What slip of a boy in perfume bathed,
My rose-clad maid doth woo?
For whom dost thou bind in pleasant
bower,
Thy golden hair anew?
How oft will he weep thy broken faith,
Thy sweet simplicity!
How oft will he weep the fickle gods,
And roughly wind-tossed sea,
Whose innocent soul, Oh siren maid,
All pure gold thinketh thee!
Who hopeth thee, maiden fancy free,
And lovely still for aye,
The fluttering breeze he knoweth not
May change at close of day.
Poor souls, whom her beauty rare beguiles,
Whom she untried doth sway!
The wall of the temple warneth thee,
Tablet and dripping gown.
I prayed to the god who rules the sea,
And laid the off'ring down.

E. L. D.

Horace; Liber I, Carmen XI.

Seek not to know (since 'tis forbid) what
end
The gods assign to thee or me, my friend,
Nor try Caldean augurs. Better far
Whate'er our lot may be, to suffer it.

Or few or many be the wintry storms
Great Jove decrees, whose gales provoke
the sea
To madness, breaking 'gainst opposing
rocks.
Be wise; make clear thy wine, nor dare
indulge
In idle longing after length of days.
For while we speak, the jealous moment
flies,
Seize thou today, nor trust tomorrow's
prize.

E. L. D.

The Gymnasium and Laboratory Fund, and its History.

For a number of years the need of a gymnasium and laboratory has been felt, and in this direction various plans have been discussed, but no definite move made until during the past year.

In the last issue of the GLEANER the financial status of the Academy was given, and at the same time the scheme was presented of inviting every alumnus to give at least one dollar for a nucleus for this fund.

Time went on and nothing was heard or received by the Treasurer and it was felt that the scheme was too general in its scope and had not met the approval of any one; but after a number of months a warm hearted lady friend of the Academy began to agitate the subject and in consequence a few ladies met together to discuss ways and means, hoping at least to create an interest in the long desired fund. At that time our hearts were cheered by learning that the appeal in the GLEANER had met a prompt response from two persons from one of the younger alumni, and from another whose heart and hand was engaged for years in rendering substantial aid to the institution.

The result of this meeting was the appointment of a Treasurer for this fund, and that the Rev. A. G. Hibbard was invited to prepare a circular letter that should be sent to every alumnus as far as possible.

At the outset money was needed, so an entertainment was given by the students in Academy Hall and was quite a success,

netting \$23, a sum ample to meet the expense of printing and postage.

Mr. Hibbard very kindly consented to write the circular, a model of its kind, and is printed in this issue of the GLEANER, as it presents the need of the Academy in this direction. This appeal was sent out in February, 1898, to the alumni of the institution, and to a few other interested friends. The alumni number seven hundred persons or more. Of course many of these are resident in Woodstock, and in sending out the circular it was intended to reach the distant alumni first and our home friends would come in at the "finish." Responses have been received from fifty-nine persons, forty eight of these were alumni, their various letters telling of their deep interest in the old Academy. As we glance over these letters we find that they have come from north and south, east and west; literally from Maine to California.

The life long affection for the academy is effectively shown in the contribution received from one who was a pupil fully seventy-five years ago. In the list of donors we note the names of more than local reputation, Edna Dean Proctor and William H. Collar, Principal of Boston Latin school and author of Latin text books.

Forty eight persons seem a small proportion of a list of seven hundred persons, though there is encouragement to be found in the sum received, amounting to \$166; but this includes the twenty-three dollars used for expenses.

As this little sketch of our efforts meets the eye of the readers of the GLEANER, may it reach beyond the eye, and mark this year the tenth anniversary of the coming of our present principal, and the twenty-fifth year of our Academy building, with a more general response. Through our alumni, too, may other friends come to our aid, as have the eleven persons on our books at this time. Thus the small beginning chronicled shall be increased, so that the year 1898 shall be memorable in the history of the academy as the year of generous response on the part of its friends to its Laboratory and Gymnasium Fund. E. E. C.

The following is the appeal that was sent out, and the names of those who have responded are also given:

Woodstock, Conn., March, 1898.

We address our friends who have enjoyed the advantages of Woodstock Academy and make known its wants with the greater confidence as its work is not simply a local benefit, but its influence extends over our entire country.

The need of a small gymnasium has been recognized by all of our later alumni and is felt today more keenly than ever before. A space for exercise in the winter, when inclement weather makes out-of-door exercise almost impossible, a lavatory, which shall take the place of the back yard pump in its ministrations to cleanliness are more than desirable, they are necessary. Only by vacating the assembly and recitation rooms during the recess and intermissions can proper ventilation be secured. Some knowledge of Physics and Chemistry has come to be necessary as preparation for a College course and is an essential part of what is called a practical education, such as we desire to give our pupils who leave the Academy and engage at once in the active duties of life. This training requires a Laboratory where students may make the experiments illustrating their studies.

The Academy is fully abreast of the time so far as instruction and mental discipline are required, except as indicated above, but the fact is patent to all that the times are demanding more than this, and all institutions that shall have success must meet the demand.

The present Academy building was erected in 1873, twenty-five years ago. In the year 1901, the institution will complete one hundred years of existence. That its work in the past has justified its establishment every one admits; its needed continuance, with additions to its appliances is equally apparent. We wish to mark these anniversaries by some additions to its equipment and supply of its wants that shall facilitate its work. To this end we propose the erection of a small building which shall serve as Laboratory and Gymnasium. To secure this, Woodstock will give according to its ability.

ity, but cannot do it unaided.

We send this letter to the Alumni and others whom we count as our friends and solicit from each person receiving it a contribution of at least One Dollar, which may be forwarded to Miss Frances H. Butler, the Treasurer of this fund. May we ask your quick response, so that by the close of the present academic year, in June, we may be able to report progress made in our work.

