

DENMARK ACADEMY AS I KNEW IT

Much has been written about Denmark Academy, but to a large degree this material has been historical in nature. The purpose of this article will be to picture school life and school spirit as experienced by the students, to portray something of that subtle, intangible influence that was so characteristic of the school.

To understand and appreciate the Academy, it is necessary to view its background and to know something of the men and women who established the school, the objectives they had, and the compelling spirit that urged them on.

The Denmark settlement was made by people whose ancestors were New England Puritans of Plymouth Rock standards and traditions. The ideals and tenets of the Congregational Church, formulated by those early New Englanders, were their heritage. To a very large degree the Denmark settlement was homogeneous in character, a typical Yankee community transplanted to Iowa soil. This distinctive characteristic is better appreciated, when Denmark is compared with the surrounding communities, which were decidedly heterogeneous in nationality, religion, tradition, and custom. In the home neighborhood of the writer (which was quite typical of such groups) there were Scotch, German, Irish, Catholics, Protestants, etc., with their varying social customs and religious dogmas — a mixture of many nationalities that were slowly amalgamated into a sort of frontier society, speaking a dialectical language. In the midst of such surroundings, Denmark stood apart, actuated by New England ideals and traditions, to which its inhabitants clung and upon which they built.

Probably the most pronounced and distinctive trait of

these Denmark people was their fidelity to the Christian religion, and among their first acts was the organization of the Denmark Congregational Society in 1838. Next to the church in their minds was education. In fact, the church and school were coördinate units. It has been said that the first pastor, Reverend Asa Turner, conditioned his acceptance upon the founding of an institution of learning. In 1845 he realized his dream, and to him was given the endearing title, "Father of Denmark Academy".

In the minds of these settlers at Denmark, religion and education were inseparable. The school was the complement of the church. Together they formed an ideal whose purpose was the systematic development of Christian character. Without having lived in this environment and having felt the intensity of its compelling force, it is not easy to appreciate its full significance. The people of Denmark believed in prayer and it was most faithfully exercised, not only in the church but in the home and in the school; and invariably whenever or wherever prayer was offered, the Academy and its work were always remembered. In brief, the Academy and its needs seemed to fairly obsess the very souls of these people, as they planned and labored to promote the welfare of Christian education, typified to them in the Academy. Only with this picture as a background can the real purport of the Academy be evaluated.

At the age of seventeen, I entered the Academy in the fall of 1881. Born and reared on a farm only twelve miles from Denmark, my preparation was that of the local country school for about four months each year. My vocabulary was limited and decidedly colored with localisms. Ayres' *Almanac*, a few miscellaneous books, a weekly paper, and a few illustrated magazines that occasionally found their way into our home made up the sum total of my reading material. Limited as my preparation was, I possessed certain

qualities that served me well. I had good health, knew how to work and was not afraid to do so, earnestly desired to improve myself through education, and above all was well grounded in the fundamentals of good morals and probity, for which I give my parents due credit. Thus equipped I entered the Academy to begin, as it were, a new life.

My parents desired above all else that I should go to school and offered financial assistance within their means; but it was very evident that to a large degree I would have to make my own way. With this in view, I went to Denmark during the summer of 1881 to find a place to work. As I look back, it seems to me that about the highest compliment that I can give the people of Denmark is that they dignified and honored honest labor and made every effort to assist students who desired to help themselves. I secured a place to work for my room and board by doing chores in the home of the Widow Shedd (Mrs. Curtis Shedd), who was a member of one of the pioneer families of Denmark. I spent my first year at the Academy in that home. During the second and third years, I assisted in taking care of the Academy buildings, receiving my tuition and two dollars each week, which about paid my way.

In 1881-1884 the enrollment at the Academy varied from 175 to 200. The students came from many different States and represented a fairly accurate cross section of young men and young women of that day. The majority were from the farm, but a goodly number came from urban communities, for but few cities at that time maintained a tax-supported high school of merit. The closest railroad connection was Fort Madison, nine miles to the south. It was sixteen miles to Burlington, between which place and Denmark a mail hack that carried passengers made daily trips, Sunday excepted. The community was generally looked upon as a religious, educational, and cultural center. There

had never been a saloon in Denmark and the environments of the Academy were heralded as favorable to student life.

