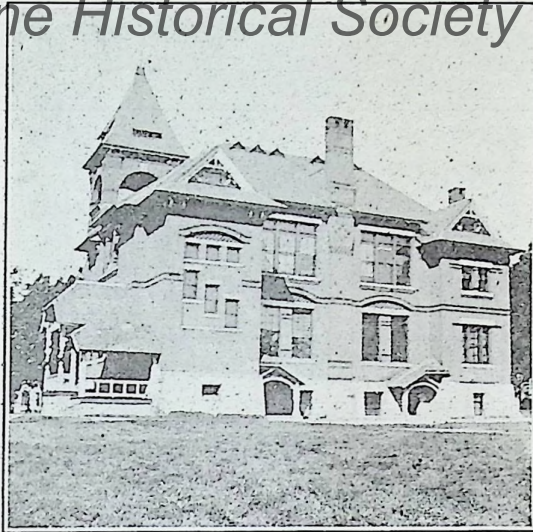


# The Arms Student

*Shelburne Historical Society*



Published by the Students of Arms Academy, Shelburne Falls, Massachusetts.

APRIL MCMV

VOL. XVIII

NO. 4

# ARMS ACADEMY

Spring term begins March 20, 1905.

Our three courses of study enable us to prepare students for any College or Technical School in New England. Throughout the student's connection with the institution deficiencies in the common branches, Spelling, English Composition and Arithmetic, receive careful attention.

The aim of the School is to meet, so far as possible, the individual needs of each pupil. An earnest effort is made by instructors that class-room work on the part of the student be something more than a mere unloading of text-book matter. The power to think and to use materials at hand are constantly kept in view. For further information apply to

PRIN. C. A. HOLBROOK, Shelburne Falls, Mass.

## Classical Course. Figures denote recitation periods per week.

|            |         |         |  |   |           |
|------------|---------|---------|--|---|-----------|
| Freshmen   | Latin 5 |         | Algebra 5  | Physiol. $\frac{1}{2}$ yr. } 5<br>Eng. Hist. $\frac{1}{2}$ yr. }                      | English 3 |
| Sophomores | Latin 5 | Greek 5 | Algebra $\frac{1}{2}$ yr. } 5<br>Geom. $\frac{3}{4}$ yr. } | Grecian Hist. $\frac{1}{2}$ yr. } 2<br>Roman " $\frac{1}{2}$ yr. }                    | English 3 |
| Juniors    | Latin 5 | Greek 5 | French } 5<br>or<br>German }                               | Civics 2  | English 2 |
| Seniors    | Latin 5 | Greek 5 | French } 5<br>or<br>German }                               | Arith. $\frac{1}{2}$ yr. } 5<br>Alg. $\frac{1}{2}$ yr. }<br>Geom. $\frac{1}{2}$ yr. } | English 3 |

## General Course.

|            |         |   |   |   |           |
|------------|---------|---|---|---|-----------|
| Freshmen   | Latin 5 |   | Algebra 5   | Physiol. $\frac{1}{2}$ yr. } 5<br>Eng. Hist. $\frac{1}{2}$ yr. }                      | English 3 |
| Sophomores | Latin 5 | Physics 5   | Alg. $\frac{1}{2}$ yr. } 5<br>Geom. $\frac{3}{4}$ yr. } | Grecian Hist. $\frac{1}{2}$ yr. }<br>Roman " $\frac{1}{2}$ yr. }                      | English 3 |
| Juniors    | Latin 5 | Chem. 5   | French } 5<br>or<br>German }                            | Civics  | English 2 |
| Seniors    | Latin 5 | Am. Hist. $\frac{1}{2}$ yr. } 5<br>Botany $\frac{1}{2}$ " } | French } 5<br>or<br>German }                            | Arith. $\frac{1}{2}$ yr. } 5<br>Alg. $\frac{1}{2}$ yr. }<br>Geom. $\frac{1}{2}$ yr. } | English 3 |