Loyal to "Old Woodstock" and its Academy, we are,

Very truly yours,

ABEL CHILD, REV. A. G. HIBBARD, H. T. CHILD, A. E. BRUNN.	}	Trustees.
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Proceeds of entertainment, \$23. Dr. A. E. Brunn, C. E. Chandler, George Bradley, Edward A. Swain, Robert H. Gaylor, Elizabeth Holmes Phillips, H. E. Phipps, Albert McC. Mathewson, Mrs. J. D. Haskell, Mr. J. W. Brunn, Mrs. J. W. Brunn, Lucius Fitts, A Friend, Edna Dean Proctor, John Jencks, Henry K. Bugbee, Mrs. Henry C. Bowen, Dr. Edward M. Child, Miss Ripley, William C. Collar, Stuart Holt, Henry Holt, Miss Grace Holt, Miss Constance Holt, Mrs. Eliza E. Chapin, Mrs. Mary Fenner Heyworth, Mrs. Alice Sharpe Hammond, Miss Mary Averill, Henry H. Davenport, Mr. J. M. Paine, Mrs. J. M. Paine, George McClellan, Mr. William Mathewson, Miss Morgan, Miss M. L. Brooker, Mr. M. B. Phillips, G. Paine, Miss Nellie Catlin, Mr. H. W. Beckwith, Mr. Emerson Hibbard, Dr. I. T. Talbot, W. P. Sturgess, Miss Susie A. Gordon, Miss Rowena Campbell, Mrs. Southworth, Mrs. J. N. Greene, Mrs. Abbie Dillingham, Mr. Louis A. Chandler, Miss M. Alton, Edward E. Fuller, Mrs. B. F. Bingham, Mr. J. Adams Brown, Mrs. J. Adams Brown, Mr. Wells Partridge, Mrs. M. E. Arnold, Mrs. J. T. Morse, Miss Emma Parsons, Mr. Caleb Potter, Miss Alice Hosmer.

Senior Class Honor Essay.

The Historical Novel in English Literature.

A study of the great historical novels shows us that the term "Historical" seems not necessarily to apply to the use of his-

torical characters and events, but rather to the accurate pictures of the periods to which the studies belong.

In that famous novel, "Ivanhoe," very few of the characters or events are true to history, yet the atmosphere of the period pervades the story; the characters are types of the time and the events are in harmony with the conditions of the age. Throughout the whole there are references to the great questions of the times. The feelings of the Norman and Saxon races, and the common hatred cherished against the Jews, are shown more clearly than by any history of the period.

Such is the historical novel which so stirred the world in the 18th century. Scott was a thorough Scotchman and succeeded best in depicting Scotch history and made the world more interested in that famous little land by giving to us beautiful pictures of its wild scenery, portraying its gypsies and Highlanders and relating its historical legends.

From his earliest boyhood he had cherished a love for the past especially for the Gothic portion, and had stored his mind with the legends and romances of those times, with which he has so enriched his works. Scott had also a fine sense of the beautiful in nature, and it was by the combination of these his strongest traits, love of the historical and love of the poetical, that he produced his historical romances. They are a mixture of history and poetry, so they at the same time instruct and fill the mind with beautiful fancies.

Since the creation of this branch of fiction by the genius of Scott, very many English and American writers have been giving us historical novels. Scott confined himself to the Gothic period but his followers have enlarged the field extending it back into Classical history, and still more ancient periods, as Bulwer in his "Last Days of Pompeii" and Lew Wallace in his "Ben Hur."

Charles Kingsley has in his "Hypatia" and "Westward Ho!" combined the Novel of Purpose with the Historical Novel. His purpose is to assert the conquering force of Christianity, and this he does in "Hypatia" by the representation

of a mind in doubt amidst the chaos of the Middle Ages, when Christianity and Paganism were struggling to determine which should have the mastery of the civilized world, and to make clear the haven which that doubting mind finds in the simple faith of Christianity. In "Westward Ho!" this is similarly shown by a tale of the noble deeds to which the Christian faith, working in the free rule of the Elizabethan age, inspired men.

Bulwer's "Last Days of Pompeii," is a striking picture of the last days of that city and its destruction, a catastrophe of such historical interest.

In "Rienzi" one is shown the last vain struggles of the once imperial Rome to rise above the civil strifes which were causing her downfall, and become again a great power among nations. The distracted condition of the city, the selfish struggles of the nobles for ascendancy, the barbarians ready to rush in and take possession, are most vividly pictured.

We find among the works of Thackeray, Dickens and George Eliot, a few which we may term "Historical." "Esmond" free from Thackeray's customary cynicism, portrays Queen Anne's time far more clearly than any history of the period has succeeded in doing. In the "Tale of Two Cities" and "Barnaby Rudge," we find histories of the French Revolution and the Gordon Riots. George Eliot's "Romola," her one historical novel, is an exquisite tale, the scene of which is laid in Italy in the 15th century at the time of the reformer Savonarola.

There have been many American historical works of note, but Lew Wallace's "Ben Hur" stands preeminent. In this a subject has been used which any novelist might well hesitate to touch upon, and wonderful is the success he attained in spite of the difficulties in treating such a subject. Though Cooper's are not ranked as historical yet they are pictures of pioneer life in America and give us a true conception of the Indian who dwelt here in the time of the early settlers.

A host of other writers have contributed to English historical fiction giving us novels from Ancient, Mediaeval and Modern History. Indeed the field of historical fiction has nearly reached its limit

both chronologically and geographically. So we may conclude that historical fiction may be divided into two classes; that which pictures a period in history with few or no historical characters and incidents, and that which is a tale of historical character and incidents. In reading the former, one gains a knowledge of the manners and customs of the period and is enabled to understand under what conditions the characters have lived and the events transpired which are familiar to him from the study of history. In reading the novels of historical characters and events obviously one is benefited by learning about these important persons and events in history. But when a novelist attempts to paint a portrait of a character well known in history, he attempts a most difficult task, as he is impelled for the interest of the story to place the character in different circumstances and to introduce imaginary incidents. No writer has succeeded in this. Scott did not succeed when he attempted the portrait of Elizabeth, nor did Thackeray with his portrait of Washington.