Because of this reputation there came, or rather there were sent, to the Academy certain types of incorrigibles, generally boys. For the most part they were the sons of well-to-do parents and were sent to the Academy in the hope that the surroundings would offer fewer temptations, and that the influence at the school might bring a wholesome reformation. In most instances, the old truism of the "leopard's spots" held true, and they spent most of their time and energy trying to evade Academy rules, to the vexation and desperation of the principal. On the whole, though, the students were seriously inclined, anxious to take advantage of the opportunities offered, and with definite purposes in mind, thereby creating a school spirit elevated in tone and conducive to efficient school work.

The Academy was coeducational, but there were, nevertheless, very positive regulations intended to insure what was considered proper conduct and the accepted relationship of the two sexes. The catalogue of 1853 had presented the school under the "Male Department" and the "Female Department". In 1868-1869 the catalogue specifically listed a "Ladies Course of Study". By 1881 this distinction as to courses was no longer observed; but the segregation of male and female into separate study halls with the principal in charge of the men and the lady principal in charge of the young women was the practice.

Most vividly is this division recalled by the writer, for during the daily program it was necessary for the young men to go to the women's room for class recitation. Miss Cooper, the lady principal, was seated on the rostrum in the west end of the room. Entrance to the hall was from the east, thus requiring the young men to walk the length of the room before coming to the recitation seats. With Miss

Cooper's sharp eyes in front and a group of young ladies with equally keen eyes on each side, ready to giggle at the slightest awkward move or slip of the tongue, you have the picture. Talk about "running the gauntlet" or the "charge of the Light Brigade"! To a bashful country lad, a lot of painted Indians or "rained at by shot and shell" could not have been more disconcerting. The young ladies were supposed to be in deep study, but I then felt (and still surmise) that most of them were peeking out the corners of their eyes, each mentally "sizing up" and "picking out" her man. Such has ever been the habit of the "fair sex".

In 1881-1884 the faculty of Denmark Academy included the following: Mr. G. W. Bingham, principal; Miss Emma P. Cooper, lady principal; Mrs. G. W. Bingham, instructor; Mr. Frank Leverett, instructor; and Mr. Herbert Joy and Mrs. Prescott, vocal and instrumental music.

"Professor" Bingham was a most scholarly and cultured gentleman, an excellent instructor, and a good disciplinarian. His six feet and one inch in height, with a body of corresponding proportions, gave him a most striking physique, which when motivated by his powerful mind made him a most commanding personality. As one of the caretakers of the building, working under his direct supervision, I had daily personal contact with him from a business standpoint in addition to our classroom relationship. I not only grew to respect him highly, but also to fear him, for I found him a man of moods, often mercurial in his reactions, ranging the whole gamut of human emotions from jocular joviality to fits of temper. In the classroom he was a forceful and inspiring teacher and an excellent oral reader, especially of Shakespeare's plays. Even to this day, I can feel his influence, for he so introduced me to the best in literature that I felt its beauty and acquired for it a love that has deepened as the years have come and gone.

Mrs. Bingham seemed to exemplify the law that "opposites attract"; she was small of stature, retiring in disposition, and very quiet in action. I still consider her one of the most cultured and refined women whom I have ever known. In her class in "Evidences of Christianity", she was a living example and the embodiment of the subject itself. Through it her soul shone with a luster, the influence of which has never passed from me. Well has it been said, "Contact with a high-minded woman is good for the life of any man."

Miss Emma P. Cooper was an unusual person, an excellent instructor, and, of all the teachers that I have had, I must assign her first place. Not so much that she was superior to others in the presentation of textbook material, but more for the reason that she took a very personal interest in me, a rather timid young man, and by patient and kindly suggestions led me to gain confidence in myself and most tactfully encouraged me to strive on to higher and better things. She seemed imbued with mother love and was,

The sweetest woman ever Fate
Perverse denied a household mate.

I owe her my most sincere gratitude.

Mr. Frank Leverett who was in charge of the science classes was a Denmark boy, a graduate of the Academy, also of the Iowa State College at Ames. He was the youngest member of the faculty, in age but a few years the senior of most of the students and a junior to some. Frank, as he has always been to me, never seemed to be just like other young men of his years. There was about him an air of seriousness and maturity that made him an old young man. He early became interested in geology and his work in that subject at the Academy proclaimed that "coming events cast their shadows before", for today he is one of the most

distinguished authorities in the United States on the glacial and drift periods. Dear old Frank, in memory he has ever been with me, for he introduced me to the great world of nature, and the specimens of *Sigillaria* fossils I acquired when a student in his class are the most valued of my collection, especially *Sigillaria Leveretti*, the one named for him.