## English Course.

|            |   |   |  |  |           |
|------------|---|---|--|--|-----------|
| Freshmen   | Eng. Lang. $\frac{1}{2}$ yr. } 5<br>" Gram. $\frac{1}{2}$ yr. }                       | Arith. 5  | Physiol. $\frac{1}{2}$ yr. } 5<br>Eng. Hist. $\frac{1}{2}$ yr. }   | Bookkeeping 5                              | English 3 |
| Sophomores | Physics 5   | Algebra 5   | Grecian Hist. $\frac{1}{2}$ yr. } 5<br>Roman " $\frac{1}{2}$ yr. } |  | English 3 |
| Juniors    | Chem. 5   | Alg. $\frac{1}{2}$ yr. } 5<br>Geom. $\frac{3}{4}$ yr. }       | French } 5<br>or<br>German }                                       | Civics 2                                   | English 2 |
| Seniors    | Arith. $\frac{1}{2}$ yr. } 5<br>Alg. $\frac{1}{2}$ yr. }<br>Geom. $\frac{1}{2}$ yr. } | Am. Hist. $\frac{1}{2}$ yr. } 5<br>Botany $\frac{1}{2}$ yr. } | French } 5<br>or<br>German }                                       | Solid Geom. } 3<br>and<br>Trig. Elective } | English 3 |

# THE ARMS STUDENT.

VOL. XVIII.

SHELBURNE FALLS, MASS., APRIL, 1905.

No. 4

PUBLISHED EVERY SIX WEEKS BY AUTHORITY OF ARMS ACADEMY.

Entered at the Postoffice at Shelburne Falls, Mass., as second class matter, April 6, 1901.

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## EDITORIALS

Donations are still in order. Arms has been presented with six books and six maps by Mrs. H. M. Puffer. Mr. Geo. A. Cadwell of the Dixon Pencil Company, New Britain, Ct., has presented us with some fine graphite specimens from Ticonderoga. And we have received "The Index" from the Massachusetts Agricultural College, Amherst, Mass., and "The Ship of State" from Supt. C. P. Hall.

It would be a grand good scheme if a full set of all the back issues of the STUDENT could be placed on file in the

library for the use of all students as well as the editors. We now have volumes XIV, XV, XVI and XVII complete, also the present volume. If any of the alumni have back numbers and would be willing to give them up to a good cause, they will be gratefully received by the editor and placed on file in their honor.

Much regret is felt by the students for the resignation of Miss Flora Hosmer. She is succeeded by Miss Gertrude C. Ellis of Keene, N. H. a graduate of Mount Holyoke College, who has been teaching at Duxbury Academy and comes very highly recommended.

The Chemistry Class has succeeded in producing the annual hydrogen sulphide fumigation in good shape.

The mud on the campus is dry, and base ball practice has already begun. A good team is expected this year, since nearly all of last year's team returned to school and the new material is showing up well.

The following students are exempt from spelling the remainder of the year: Alice Atkins, Arthur Ford, Mildred Temple, Jenette Williams.

There is rumor in the air that the old Arms Field Day may be revived in the

near future. There is considerable rivalry between the different classes, and here's hoping it may be carried out with great enthusiasm and interest.

### IS FORESTRY IMPORTANT?

#### First Prize

Is Forestry important? Surely all will admit that money is important to a town or state. Then Forestry must surely claim our attention, for there is a great improvement in the wealth and appearance of a town, when its timber growth is in good condition. Forest land is now considered an excellent investment which will yield good interest. But this is true only so far as the lumberman knows something about managing the forest, and does not slash down immature trees. For instance, some one owns a tract of pine timber, and, just when it is beginning to grow, sells it to those who are but too willing to destroy a forest. The trees find their way to the busy, buzzing saw mill, and the land where the trees stood is a place of devastation. Thousands of feet of splintered timber lie scattered abroad, while many logs remain under the brush, to be riddled by the winter worms. This process is like taking from a bank, stock that is yielding five per cent, and selling it for perhaps fifty dollars more than its actual value, and at the same time giving up all rights of investing again.