One great evil of many historical novels is that, to make the plot interesting, the writer uses his imagination, and one reading the story fails to make a distinction between what the writer has taken from his own mind and what he has taken from history. Another fault is the tendency to center the interest about the hero and oftentimes to idealize him, to the exclusion of other important interests. This is most noticeable in Bulwer's novels.

But though much can be said for and against the historical novel, there certainly have resulted most beneficial effects from it. It has received the attention of the best writers in English literature and has attained a wide popularity. To most people a tale which they know to be based upon fact is more interesting than any imaginary one; so desiring to gain knowledge with pleasure they will read an historical novel when they would not read a history or a fictitious tale; and to study the "Crystallized Experience of Humanity", or as some one has termed it "Philosophy Teaching by Examples" in this form, is surely a most delightful task.

Historical Suggestions of the Twenty-fifth Anniversary of the Dedication of the Present Academy Building.

The history of Woodstock Academy dates back as far as 1801. An Academy was talked of by some of the leading citizens of Woodstock in 1800, and early in the following year a meeting was called for the purpose of erecting a building. The next step was to raise funds. Thirty-two men were each to give \$100, and the town was asked to subscribe. Some men paid their subscriptions in timber for the new building.

The dedication took place Feb. 4, 1802, and the Academy was opened next day with Thomas Williams as principal, who was recommended by President Dwight, of Yale. The early principals were largely Yale graduates.

From 1820 to 1843 the Academy was in anything but a prosperous condition, sometimes the building was used only for a storehouse or a tenement. When a teacher did come, he would stay only a few weeks.

In 1843 the Academy was put in order by Henry C. Bowen. In 1844 there were 126 scholars during the fall term.

In 1868 it was proposed to raise \$10,000, and everyone subscribed liberally according to his means. This brings us up to the time of the proposal for a new building. There were many causes for a desire among the people of Woodstock to keep up their educational interests. They knew that they lived in a day of progress, whose events were brought about by education mainly. The increase of pauperism and crime they felt to be largely due to ignorance. Machinery enabled men to do work at an astonishing degree of rapidity; this they saw was due to education. The strong tendency of the population towards cities and villages had been long evident. The young men were anxious to get to the cities where they hoped to become rich at a leap. But a school always builds up a town, and if the young could be induced

to stay at home, the town would regain its prestige.

The people of Woodstock felt the force of this and before long a meeting was called for the purpose of erecting a new Academy. The building was finished just in time for the public dedication, which took place August 21, 1873. On this occasion, Clarence W. Bowen read a "History of Woodstock Academy" from its beginning in 1801 to the year of dedication. Then a letter was read from Oliver Wendell Holmes. Professor B. G. Northrup, Secretary of the Board of Education, and Senator Buckingham were ardent supporters of education, and through their influence, people were led to take an interest in the Academy. Both of these honored Connecticut leaders were present at the dedication of the new building, and were wise counsellors and inspiring helpers in the work.

The new Academy cost \$22,500. Some thought this building a little too large, and after-events have somewhat proved this opinion to have been right. But a smaller building would have made it necessary to dispense with the large hall upstairs, and consequently there would have been no suitable place for the school exercises and other entertainments, that form so pleasant a part of our life in Woodstock. As it was found that the funds would not be sufficient for furnishing the new building, Henry C. Bowen generously presented a grand piano, clock, and furniture for the school rooms. It is noticeable that the term began as early as August 26th in 1873.

The Academy still stands on its notable site, facing the common, as it has done for twenty-five years, and forms a monument of the self-sacrifice of the descendants of the original settlers of this town. May it long stand an object of interest and appreciation, not alone to Woodstock Hill, but to all Woodstock and the neighboring communities.

S. H.

Anecdotes Gleaned from the Older Academy Life.

Before Elmwood Hall was built, the Academy scholars used to live with the

neighboring families. Among those who boarded at George Bowen's was a young girl of fifteen, whom the scholars were fond of teasing. On one occasion they told her that if she wanted ever to secure a husband, she must run down Sunset Hill and immediately up again. The simple girl, with that delectable object in view, readily believed this, and went through her ordeal, much to the scholars' amusement, and doubtless her efforts won the desired reward.

Like schoolboys of other days, the scholars were fond of a good joke, and once, during the winter term, some of them turned over the Academy bell, and filled it with water. In a short time the water froze, and the bell would not ring. Imagine if you can, the surprise of the school master, on the following day, when his tugs at the rope met with such a cold response.

Evans Johnson, an old time principal, lived with his uncle at Malbone Manor, and was a slave owner, speaking of his "thirty head of niggers" as if they were cattle. While teaching at the Academy he lived at George Bowen's. He came up to Norwich on the steamboat "Fanny", said to be the first boat on the Sound. He wanted to marry Mary Hancock, but she declined, on the ground that the felicity of old-maidhood was preferable to the publicity of town support.

One teacher was particularly fond of practical jokes, and Mrs. Edward Bowen thought it would be no end of fun to meet him on his own ground. So she took some strips of cotton and fried them in the form of doughnuts, sending them to this fun-loving principal. When they were placed on his table, suggesting the kind remembrance of neighbors, like all good husbands who furnish free criticism on the home cooking, he exclaimed to his wife, "Why can't you make such fine doughnuts as these? They are light as a feather! But when he broke one in two and the cotton stretched out as far as he could reach, the critic and jester took his Humpty Dumpty-like fall, yet meekly enjoyed the joke. It was too good to keep however, and he sent the rest of the doughnuts to the hot-tempered teacher

of Mathematics. When the latter, minus the meekness of Moses, found the answer to this naughty problem, expressing himself in an Infinite Series, he projected the doughnuts at every possible angle.