Of the members of the faculty in charge of the music, I knew Mrs. Prescott best, for she tried to instruct me in vocal music, but after a few weeks we both concluded that it was a waste of time and my musical education came abruptly to an end. Mrs. Prescott, like her sister, Mrs. Bingham, was a cultured Christian woman, and it is my understanding that she later became the second wife of Mr. Bingham, the first Mrs. Bingham having passed away. Fortunate, indeed, is the young person that comes under the influence of good teachers, and at Denmark Academy I was most truly favored.

The Academic Course included Latin and required four years. The Scientific Course differed from the Academic only in the omission of Latin. It required three years. The scientific apparatus for that day was quite adequate, including a six-inch telescope, but the work in Physics, Astronomy, Chemistry, and Geology was quite elementary, being limited to "Steele's Fourteen Weeks" in each. The College Preparatory Course included both Latin and Greek. The work in Greek covered Hadley's Grammar, Boise's Lessons, Xenophon's Anabasis, Homer's Iliad (two books), and Boise's Prose Composition.

Since the Academic Course included all the subjects offered, with the exception of Greek, the studies and textbooks as presented in the catalogue for 1881-1882 are given below. German or French could be substituted for Latin in this course.

JUNIOR CLASS

	Arithmetic — Fish's
First Term	English Grammar — Harvey's
	History of the United States — Anderson's Popular
	Latin Commenced — Harkness's New Reader
	Algebra — Robinson's
Second Term	Book Keeping — Packard's
	Latin Continued — Harkness's New Reader
	Algebra — Robinson's
Third Term	Physical Geography
	Latin Grammar and Reader — Harkness's

JUNIOR MIDDLE CLASS

	Natural Philosophy — Norton's
First Term	Outlines of History — Swinton's
	Sallust or Caesar — Chase's
	Geometry — Wentworth's
Second Term	Physiology — Hooker's New
	Sallust or Caesar
	Botany — Gray's
Third Term	Politics for Young Americans — Nordhoff's
	Cicero — Chase's

SENIOR MIDDLE CLASS

	Astronomy — Lockyer's
First Term	Political Economy — Gregory
	Cicero
	Chemistry — Hooker's
Second Term	Rhetoric — Hart's
	Cicero
	Trigonometry and Surveying
Third Term	Geology — Dana's
	Virgil — Chase's

SENIOR CLASS

	Commercial Law — Townsend's
First Term	Moral Science or Brooks' Normal Methods
	Evidence of Christianity — Hopkins'
	Virgil

	Mental Philosophy — Upham's
Second	Butler's Analogy or Gillett's Moral System
Term	Shakespearean Reader or Normal Methods
	Cicero Reviewed
	Butler's Analogy or Gillett's Moral System
Third	English Literature — Shaw's New
Term	Milton's Paradise Lost
	Virgil Reviewed

In addition to the three regular courses, a Teachers' Normal Course was provided and a short Commercial Course was offered during the fall and winter terms. Instruction was given in both vocal and instrumental music. A separate building was used for this purpose and conservatory methods were adopted with marked efficiency. In the Military Department the teacher had the rank of captain. The other officers were selected from the students and the company recited regularly in Upton's *Military Tactics*.

In offering a course of study, those in charge of the Academy had something higher in mind than mere textbook knowledge. Education to them "consisted in the amount of manhood, spiritual as well as intellectual, which is developed, and not in the abundance of facts with which the mind is gorged."¹ To them *character* came before *scholarship* and the Bible as it applied to human society and the moral conduct of individuals was a part of each day's program.

In fact the whole institution seemed supercharged with a spiritual and moral atmosphere. The Wednesday afternoon prayer meeting, while not compulsory, was as much a part of the course of study as algebra. A devotional period was held daily, which all were required to attend. Attendance at church on Sunday morning was compulsory and disobedience meant an explanation to the principal. To say that the observance of this rule proved equally beneficial to

¹ Quoted from a catalogue of Denmark Academy.

all would be a distortion of the facts. In truth, many students were rebellious at what they termed coercion in a matter that, they thought, should be personal. On the whole, however, the influence of the rules was decidedly upward and toward the better things of life; no one but a moron could spend three years at the Academy and not carry into life some higher ideals.

There were numerous rules and regulations for securing proper decorum. Here are some specific examples:

(1) All pupils are required to be present at daily devotions in the Academy, and attend church Sabbath mornings.