That is why Forestry aims at two objects in particular: to teach the lumberman how to cut and handle timber, and to induce the farmer to raise the second crop. Some older people would tell us that there is as much standing timber in New England to-day, as there was forty years ago. They might be correct if they said there is as much land covered with some kind of growth. But

what is this growth that springs up so suddenly after the old trees are taken? Visit places where years ago you saw magnificent groves of pine, oak, hickory, and hemlock; and you will find, now, masses of stunted poplars, shrub spruce, and pasture birch. These trees never reach maturity, but serve only as destroyers of all vegetation. To make every square foot of our forest land yield an income to individual and State, is an object of Forestry. Therefore, if we have not the knowledge of applying any science to timber raising, it is time to be influenced by men who are skilled in their work. The condition of the forest to-day, proves that nature's distribution of seed, and the natural growth of trees, will not produce the amount of timber required annually in the United States.

To whom is Forestry important? It affects the mass of people as well as the individual. Then shall the Forest Congress allow railroad men to cut their millions of ties wherever they wish? Shall it allow the miner to get props for his mines in the nearest place, regardless of results? Or let the stock raiser place his growing herds anywhere in the western timber land? These are becoming important questions, because, if these men are allowed to draw from the timber supply to an excess, what will become of the manufacturer, laborer, and farmer? They must be protected.

Then, too, what about our water supply? We know that the influence of the forest on some streams makes farming possible in many places. It also tends to prevent floods as well as droughts. When the big timber deal was on foot, which involved nearly one hundred and twenty thousand acres about the head waters of the Deerfield,

some of our men who understood irrigation were fearful for the manufacturers here in Shelburne Falls. What had they to fear? They knew that if this immense tract of spruce passed into the hands of a syndicate, and millions of feet of this timber were swept away yearly, our now inestimable stream would, in the summer months, become a mere brook, while in the spring we should encounter freshets. Forestry is tending to regulate these matters, and the State Forester's duty is to promote the value and perpetuation of this kind of property.

If the forest were more and more impaired, what would become of the tar and turpentine industries in the Southern States? What would the pulp mills work on? Is it better for a farmer to sell, in one year, all the trees he owns, leaving his farm covered with brush, or to have the knowledge of managing, so as to be able to sell every twenty years the amount he would have disposed of in the first place?

In Germany a man can not go out into the woods and cut whatever trees he wishes, but State Supervisors of Forestry tell him which trees are ready to be taken, and what must be left standing. Perhaps you think that is putting it pretty strong, but it is just what we are coming to, unless we use common sense and good judgment in way of preservation.

Again, Forestry is important because we now see good results from its work. Men representing almost all classes of labor are interested, and, with the aid of several states are doing excellent work. To-day, in many places where this work is being carried on, the forest is revealing its source of wealth. A western city recently purchased a large tract of timber land, which, under the

supervision of skilled foresters, is to be turned into a park, and also be made to yield immense quantities of timber for the city.

Some one has said that it takes thirty years to grow a tree, and only thirty minutes to cut it down and destroy it. Therefore, knowing the values and far reaching results of unintelligent devastation, we are satisfied that the knowledge and laws of forestry are more and more commanding public attention.

L. E. BIRD.

### THE PURITANS OF MASSACHUSETTS BAY WERE JUSTIFIED IN REQUIRING MORAL AND RELIGIOUS QUALIFICATIONS FOR ADMISSION TO THEIR COLONY.

#### Second Prize.

The Puritans had before their eyes the success of the Plymouth Pilgrims, who had escaped both persecution in England, and the gradual loss of their nationality in Holland. Therefore the Bay colonists deliberately, and for conscience' sake, withdrew from the general body of Englishmen. Their aim was to establish in America, what should seem to them, as Fiske says, "a due form of government, both civil and ecclesiastical." It was to be a government under which one particular people might worship as they chose, looking to God and common sense for guidance. Naturally the question of self-preservation arose.

As a first consideration, then, is this principle of self-preservation of itself justifiable? What does the law have to say? Suppose one villain kills another. If it is proved that the act was done in self-defence, the court acquits the prisoner. Then if a villain is just-

fied in self-preservation, surely the Puritans were.

In accordance with this right they required, first, that every citizen be orthodox in the Puritan religion. Why were people of contrary creeds undesirable in the Massachusetts Colony? Because they bred discontent. They would not mind their own business, but insisted on setting forth their views. For example, take Roger Williams. With his unheard-of ideas, he drove the Puritans frantic. Anne Hutchinson produced the same effect. If every heretic had been allowed to hold forth, how much unity would have existed?