Principal Averil was bent on stopping all those little interchanges of friendliness between the sexes, so natural, and yet so distracting in school life. One day he gave the pupils a severe lecture on the subject, in which he said he would not allow any of the boys to walk down the street with the girls. Some one ventured to ask, what they should do if both boy and girl should happen to be walking in the same direction and at the same time, and how far apart they ought to be in order not to be walking together. The professor's answer was marked by dignified severity and mathematical accuracy, "I shall be ashamed to see any couple of you," said he, "nearer than the reach of a dozen feet." That same afternoon, in the spirit of exact obedience, a modest, but merry, boy and girl, each at the end of a twelve-foot pole, sauntered across the Common in happy companionship, to the supreme delight of the other students. What Principal Averil said or did is not recorded. What he felt and thought we leave to the reader to imagine. Perhaps after this every student regularly brought his twelve-foot pole to school with him.

S. H.

"Aus alten Marchen winkt es."

From olden tales it beckons
And waves with snow-white hand;
And there is song and music
From distant fairy land.

'Tis there sweet flowers languish
In golden evening light,
And fondly view each other,
With bridal garments bright.

Where every floweret speaketh,
And singeth like a choir,
And loud the streamlet breaketh
In music, as the lyre.

Where songs of love are ringing,
Which thou canst never hear
Until the wondrous music
Shall bring thy spirit near.

Oh would I might there enter,
And there my heart be free,
From every care delivered,
And light and happy be.

Alas! that land of wonder
Which oft I see in dream!
When comes the morning sunlight
It flies like idle skeep.

E. L. D.

From the German of Heine.

"Das Grab."

The grave is deep and stilly,
And sad its borders stand;
With gloomy veil it screeneth
An unfamiliar land.

The nightingale's sweet music
Is in its depths unknown;
And friendship's white rose falleth
On hill-top moss alone.

The bride left all forsaken,
Doth wring her hands in vain;
No more the thronging orphans
In the silent tomb, complain.

But rest, for which man longeth
Dwells in no other zone;
And through dark portals only
He goes to his heavenly home.

The poor heart heavy laden,
Storm tossed on many a shore,
Doth find its true rest only
Where now it beats no more.

E. L. D.,

From the German of Salis.

Older Alumni Personals.

Mr. W. E. Buntin, principal of Woodstock Academy 1879-1881, died at his home in Rondout, N. Y., Dec. 28, 1897. He had been principal of Ulster Academy seven years.

Mr. F. E. Burnette has resigned his position as principal of the High School in Putnam, having taught there six years.

Miss Ellen Osgood has been the lady principal of Cushing Academy for twelve years.

Miss M. C. Wordruff has been at her home in Northampton, the past year.

Miss Harriet Stanley has returned to her work as Librarian in Southbridge.

She was chosen to teach in the summer Library school at Albany.

Mr. J. Henry White, who was principal of the Academy in '83 and '84, has recently lost his wife. He and his two children reside in Maynard, Mass., where he is teaching.

Mr. William L. Kemson is employed in the New Jersey Central R. R. office in New York city, and resides, with his wife and two children at 434 East Second street, Plainfield, N. J.

Mr. Chas. G. Tucker is a carriage maker in Pascoag, R. I.

Mr. Lewis Sessions formerly of Pomfret, is a cabinet maker and undertaker in Norfolk, Neb.

Mr. Asa May holds a responsible position as superintendent of a department in the R. I. Reformatory Institutions.

Miss Clara Maynard has been a student in the Chicago Bible Institute during the past year and has been actively engaged in city mission work in Chicago.

Mr. Albert Hosmer is an instructor in vocal music in Sudbury, Mass.

The future home of Mr. and Mrs. Arthur Calkins (nee Lizzie Perrin) is to be in Springfield, Mass., Mr. Calkins having sold his store in West Woodstock and accepted a position in that city.

Mr. Cyrus Bestor has left Rockville and gone into business in Hartford.

Mr. Alfred Dennis is the proprietor of a clothing store in Boston.

Mr. Sidney Morse is spending a part of his vacation in Europe. He may remain for a year's study in Germany.

Mrs. Sophronia A. Bowen was recently welcomed to Woodstock by many friends. She spent several weeks with her son, Dr. G. A. Bowen and has now gone to the home of her sister, Miss Harriet Atwell, in Pleasant Valley.

Mrs. J. Newton Greene's (nee Mary Lizzie Child) son is in the Second Mass. Regiment which is in Santiago.

Mr. Edward A. Bowen is traveling during the summer in Europe.

Mr. and Mrs. George Low, (nee "Jo" Ross) and their son, are living on a farm in Thompson, Conn.

Mr. and Mrs. Henry M. Morse are spending their vacation in Woodstock.

Mrs. John Haskell (nee Nellie Mathewson,) and family, of Wakefield, Neb., are making their biennial visit at Lakeside.

Mrs. Mary Bugbee Medbury now residing in Putnam, Conn., was instrumental in forming the Elizabeth Porter Putnam Chapter, D. A. R. of that city, and has been re-elected regent of the chapter.

Miss Esther Child has sold "the old home" and is living in North Woodstock.

Mrs. Polly Bowen spent most of the winter with her daughter, Mrs. Geo. Lord of Hanover, N. H.

Miss Caroline Bronson and sister have a private school for boys and girls in Providence, 313 Hope street. Kindergarten, Primary and Grammar Department.

Dr. and Mrs. George McClellan have been located for the past six months in Princeton, N. J.

Miss Grace Carr is teaching in the Boys' Department of the Home School of Dr. Brown, in Barre, Mass.

Miss Joanna Gaylord is about to enter the training school for Nurses at St. Luke's Hospital, N. Y. City.

Rev. J. L. Armes, formerly a trustee of the Academy, died at his home in Nashua, N. H., at the age of 87 years.