(2) Students are prohibited from profanity, card playing, dancing, and the use of intoxicating drinks.

(3) At the ringing of the evening study bell (7:00 o'clock), all should cease recreations and repair immediately to their studies; nor should any be away from their rooms on recreation evenings, later than ten o'clock, P. M.

(4) Students may not be absent from their rooms during study hours, nor be away from their homes, nor visit each others' boarding place on the Sabbath.

(5) Students must not make or attend parties or entertainments on any other than recreation evenings.

(6) Students from abroad must not leave town unless excused.

The catalogue listed thirty or more such rules, the last one being a sort of blanket stipulation, giving the principal authority to "make such other rules as may be deemed necessary" — "all looking to the best good of the whole." Yes, there were plenty of rules, most of them readily accepted by all and in harmony with that golden rule of school life, "What *all* may not do, or abstain from doing, *one* may not."

As I view it after an experience of fifty years trying to direct the activities of young people, the rules were right; the trouble was that they *were rules*. In the minds of many young people, a formal rule is a challenge. The cultivation

of self control in harmony with the accepted standards of good society is more desirable, and, as a rule, will succeed just as well, if not better.

Promptly at seven o'clock the old study bell in a clear tone of authority seemed to say, "Time for study!" "Cease your play." "Go to work." True, its commands were not always heeded, but that was the program and a large majority of the students cheerfully complied. As high school principal and city superintendent, I many times have wished that I could exercise something of the authority of that old study bell.

I do not wish to convey the idea that life at the Academy was dull and dolesome, or that the teachers and those in authority were a group of "joy killers". Far from it. Be assured that a company of nearly two hundred young men and women, including personalities ranging from the serious minded to the clown, did not lack either the inclination for amusement or originality in planning it. Tricks, pranks, jokes, and laughter succeeded prayers. Gossip, even to scandal, reared its ugly head. Cupid shot his darts with most telling aim. Envy, jealousy, revenge, and spite distorted human action then, as now. The bully bellowed and the braggart bragged.

Even Academy rules were scandalized and the bare truth would reveal most thrilling backdoor exits and window scenes paralleling that of Romeo and Juliet. But what of it? In most instances, the violation of Academy rules was neither malicious nor were the participants depraved, and many of the worst offenders became the "salt of the earth", laying down for their own children rules similar to those they had broken at the Academy. For behold! it was the mating season for a group of young people, and when the rules of men do not parallel the laws of nature, frequent violations may be expected.

School authorities set Friday evening apart for social and recreational events. The young men planned their own outdoor seasonal games, that of soccer football (using the round ball) proving the most exciting. At frequent intervals the faculty and students arranged social events in the Academy Hall, at which a prearranged program of games and stunts was carried out. All such events were properly chaperoned by the faculty, and a decorum in keeping with adult standards of that day was expected; but even at that time there was a deal of "holding of hands" and sly "love making". This may have lacked something of the sloppy vulgarity of the modern "Charleston" and the "Big Apple", but it brought results as the records do proclaim.

Two other outside activities that met with the most hearty approval of the faculty were the literary societies and the Wednesday afternoon public programs in the Academy Hall. The Archimedean Literary Society (Motto: *Merere et Superare*) was an association maintained among the young men of the Academy, for the purpose of "promoting literary attainments, improvements in public speaking, and knowledge of parliamentary usage."² It met weekly and gave one public program each term. It was organized in 1868 and through the years had developed into one of the going concerns of student activities. To become a member of it was a good recommendation; to appear on its public program was a recognition of distinctive service; to become its president was an outstanding honor. Even to this day, the writer values the associations, experiences, and training that came to him through that society as one of the high points in his school life. The Philomathean Society held a corresponding place among the young ladies of the Academy. Woe the day that saw such organizations crowded out of our schools!

² From a catalogue of Denmark Academy.

The Wednesday afternoon programs were under the more direct control of the faculty, but their aim was to serve the entire student body along lines similar to the literary society. This was a forum for the discussion of current topics, a platform for declamation, original essays, and orations, and the rendition of musical numbers, all by the students. The programs were varied, therefore recreational, entertaining, and instructive. A student critic was appointed for each week and his or her report at the close of the exercises varied in being instructive, amusing, and at times embarrassing, depending upon the originality and whim of the individual critic.