Anti-Puritan ministers were not the only ones to be feared. Suppose any man not a church member dwelt in the colony. Though silent, he would have had no sympathy for the peculiar aims of his neighbors. Therefore he was likely to be dangerous to the general welfare. Recollections of the crime and disorder which had prevailed in the early Virginia colonies, from importing the scurf of London simply to increase the population, warned the Massachusetts government, to beware of worthless and hostile characters. However, they did have a little experience with such. Governor Bradford's history tells of one Morton, who made a practice of selling fire-arms to the Indians. Finally he was rounded up and banished, after, as Bradford says, "ye Indians were full of peeces all over, both fowling-peeces, muskets, and pistols."

Again, each settler was required to be of peaceable conversation. That is, he must never utter any harmful criticisms against the ministers and government officials. For church and state were so closely allied that any irreverence to one would be felt by the other. Thus, by creating hard feelings, fatal

division of the people would follow.

So we see that these two qualifications covered much ground. The first, namely, that all citizens be orthodox in the Puritan religion, insured the colonists from enemies without. It was like a college entrance examination. None but the worthy were admitted. The second qualification, that each citizen be of peaceable conversation, answered the purpose of the mid-year test. It decided whether a man was fit to stay in the colony. "O yes!" thinks someone, "That is true enough, but why not come to the point? It is the Puritans themselves who need justifying."

It must be admitted that the early settlers of Massachusetts were guilty of intolerance. But think what an age they lived in! "Every sect demanded tolerance," said an early historian, "yet none had the generosity to grant it." So the Puritans were at least as justifiable as any other body of their time. However, their intolerance was the mother of tolerance. It compelled people with contrary beliefs to settle New Haven, Connecticut, and Rhode Island. Therefore it compelled, later, a confederacy, a binding together for protection from common enemies. Gradually concessions were made concerning religious matters, until now the seed is bearing, as its fruit, enlightened Protestantism.

Secondly, the Puritans were not guilty of the inconsistent fanaticism which has been charged to them. It has been customary to assume that their one desire was to promote religious freedom; then to judge them inconsistent for not allowing other sects to worship in their colony. What if the Puritans did exclude people of different belief? John Winthrop and his follow-

ers did not come here to promote "religious freedom," as we understand the term. To us it means that each citizen may decide how far he will conform to the popular form of religion. Was this the object of the Puritans? By no means. The Massachusetts Bay settlement was to consist of one united body of believers. It had no room for heretics nor experiments. But, even so, was the scheme fanatical? It was certainly not a wild extravagant notion involving excessive and erratical enthusiasm. Their opinions were formed by earnest, intelligent study of the Bible. One of their own ministers said, "God sifted a whole nation that he might send choice grain out into this wilderness." Every Puritan was practical. While thinking of the next world he did not forget his earthly duties to society. The plan that he proposed was so simple that it could be easily and naturally out-grown. Unlike fanatics, moreover, he claimed no divine aid in determining the true meaning of the Scripture. He sought to convince, and expected to be convinced, by rational argument alone.

The third and greatest fact that justified the Puritans is, that they sprouted the sturdy seed of social progress. Education causes progress, and education was what the Puritans cultivated with might and main. It was the very foundation of their colony. Without it they could not have interpreted the Bible. Then, too, consider how earnestly every theological question was discussed; how every opinion was tested in order to decide whether it was orthodox. Could such devotion bear any but good fruit?

In review, then, if the moral and religious qualifications of the Massachusetts Bay Colony were natural conditions

of preservation; if the Puritans lived in an age of intolerance; if their scheme was not inconsistent nor fanatical; and if it contained a curative principle, why should one listen to those who would condemn these devoted ancestors?

STANLEY C. BALL, '05.

#### THAT THUNDER STORM

Old Jove, we're told,  
Did off of old  
His thunder-bolts let go,  
To ease his wrath,  
And clear a path  
To Plato's halls below.

In March just past  
He blew a blast  
With more humane intent.  
Down came the rain,  
'Twas very plain  
Why snow so quickly went.

Great joy was round  
When it was found  
Base-ball could now be played.  
Then all agreed  
The storm had freed  
The field from winter's raid.