Mrs. Geo. Hayworth (nee Mary Fenner) and family are expected to leave Providence, and make their home in Dorchester, Mass.

Rev. Gilbert Bachelor is pastor of the Congregational church in Perry, Maine.

Miss Dora Lindeman is the proprietress of Elmwood Hall, having purchased the place of her brother.

Miss Flora Evans is with her parents in Alexandria, Va.

Morning.

The Babe.

"Naked on parent's knees, a new-born child,
Weeping thou sat'st when all around thee smiled:
So live that sinking to thy last long sleep,
Thou then may'st smile while all around thee weep."

—*Sir William Jones.*

BORN

In Putnam, Conn., Oct. 8, 1897, a son and daughter to Mr. and Mrs. John O. Fox.

In Elkton, Ind., Nov. 16, 1897, a son and daughter to Mr. and Mrs. Cassius M. Child.

In Putnam, Nov. 27, 1897, a son, Dana Harrison, to Mr. and Mrs. Eric H. Johnson.

In Putnam, Conn., Jan. 25, 1898, a son to Mr. and Mrs. Mathewson Angell.

In West Woodstock, Jan. 6, 1898, a son Charlton Augustine, to Mr. and Mrs. Halsey Weaver.

In Woodstock, Jan. 30, 1898, a son, De Witt Henry, to Mr. and Mrs. Frank Miller.

In Woodstock, April 27, 1898, a daughter, Bernice Angene, to Mr. and Mrs. Harris Sanger.

In North Woodstock, May 13, 1898, a son, Ewart Gladstone, to Mr. and Mrs. Leonard Healey.

In Eastford, Conn., May 26, 1898, a son, Merrill Rockword, to Mr. and Mrs. Arthur Keith.

In Woodstock, June 17, 1898, a daughter, Hattie Gordon, to Mr. and Mrs. Geo. Sampson.

In Holyoke, Mass., June 21, 1898, a daughter, Constance, to Mr. and Mrs. Rolla Kelton.

In North Woodstock, Feb. 26, 1898, a son, Cecil Vinton, to Mr. and Mrs. Frank Blackmar.

In Pomfret, Conn., June 23, 1898, a daughter, Carrie Aplin, to Mr. and Mrs. Gilbert Pratt.

In Pasadena, Cal., April 27, 1898, a daughter, Margaret, to Mr. and Mrs. William Gaylord.

Noon.

"And then the lover,
Sighing like furnace, with woeful ballad,
Made to his mistress' eyebrow."
—*Shakespeare.*

MARRIED

In Boston, Aug. 3, 1897, Miss Lillie B. Stevens and Mr. Peter J. Maher.

In North Woodstock, Sept. 15, 1897, Miss Alice L. Hibbard and Judge L. S. Hayward of Pomfret.

In Pomfret, Conn., Nov. 10, 1897, Miss Abbie Smith and Mr. Fred Lyon.

In North Ashford, Conn., Nov. 23, 1897, Miss Lottie E. Sumner and Mr. Albert H. Upham of Eastford.

In Woodstock, Dec. 28, 1897, Mrs. Alice R. Hyde and Mr. William J. Lindeman.

In Woodstock, Feb. 3, 1898, Miss Alice M. Pringle and Dr. George B. McClellan.

In East Woodstock, Feb. 17, 1898, Miss Alice C. Chandler and Mr. Henry J. Potter.

In North Woodstock, March 29, 1898, Miss Harriet E. Allen, and Mr. Lewis H. Lindeman.

In Brooklyn, N. Y., Feb. 10, 1898, Miss Clara W. Bates and Mr. Howard Clark.

In Cold Springs, L. I. Sept. 15, 1897, Miss Laura B. Jackson and Mr. Geo. W. Coveit.

Night

"Twilight and evening bell,
And after that the dark!
And may there be no sadness of farewell
When I embark."

"For tho' from out our bourne of Time
and Place

The flood may bear me far,
I hope to see my Pilot face to face,
When I have crossed the bar."

—Tennyson.

DIED

In Providence, R. I., Sept. 1897, Mr. Sabin Owen.

In North Woodstock, Nov. 11, 1897, Mrs. Ellen Kelton Blackmar.

In South Woodstock, Dec. 1897, Mr. Albert C. Chandler.

In Willimantic, Conn., Feb. 4, 1898, Mr. Nathen E. Morse.

In East Woodstock, Feb. 5, 1898, Mr. John H. Child.

In Rondout, N. Y., Dec., 1897, Mr. William E. Buntin.

In Pasadena, Cal., March, 1898, Mrs. Albert Gaylord.

In West Woodstock, Feb. 5, 1898, Mrs. Halsey Weaver.

In San Francisco, Cal., March 6, 1898, Mr. Nelson Lyon formerly of Woodstock.

In East Woodstock, June 9, 1898, Miss Louise May.

In Crete, Neb., Feb. 1, 1896, Julia Annette Whittlesey, wife of Mr. Abner Whittlesey and daughter of Mr. Asa Bugbee of Woodstock.

Class Poem.

This is the end of the beginning of our lives!

With hopeful hearts we look into
The Future, rather than the Past,
That Past which now becomes a memory,
A strong, inspiring memory that will last.

For many years the dear Academy has
been

A Palace Beautiful along the pilgrimage
of learning.

Others have come and gone, and we must
go.

Others will take our place and name,
All Nature changes—it is better so!

What thou hast done, leave to the past,
For now it never can be changed.

What hast thou done? Where goest thou?
The river leads unto the sea,
And we are going seaward now.

The years which we have spent together
here

May be the happiest we shall ever know.
There is no knowing what the future hath
in store.

For some it holdeth sorrow, others joy.
Whatever it may bring, "bend to the oar!"

By constant striving only is an end at-
tained.