In all there was a wholesome, human life at the Academy, in which there was a combination of fun, recreation, and study, with the emphasis on study — a mixture of lights and shadows that will ever represent the picture of human life.

Students at the Academy, like student aggregations the world over, had their quips in regard to the faculty and policies of the school. In time some of these became so pronounced that they assumed a special significance in the life of the school. So it was with "Room B" at the Academy. This particular room served many purposes. During the daily program, it was used for class recitations; after school, once each week, it became the place for religious exercises; in the evening the literary society met there.

But in the minds of the students it was most vividly associated with disciplinary scenes, and any reference to it was generally answered by facetious witticisms. It was in that room that culprits faced the principal to explain and answer some embarrassing questions that invariably and provokingly occurred to "Professor" Bingham. "Room B" symbolized school authority that carried to all a degree of wholesome respect, but to the offender it conveyed an un-

named dread, for within its closed doors violators of Academy rules listened to pronouncements that ranged from good advice and solemn admonitions to expulsion from the school. It meant facing the compelling personality of Principal Bingham, whose eyes could penetrate to the remotest recesses of a guilty soul. One visitation was generally sufficient.

In 1881-1884 the Academy required military drill for all male students not disqualified by physical disability. Arrangements had been made whereby about one hundred and fifty Civil War muskets had been loaned to the Academy by the government. A room, known as the armory, had been fitted up and military drill was a part of the daily school program. Harry Babcock was the commanding officer. I do not recall just how or where he received his training, but I do know that Napoleon Bonaparte never *looked* more the soldier than did Captain Babcock. The pupils, aside from the subordinate officers, were not in uniform, hence it was a motley-looking aggregation that marched to the command of "right", "left", "forward march", etc. There was only one requirement in dress, that of having your shoes blacked. It may have been good training, but I never could understand just why a soldier could shoot straighter because his shoes were shined, but such seems to have been the decree of military authority.

With all due respect for the sincerity of pacifists, who appear to have been thrown into a spasm over military drill in our schools, I wish to say that I do not believe that a more beneficial combination of physical and mental drill has been offered. To combine grace and ease of movement with the ability to concentrate and follow specific orders in unison with others is highly beneficial as well as educational. To say that such training will make its subject war-minded is about as silly as to contend that the right of

suffrage will lead to graft in politics. Personally I consider my military drill, both at the Academy and in college, highly valuable and from an educational standpoint much superior to our modern athletic games, which of necessity must be limited to a few.

One incident at the Academy stands out most vividly in my memory. It was early in the fall of 1881, at the time of President Garfield's death. In response to a nation-wide desire to honor the memory of that good man, a public memorial service was held at the Congregational Church, which the faculty and students of the Academy attended en masse. The military company led the procession to the church, with arms reversed, flag at half-mast, and a band of black crepe on the arm of each participant. So far as that small company could, it made a most sincere effort to dignify the occasion with due military honors. Comparatively it was a small offering, but it left an impression on my mind that the changing scenes since that time have not erased.

The one outstanding event at the Academy was Commencement. It was the climax of the school year and the apex of all social life in the community. Work on the farm and in the home was planned with that event in view. Former students returned to enjoy again the familiar scenes of days gone by, to renew old friendships and participate again in the activities of school life. Combining intellectual programs with social fellowship, it became the culmination of all school interests, the "Red Letter Day" of the year, to be fully appreciated only by those who have experienced it.

Commencement exercises extended through three days — Monday, Tuesday, and Wednesday — of the closing week of the year. Monday and Tuesday were largely given over to "final public examinations". Since this particular phase of school work is no longer in common use, a few words of explanation may prove of interest.

The place for holding these examinations was the stage in Academy Hall. The participants were the pupils of the respective classes, with the teacher in charge. The examining board consisted of the Academy trustees, or a committee appointed by them. In addition there was an audience of friends and the curious. Never will I forget the first time that I faced that ordeal. The class was marshalled in and seated in class form with the teacher in front and the examining board just to the rear of the teacher. The examination was oral and each pupil stood to answer questions.

To face the teacher was no easy matter, but to do so in the presence of that rather austere committee and a staring audience ready to giggle at the slightest slip — well, it was enough to fairly congeal the blood and produce stupidity. As time passed, however, observation brought its lessons, and I became aware that the members of the committee often knew little or nothing about the subject under question; also that teachers, even in those early days, possessed traits of character quite universal to the profession, often tempering the questions to fit the ability of particular students, especially in the presence of company. The custom was a rather spectacular exhibition, but of small educational value.