Who will aver  
Old Jupiter  
Is not the base-ball god,  
Who sent the storm,  
With days so warm,  
To clear and dry the sod?

S. C. B., '05.

#### CONTENTMENT

Behind the kitchen stove stands an old-fashioned chair. Its rockers are worn nearly flat; and the dark-red paint that once adorned it, is now conspicuous in some places by its absence in other places. And here lies the family cat, all in a round heap, her nose on her paw. The bright yellow of her soft coat contrasts with the different shades of brown and dark blue on the frayed cushion. But pussy purrs and purrs in her soft consoling voice, be-

cause she is so thankful for the comfort she gets in her humble position. She never seems to be longing for any greater happiness, unless she is hungry. How much better off she is to be contented with what she has, than to be wishing all the time for the best chair in the sitting-room.

#### AN HOUR WITH THE ROBINS

What is more interesting on a farm than to rise early in the morning, in time to hear the robins when they commence their songs. It recalls to mind the Mexicans in the story of Ramona: when the morning dawns, the first one that awakes begins to sing some song, then presently all are awakened by the singing and join in, until the house fairly re-echoes.

So it is with the birds. One starts and has sung only a few soft notes, when several others join in, singing half notes and little bits of songs, trying to rouse themselves from their night's rest to the fresh life that is found on a summer morning. When all of a sudden—all this sweet music stops, and scolding takes its place. And why is this? Has some cat captured one of the little birds, or has he just jumped out of his place of safety to destruction, in his eagerness to try his wings? But while I am wondering if all is well, they fly away.

EDITH A. BARNES, '05.

#### DON'T YOU REMEMBER?

Between the ages of five and six, most little girls have the desire to become a house-wife, and so, early in spring, they start their new employment in what they call their "cubby-house." It usually consists of an old wood-shed, of which the dimensions are very small. A rug is spread on the

floor, a little stool serves for a table, and there are no chairs, for they sit down like the Japanese. Then comes the trying time for mothers, for of course the walls have to be decorated. Magazines, old and new, are brought forth, and everywhere can be seen clippings of paper, until soon the walls of the cubby-house will be adorned by the roughly cut pictures—some, models out of the fashion book, others, animals. Then comes the merchant's turn; for new calendars are to be hung also, thus finishing the walls. Then the problem comes about the food. Of course crackers and water one has at every meal, but some days there has to be a little extra. Then the good mother makes tarts and fancy cookies, and what a good time they all have! Thus is spent the time of these children for one whole summer. M. J. D., '07

#### A SPRING MESSENGER

The snow was melting. Great brown spots of earth were again exposed to the mellow air, and the wood path became a small river. The bluebirds sang for joy, for they were again in the land of their birth, and the song sparrows exhorted all the maids, singing "Maids! Maids! hang out your tea-kettles-itles-itles-itles." Suddenly a new voice lent itself to the chorus, and, as I looked over the ravine to a dry spot under an apple tree, I saw a medium sized brown bird walking about, always flipping its tail upon which it was noticeable that the two outer feathers were white. The brown of the back was of a rich color. Then the bird turned, revealing its breast of gold, broken by a large black crescent. As soon as I saw this, I knew that this bird was a meadow lark—the first I had ever

seen. Presently it flew and sailed down to a lower portion of the meadow, with its wings downward, a position peculiar to the lark. About the last of April we shall hear its sweet song as it cheers the little mate down among the grasses.

HAROLD W. SWAN, '07.

#### PRACTICE

Time, shortly after the close of school.

Place, large level play ground near school building.

Scene, several boys of various sizes and ages gathered about a new football. They made quite a picture, altogether. Some were attired in football pants and shinguards, while others wore overalls and ragged sweaters; yet any old garment was good enough to practice in. When the ball was kicked it landed in the upper part of the field where there was a great rush and a scrabble, not only of boys, but of chickens who had been frightened while they were eating their supper in the lien yard near by.

That was the first and last down for the day. A wrangle followed and it was some few minutes before peace reigned again. When it did, the time was given to fooling and each lad was given several trials at kicking the new pigskin. To be sure each put all the strength he could into each kick, because of course you were better than the rest if you put the ball beyond the mark of the others. Probably a great player of the future was among them.