The less we rest, the higher we can climb.
Strongly calls the world for noble effort,
noble aim,

Let us build ourselves the monument,
Rather than the empty name.

EMMA ELIZABETH ALLEN.

On the Campus '97-'98.

The Academy Athletics for the past school year, have been enjoyed not only by the older pupils, but to a great extent by the younger; for the various kinds of sports were of such a nature as to enable all the boys to take a part in them.

Foot Ball was the first thing talked about and arranged between the boys at the beginning of the year. Almost the first day of school we had organized our team with R. L. Child as captain, and in less than a week had purchased a new ball and had commenced practicing. In a very short time our Eleven had arranged a game with the Putnam High School Eleven to be played on our grounds. The day seemed a great way ahead, but at last it came, and at half-past three the Putnam boys were there in all their glory

and confidence. They evidently lacked practice and training, however, and almost the first thing we had pushed the ball over their line for a touch down, and in this way the game continued to the end, until the Putnam Eleven went home discouraged with the score against them 32 to 0.

This glorious victory greatly encouraged us, and we put in harder practice, and were hoping for the next game, a game arranged with the Southbridge High School. Thinking that this team might be heavier than ours, we obtained the assistance of two '97 players. The game was to be called at 3.30 on the day appointed, but our opponents did not all arrive till nearly quarter to five, when, at last, the ball was set in motion by a kick-off from our side. The game was a hard fought battle, but only two or three were hurt, and they not seriously. The game ended in favor of the S. H. S., 14 to 0.

Our eleven for this last Fall was considerably lighter than the teams of previous years, and for that reason we played no more games. But all the while the game of Association among the younger boys and indeed among many of the older ones, who did not take part in the Rugby game, was at its height.

Tennis was played to some extent in the Spring, and Basket Ball received quite a little attention during the Fall months. The latter game seems too valuable to pass into disuse. The number of its devotees is increasing throughout the country, and it is hoped that here among us the circumstances, another year, will be more favorable for Basket Ball, and the interest in it decidedly greater.

At the beginning of the Winter Term, when the ground was too hard for Foot Ball, we introduced into the school athletics, Ground Polo, which was played by all the boys and also by some of the girls.

Our principal greatly surprised, as well as greatly pleased us, by placing in the yard, a horizontal bar, on which he very kindly gave us some lessons. This was the centre of attraction for several weeks, for the young ladies were so interested that they anxiously watched the aspiring acrobats from the Academy windows.

Many of us acquired sufficient skill to circle the bar in two or three different ways, and we also found exercise for our muscles in performing feats sufficiently circus-like to elicit shouts of laughter and favoring applause.

Before the close of the Winter Term we had organized our Base Ball Team, with Chase as manager, Upham as captain, and Crowell as secretary and treasurer. We had nice weather in March, so that when Spring term opened the common was in good condition, and we commenced practicing with a will. Our first game was with the East Woodstock picked team on April 19. They labored under the disadvantage of having only seven men, and but little practice; therefore they went home badly defeated. Then followed a game with South Woodstock and shortly after, other games with East Woodstock and South Woodstock, in all of which Woodstock Academy was victorious.

Captain Spalding went to Dudley with his Junior Nine and with the help of one or two outside men came home victorious over the Dudley Junior Nine. He arranged a return game with the Dudleys. They did not appear on the grounds at the appointed time, however, and we had to conclude that this was their choice in preference to a second defeat.

One morning on reaching school, our manager announced a game with Peck's School, Pomfret, to be played at Pomfret that afternoon. We had not practiced during the previous few days on account of bad weather. At so short a notice therefore, we were in poor condition to play. But we decided to go, and at quarter to five that afternoon we were in Pomfret playing ball. Of course we were defeated, as we expected to be, but not so badly for they scored only 7 to our 3. In about a week, we went over again to come home defeated with a score 14 to 8.

Up to this last game, we had played strictly Academy boys, but owing to an accident on the way over, our first-base man was thrown out of the wagon and injured so that he was unable to play. We were therefore compelled to put in an outside man who played his position well though a new one to him. Two defeats

for W. A. with the Putnam City Clerks ended the base-ball season for the Academy.

The Academy has no reason to be ashamed of its record on the campus the last year. When we remember that some of the schools with whom we formerly had spirited contests, can not now get together an eleven or nine, we may be proud of our athletic spirit and push. We have won our share of the games, and what is far more desirable, we have tried, in the case of of the great majority of our players, to maintain a reputation for fair and manly conduct in our contests; and many this ever be our aim.

S. D. U.

A Letter from One of Our Soldier Graduates.

Camp Haven, June 2nd, 1898.

My DEAR MOTHER:—I have been trying to answer your letter for a long time, but have been unable to do anything with my eyes up to a day or two ago. Since then I have not had a minute to call my own. The reason is this. I have been taking the place of one of the regular drivers, who is still away on leave. I have two horses to feed, clean and exercise, and this with my other work gives me all I can attend to.

I was just called away to the Captain's tent, to sign the pay roll for \$17.60, which I shall probably get before the end of the war.

To continue with the horses, the team I am taking care of, No. 15, is about as pretty a team as any in the whole lot of 50 horses, altho' a trifle light for Artillery work. One of them is off his feed at present, but is rapidly getting better, he is very gentle, but, as he has the reputation of being a "bucker", my next letter will probably be dated from the Hospital. There is a chance, however, that the regular driver may return. I am not at all anxious to be a driver, especially in war times, for, in action, the drivers have nothing to do, a thing which I fear I am

not brave enough to accomplish. If some one is going to fire at me, I want a chance to fire back.

I don't think you need worry about my health. I never slept so well, or had such an appetite in my life. Gravy, fat, beans without catsup, hominy without milk or sugar, coffee without milk or sugar, and badly boiled potatoes without salt. I not only eat this stuff, but what is worse, I like it. We do not have this kind of food all the time. We have a regular colored cook who gives us French fried potatoes, stews, etc., to enliven the monotony, once in a while.