On Tuesday evening (examinations all over and a passing grade for almost everybody), the annual school exhibition was given in Academy Hall. Usually it was a play, presented by the pupils under the direction of the faculty. It was looked upon as one of the high points of the season, and since there was no admission charge the hall was filled to capacity.

Wednesday was the real Commencement Day. In the forenoon, the members of the graduating class gave their graduation theses in public and then listened to an address by some distinguished person. In the afternoon, there was

a second address, given under the auspices of the alumni. Both addresses were usually of a high order.

The closing event of the day and the year was the "grand social" and reception held on Wednesday evening at Academy Hall, in which teachers, students, and friends participated, in an effort to honor the members of the graduating class and bid them a *bon voyage* upon the sea of life. It was a brilliant affair and a fitting climax to the season. There was a general relaxation of Academy restraint, and each student, dressed in his best "bib and tucker", vied with his fellows to appear at his best.

Soft eyes look'd love to eyes which spake again,
And all went merry as a marriage bell.

As was characteristic of the school, this reception was a most democratic affair, where all civil persons were made welcome, for which reason it was a most becoming "closing event".

I graduated from the Academy on June 10, 1884, and fifty-six years will soon have passed since that day. Through all these years, my mind has ever returned to the time spent in that old school and always with a deep sense of gratitude for what came to me there. Odd though it may be, the years spent at the Academy have always been dearer to me and the memory of the old school more vivid than those of my college life. As I now analyze it this was due to three factors. To begin with, it was my first experience away from home and the impressions were deep and lasting. In the second place, the Academy was for Denmark the *one* outstanding institution and the life of the community was centered in it, with but little else to detract. Thirdly, due to the small number enrolled, the Academy was extremely democratic, with the student body united in the promotion of a common school spirit and concerted activities, thereby making it easy for each to become acquainted with all.

In trying to explain school life at the Academy, one is confronted with an intangible something that is much easier to feel than to convey to others. For the want of something better I will call it "school atmosphere", a sort of personality, as intangible as the odor of the rose, that gripped the soul and held it. Next to my home, Denmark Academy thus became to me a sacred shrine, encircled with a halo of hallowed memories.

Not that the Academy was without faults, for as a student I thought, and I still so feel, that the prayers were unnecessarily long, that the religious life was over severe and that the Sabbath was made doleful beyond reason. But, when I recall that education in the minds of the founders of the school primarily meant character building, and the Bible was the foundation of all true Christian ideals, I have nothing but praise for those splendid men and women who made such heroic sacrifices to establish and maintain the school in harmony with their cherished program.

The real worth of any system of education can best be judged by its products — the character and success of its students. Any effort to so evaluate Denmark Academy must prove despairingly inadequate. In the first place, its students have scattered to all parts of the world with no accurate record of their number or whereabouts. Even though they could be catalogued, character and success are such intangible qualities that only Deity could give to each his proper place. Nevertheless there are certain worldly standards by which men do determine "Who's Who", and a list of some well-known graduates has been compiled. Quite naturally many others just as deserving have not been included, their whereabouts and services being unknown to the writer.³

³ In the compilation of this list, the writer was assisted by two other alumni of Denmark Academy, Frank Leverett of Ann Arbor, Michigan, and his sister, Mrs. Mary Houston of Denmark.

Those on my list of "Who's Who" from Denmark Academy are the following:

- Charles Kendall Adams, 1856-1857, historian, President of Cornell University and the University of Wisconsin.
- Henry C. Adams, 1870, Professor of Political Economy, University of Michigan, economic adviser for Chinese Republic.
- Constantine P. Arnold, 1877, prominent lawyer in Laramie, Wyoming, author of *Athletics of the Mind*, *Winter Picnics*, *The Coroner's Jury*, and other books.
- Helen Judy Bond, 1909, Professor of Home Economics, Columbia University.
- Pierson H. Bristow, 1867, writer, politician, and businessman, for some years in government service at Havana, Cuba.
- Asa H. Burton, 1883, lawyer in Sioux City, Iowa, Mayor of Sioux City, 1900-1901.
- Emma P. Cooper, 1858, teacher at Denmark Academy and other schools.
- Anna Bell Cowdrey, 1901, missionary in India.
- Hattie Sturges Crawford, 1874, missionary in Ponape, Micronesia, and Mexico.
- Charles W. Cruikshank, 1884, teacher and superintendent of schools in Fort Madison and Mount Pleasant, Iowa, for some fifty years.
- Harriet Day (Mrs. Thomas McClelland), 1866, teacher of music and painting at Denmark Academy and Pacific University, Forest Grove, Oregon.
- Oliver F. Emerson, 1878, Professor of English Literature, Western Reserve University.
- Henry C. Fairbrother, 1868, prominent physician in East St. Louis, Illinois.
- Walter T. Field, 1878, served on the staff of Ginn and Company, prepared children's books in collaboration with Mrs. Ella Flagg Young and Cornelius H. Patton, contributor of poems and essays to magazines, editor of *Abbey Classics*, and author of two-volume work on Rome.
- Emery F. Goss, 1909, Associate Professor of Dairy Industry, Iowa State College, Ames, Iowa.
- Rebecca Hannah, 1868, physician in southwestern Iowa.
- Hervey Hazen, 1902, master farmer and agricultural worker.