ROSE TURTON.

#### IN THE GRAND CENTRAL STATION

Pass thru the gateway leading to the waiting room. If you are curious to watch the crowd, you will find a corner,

so that no one can get behind you.

Look down toward the 47th street entrance and a moving mass of humanity meets your eye. Slowly, at the announcement of the departure of an eastbound train, a portion of this great body sways to the right. Immediately the space made by those leaving is filled by a crowd entering from the streets.

The top of this mass might be compared to the hat display counter at Wanamaker's at Christmas time. Hundreds of styles and all colors of the rainbow, nodding and jumping in a most comical manner.

Every one seems to be minding his own business, which is enough, especially if there is anything to carry.

It is almost laughable to notice the various expressions on the faces, as some one gets his toes stepped on, and another is roughly pushed against the gates. It is also like watching a six ring circus; you are fascinated for the time being, but later disgusted, for not remembering a single face in the throng.

Occasionally you notice a newsboy making his way through this swaying crowd. With both hands in his pockets, he tightly clasps the small bundle of papers between his arm and body. You cannot hear him, but you know he is yelling, by the movement of his mouth.

L. E. BIRD, '05.

#### THE SAME OLD THING WITH VARIATIONS

Whenever one person sees another working he seems to feel called upon to make some remark, which might well go unsaid.

Probably some of the passers-by, if they only knew how many others had used similar salutations, would refrain

from saying what they had in mind. Whether a fellow is shoveling the first snow fall of the winter from his sidewalk, or the twenty-first, he is sure, if he lives on a much travelled street, to be accosted copiously with various expressions of, "You are working;" which the person addressed is already aware of; or "Are you working?" which needs no answer.

The boys say, "Don't break your back." "Leave a little sidewalk." "Workin' hard?" "That's the way." Then the men suggest, "Right at it again, aren't you?" "You're doing well," "Good job for ye!" "Keep right along up to my house when you get yours done." And the women venture: "The snow keeps you pretty busy, doesn't it?" "Well, winter has commenced, hasn't it?" "I should think you would get tired of shoveling."

A fellow comes to know, before the winter is far gone, what to expect from each person whom he sees approaching. What a relief it is when someone says something new, or simply, "Hello," or "Good Morning."

'05.

#### THE MONOMOY LIFE SAVING STATIONS

The two Monomoy Stations are situated on Monomoy Island, about seven miles from the mainland. The nearest towns are Harwich and Chatham where pleasure excursions are often organized in the small twenty to thirty-foot cat boats.

The older station is at the eastern part of the island and is two or three miles from the new or point station. The crew are about twelve or fifteen in number, and except for about three months in the year, live on the island.

The men are obliged to patrol the beach about a mile in each direction, and when they meet, they ascertain the time so that it can be placed in the log book. During the summer months, the men have a holiday, although one man is always obliged to be at the station to take observations.

In both life stations are libraries where the men have a chance to read, and where boxing gloves, Indian clubs, and dumb-bells are kept. They also have a mess-room, kitchen, and in the very top an observatory, where by the aid of powerful glasses always kept there, the names of passing vessels may be ascertained and noted in the log-book.

It is very interesting to see the room in which the life saving apparatus is kept, and in both of the stations there are two boats besides the life cars.

The boats (in the old station) are from twenty to thirty feet long with five to six foot beam, but one of the boats in the new station is about forty feet long and of width in proportion.

But it is the life cars which are used when near shore. These are about six feet long and three feet wide, and are made entirely of steel with three air holes on each side, and are worked on ropes. These hold about three people; but in case of dangerous wrecks four or even five are put in. At the stations are very powerful mortars which fire a large bullet shaped rocket wound with a rope of stout hemp and which will send about two hundred yards.

About two and a half years ago occurred the greatest disaster in the station's history, in which every member of the station excepting the present Captain (L. M. Ellis) was killed.

The boat, although one of the strongest of its kind, was overturned again

and again, until the exhausted crew was unable to place it in position, and all they could do was to cling, until one by one, they disappeared beneath the waves. Captain Ellis afterward said he thought he became unconscious for a time, but as he was about to release his hold he was rescued by a fisherman (Captain Mayo). And as he was the only surviving man he was appointed captain with a new crew.