I have had a good day's work today, and feel as if I could eat a roast ox, or something equivalent. To begin with, I went on guard last night from 10 to 12, and went on again from 4 to 6 this morning, then I had breakfast, took care of my horses, helped clean out the whole stable, rode two hours this morning and the same this afternoon. For the last two days, we have been riding around the country, instead of inside the camp grounds, and the change is a very pleasant one. The roads around here are as pretty and picturesque as any I have ever seen. One in particular, follows the shore of the Sound, through the marshes, to Crescent Beach. I would enjoy myself immensely, if it were not for the cavalry seat, which they are trying to teach us. This morning, the fellow behind me, said he could see my horse's ears every time the horse trotted. I don't think I can ever stick to my saddle, but I am getting so tough that I don't mind the jolting.

In your letter, you spoke of coming down here for a visit. I think it is so probable that we shall stay here all summer, that I think you had better wait awhile. Just now we have no equipment beside our uniforms, four old muzzle-loading guns, and 50 horses. We expect 94 more horses, 53 new recruits, and an entire new armament, and I think it would pay you to wait until we are in working order, so that the boys could see the regular Battery Drill.

Please thank Eleanor for the candies.

With love to all, MAX.

Items from the Younger Alumni.

Estella M. Tompkins, '95, has been living in Tonica, Ill., since her graduation from the Academy. Her friends will all be glad to know that she will spend part of the summer in Woodstock.

Everett L. Upham, '95, Joseph P. Catlin, '97, and James A. McAllep, have completed the first year of their courses at the Massachusetts Institute of Technology.

Burton T. Fitts, '95, left the grocery business in which he was engaged in Providence to enlist in the First Rhode Island regiment. He has been made a corporal and his regiment is now at Santiago.

Joseph Sheppard, '96, is the Assistant Treasurer of the Olympic Theatre in Providence.

Robert C. Paine and Harry W. Beckwith, have each finished two years of study at the Dartmouth Medical School.

Wells M. Partridge has been ordained deacon in the Episcopal Church. He arrived at Sitka, Alaska, on July 16, where he is to take charge of a parish in the absence of its rector.

Charles G. Burd, '94, took the degree of Bachelor of Arts at Amherst in June. He intends to begin a course of study of theology in the Union Seminary in the fall.

Ethel C. Phillips has been studying violin during the winter under Professor Akeroid of the Boston Conservatory of Music.

John A. Lindeman and his sister (Miss Dora Lindeman) have charge of Elmwood Hall in Woodstock this summer.

Evelyn L. Dean, '96, has completed her Sophomore year at Middlebury College. Her work in translating Latin odes and German poems has received especial commendation. She also took a prominent part in the presentation of "A Roman Chorus" before the classical teachers of Vermont.

John A. and Edward S. Boyden, '94, are both employees in the American Optical Works in Southbridge, Mass.

Jessie S. Bowen, '95, has been the librarian of Storrs' Agricultural College during

the year. She is very much interested in her work and has been very successful there.

Courtland Palmer has been living in Paris for four or five years. He is now in business with his father, in New London, his home.

H. B. Plant Fitzgerald, has been in the Government Signal Service since the war broke out and at present is stationed on the islands off the coast of Florida.

Anne H. Hall, '94, graduated from Smith College in June, taking the degree of Bachelor of Arts.

Halsey A. Weaver has been the city surveyor of Putnam during the spring. He left this position a short time ago to enlist in the Volunteer Engineer Corps.

Howard Frost, '97, is studying law with his brother in New York.

Mowry Ross, '97, and Ralph Sabine, '97, have each completed a year's work at Maine State College.

Henry C. Holt has been studying at Phillips Andover, during the year. He is preparing for Yale, and will return to Andover in the fall.

Clarence E. Weaver, '96, Sheffield Scientific School, '99, received honorable mention for excellence in German, and divided the prize in Mathematics with H. T. Herr of Denver, Col.

Alfred T. Child, '94, took the degree of Bachelor of Arts at Amherst, in June. During the summer he has the position of Clerk at Pomfret Inn.

Louise P. Grosvenor, '97, entered Smith College last fall, but was obliged on account of her health to give up her work there soon after the Holidays. She traveled in the South for some time, and then returned to her home in Pomfret.

Maxwell W. Rockwell, '94 took the degree of Bachelor of Arts at Yale, in June. He enlisted in the Yale Light Battery, and is at Niantic in camp. His battery expects to be sent immediately to Camp Alger.

"Clifford I. Stoddard,
Attorney at Law,
New Haven, Conn.
Rooms, 401 to 406 Exchange B'd'g.
Cor. Church and Chapel Streets."

Richard L. Child left the Academy about the middle of the present year, and obtained a position in the American Optical Works at Southbridge, Mass.

Edith H. Hall and Sara H. Colvin of '95, and Stuart Holt of '94, have finished successfully their Junior years at Smith, Brown and Yale.

Frank E. Carpenter is one of our two soldiers among the younger alumni who are at Santiago. He enlisted in the 6th Massachusetts and was sent almost immediately to the front.

Howard Williams is at work in the Bates Shoe Shop in Webster, Mass.

Helen Carr has been taking a course in Kindergarten training in Chicago.

A. Dumond Merwin, '94, has been in Florida during the winter.

Arthur O. Williams taught the district school at Rockland, R. I., during the fall and winter terms of the past year. He has been at home on his father's farm during the spring.

Charles H. Johnson is in the employ of a large wholesale grocery firm in Fitchburg, Mass.

Harry Hicks is working in a restaurant in Providence, R. I.

Mandus Johnson and his brother are managing a large farm in Putnam, Conn.

Constance Holt, '97, A. Lloyd Cooper, '97, Elihu W. Stevens and John P. Grosvenor have finished successfully their Freshman year at Vassar, Wesleyan, Sheffield Scientific School, and Yale University respectively.