- Arthur Hertzler, 1890, pathologist, surgeon, and gynecologist, founder of a large hospital at Halstead, Kansas, author of *The Horse and Buggy Doctor* and several medical books.
- Albert Sturges Houston, 1872, missionary to Ponape, Micronesia, pastor of a church at Kobala, Hawaii, and in Iowa.
- Hattie A. Houston (Mrs. Hitchcock), 1882, missionary to Ceylon.
- Herbert H. Joy, 1879, an instructor in music in Denmark Academy, 1881-1883, and later in other institutions.
- William D. Kirk, 1866, Minnesota banker.
- Hiram Knowles, 1856-1857, a judge in Montana.
- Frank Leverett, 1878, instructor at Denmark Academy, 1881-1883, United States Geological Survey, 1886-1929, lecturer in glacial geology, University of Michigan, 1910-1928.
- Cochran McClelland, 1869, prominent physician in Philadelphia, Pennsylvania.
- Thomas McClelland, 1871, professor in Denmark Academy and Tabor College and president of Pacific University, Forest Grove, Oregon, and Knox College, Galesburg, Illinois.
- Alfred B. Quinton, 1874, lawyer and judge in Topeka, Kansas.
- Hannah Ramsey (Mrs. Arnold), 1860, a teacher in Denmark Academy and other schools.
- Frank E. Rand, 1874, missionary in Ponape, Micronesia.
- Sanford C. Robinson, 1867, principal of a mining institute, Colorado Springs, Colorado.
- Hibbard H. Shedd, 1866, merchant in Ashland, Nebraska, Lieutenant Governor of Nebraska, 1885-1889.
- W. Eugene Sloat, 1892, professor in Central College, Chicago, Illinois.
- Wm. W. Sniff, 1885, professor in Eureka College, Eureka, Illinois.
- Jonas R. Stevenson, 1872, instructor in Denmark Academy and in other schools.
- Francis Van Tuyl, 1907, Head of the Department of Geology in Colorado School of Mines, author of *Elements of Petroleum Geology* and other scientific papers.

That it was my privilege to be a student at the Academy for three years, I am truly thankful; that I received there high ideals of true manhood, I frankly confess; that those standards have been for me a guiding star in my efforts to

meet the duties of life, I do not hesitate to proclaim; and as the evening of my life deepens to its close, I more clearly appreciate what the school stood for and more accurately evaluate its true worth. I am, therefore, proud to be one of its graduates.

As in memory I recall those golden days, I have but one serious regret, and that is that the old two-story stone⁴ building that I knew and loved is no longer there. It was destroyed by fire in 1924. In its stead and on the same site there stands a new structure. I grant that it may be better suited to the needs of the present school system, but by no stretch of the imagination can I make it into the old school that I knew. The old building, surmounted by its cupola, will ever have for those who knew it an almost sacred charm. In architecture it possessed classic proportions and beauty, and its stone walls were typical of those stalwart pioneers by whom it was erected. Its glory will never dim in the memory of those who came and went through its doors. As one of its caretakers for two years, I knew its every detail, and like the memory of a good and true friend it has been most dear to me, for with Shakespeare "I can not but remember such things were, that were most precious to me."

Kindly pardon if I shed a tear, now that it is no more.

C. W. CRUIKSHANK

MT. PLEASANT IOWA

⁴ For a picture of Denmark Academy see the *Annals of Iowa* (Third Series), Vol. VII, opposite p. 13.