Ralph A. Pike, '96, has finished a year of successful teaching at the Bugbee Neighborhood School.

Lucian E. Parker is working in the leather room of the skate factory in Torrington Conn.

Winfield Hibbard is in the United States Postal Service, on the trains between Springfield and Hartford.

Miss Florence M. Morse, '93, was obliged during the winter to resign her position as a teacher in New Boston, where she has been very successful. She will remain at home next year.

Miss Myrtle Chaffee has been spending some months in the west. She visited Miss Stella Tompkins in Tonica, for a few weeks.

Public Rhetoricals

Given by the Students of Woodstock Academy, in the Academy hall, Friday evening, March 25, 1898, commencing at 7.30 o'clock: Academy Orchestra.

PART I.

1. Chorus—The Sweet Tum Tum, Newcomb
2. Declamation—A Boy's Remonstrance, Fred F. Rockwell. Charles Perry
3. Declamation—The Boy in Blue, William C. Child. John D. Long
4. Recitation—Our Hired Girl and Raggedy Man, Olah H. Withey. Riley
5. Piano Solo—Valse Joyeuse, Wachs Ethel M. Spalding.
6. Declamation—The True Reformers, Bertran C. Bugbee. Greeley
7. Senior Class Honor Essays.
8. Declamation—The Black Horse and His Rider. John C. Chase. Lippard
9. Recitation—The Ballad of Judas Iscariot, May S. Gifford. Buchanan
10. Declamation—Karl the Martyr, Anon William H. Crowell.
11. Declamation—The Strike at Hinman's, Walter S. Child. Burdette
12. Violin and Cornet Duet—Selected. Kathlene E. Leavitt, Kenneth W. Leavitt.

Academy Orchestra.

PART II.

1. Recitation—Penelope's Christmas Dance, Edna V. Frost. Cloud
2. Declamation—Money, Peck Henry J. Potter.
3. Quintette—Barcarolle, Surette, Childe
4. Declamation—Princeton Alumni, Arthur G. Morse. McKittrick
5. The Bear Story That Alex 'Ist Made Up His-own-se'f Riley S. Florence Warren.
6. Declamation—The Grey Champion, Emma E. Allen. Hawthorne
7. Violin Solo—Je suis le petit Tambou, Op.5 Ethel C. Phillips. David
8. Recitations from the Poems of Rudyard Kipling:

Maria Chandler	{	Prayer Before the Battle The Bell Buoy
Ruby Sanborn	{	The Liner, She's a Lady The Recessional
9. Recitation—Teaching Rollo to Dress, Flora A. Steere, Burdette
10. Declamation—Lygia, from Quo Vadis Sidney D. Upham.
11. Chorus—The Light of Youth, Marcy

Graduating Exercises, 1898.

PROGRAM.

1. Prayer. Rev. L. J. Bamberg
2. Quartette.
3. Address,
Rev. Charles A. Northrop, Norwich
4. Violin Solo, Ethel C. Phillips
5. Presentation of Diplomas,
Judge L. A. Catlin
6. Quartette.
7. Benediction.

Graduating Class, 1898.

"Esse Quam Videri."

CLASSICAL COURSE.

Flora Alton Steere, Quinebaug

LATIN SCIENTIFIC COURSE.

Emma Elizabeth Allen, Abington

Maria Elizabeth Chandler,
East Woodstock

Edna Viola Frost, West Woodstock

ENGLISH SCIENTIFIC COURSE.

Emily Burlingame Ross, West Woodstock

Leslie Phillips Harris, West Woodstock

James Howard Hutchins, Abington

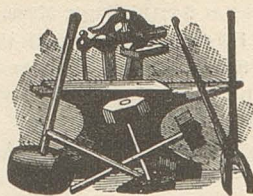
Sidney Darius Upham, East Woodstock

Albert Henry Williams, South Woodstock

Academy Sunday, June 12, '98

Sermon by Rev. Frank E. Rand, West Woodstock, at the Woodstock Congregational Church, eleven o'clock, A. M.

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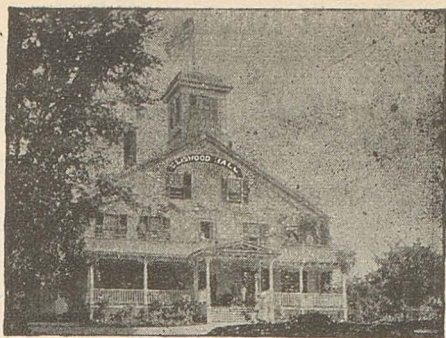
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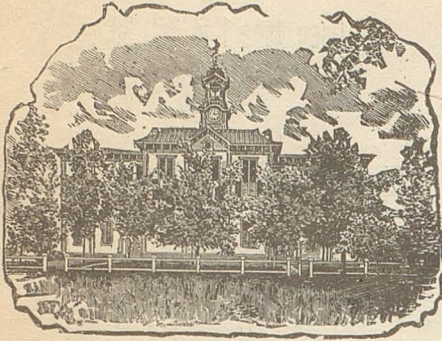
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Bryant & Stratton Business College

Providence, R. I., are worthy of careful consideration. Especially is this true to the student who must make the best preparation for business in the shortest possible time. This institution, now in its thirty-sixth year, is preparing its students in the most thorough manner for business. Its corps of ten teachers, tried and true, alive to every improved method of instruction, as well as to the improved methods of business practice, and surrounded with every facility for doing this work, are enabled to produce almost wonderful results in educating, developing and training young men and young women for business. In fact, the bright, capable and faithful student on completing his course is able to take his place in a business office and carry himself intelligently, systematically and accurately through the duties devolving upon him.

The methods of teaching and practice employed in this institution are unique and original, and though they are copied in some degree by other schools on account of their popularity and success, yet it is conceded that no school has yet been able to show the results which are obtained here.

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