Memorial services were held for the men all over the Cape, and a large sum of money was collected in Boston and on the Cape for the widows and children.

Perhaps, sometime, a member of this school may visit Cape Cod, if so, be sure and visit the Monomoy Life Saving Stations, as besides being interesting, they are doing a great work.

C. N. '07.

#### JUST ABOVE THE BRIDGE

Leisurely floating in the muddy and ice caked stream, a log, freed from the structure of some over-powered dam, came rocking and nodding with the rise and fall of the waves. Firmly upon a rock just above the bridge it was wedged, and the chill of the late winter nights embedded it in the ice. And there it remained for some few weeks, after the river had frozen clean across.

Up with the sun one bright, fair morning, an old man, dragging behind him a heavy sled, made his way over the ice. His silky white locks waved under the broad brim of his old straw hat, and his snow white beard hung over the red scarf about his neck. The white linen coat was worn as usual, and, as usual, the brown trousers were tucked into the backs of his unbuckled shoes.

Trudging slowly along with a steady

scuff-scuff-scuff, he picked the safest path to the log. Then taking from the sled his saw and axe, he measured the lengths for the kitchen stove. With steady cuts the saw slowly sank into the first round of the soft pine, until the quarter mark was reached. Then a few wilds of the axe brought off the small pieces one by one. An armful was enough for the old gentleman, for time was nothing to him. Back to the shore he slowly made his way, and upon the bank left the small load, high and dry. Then back over the ice again to his discovery.

Each mid-day found "Uncle Lon" a-hacking and a-chopping on that monarch of some unknown ridge. Sight-seers and passers-by all stopped to gaze at the industrious old man. Yes, some even remained half a day to watch a man more industrious than themselves.

Undisturbed by the crowd, "Uncle Lon" labored on, stopping only to rest his tired back. Slowly, day by day, the log diminished, thicker and thicker spread the chips, until the rising water carried the remains of the unfinished task over the foaming falls.

G. T. '05.

#### CLASS NOTES

1905

The annual Senior Prize Speaking took place Friday evening, March 10, with the following program.

Music.

The Rising in 1776 William T. Patch  
Tommy's Prayer Edith A. Barnes  
Essay—The Yankee

Frank Sidney Wood

Nell Ella F. Carpenter  
 Jenk's Infernal Machine Robert B. Amsden  
 The Engineer's Story Mattie H. Wiley  
 Music

Essay—The Puritans of the Massachusetts Bay Company were Justified in Requiring Moral and Religious Qualifications for Admission to their colony.  
 Stanley C. Ball

A Movement Cure for Rheumatism  
 Ralph Peterson

The Legend of the Organ Builder  
 Nettie M. Canedy

John Norton's Christmas  
 Roy S. Turton

Essay—"No Clock in the Forest"  
 Maud E. Tower

Soldier of the Empire  
 Harold E. Crosier

#### Music

The Alto's Inspiration Rose Turton

Essay—Is Forestry Important?  
 Leander E. Bird

Mr. Brown Has His Hair Cut  
 Foster Russell

Essay—Silent Forces  
 Grace V. Rowland

A. Blessing on the Dance  
 George E. Turton

Lady Yeardley's Guest Ellen J. Temple  
 Music

The prizes for declamation were awarded as follows:

- 1st. Foster Russell
- 2nd. Rose Turton
- 3rd. Harold Crosier

The prizes for essays were awarded to

- 1st. Leander Bird
- 2nd. Stanley Ball

Harold Crosier has left school to work in Baker's Pharmacy.

1906

The class had a visit, March 22 from Mrs. Smith, our election teacher, who informed us that we could have our pieces for prize speaking, June 19, learned by April 10.

A special class meeting was held March 24, to arrange some things about prize speaking.

We enter the spring term with 24 members, a somewhat larger number than that of the average class at this time.

1907

Our number has been diminished by the withdrawal of Porter, Hillman and Leveque who have left school.

The Physics class is acquiring much useful information concerning electric currents. There are already several promising electricians.

1908

A debate was given on Friday morning, March tenth, by the two divisions of the English History Class.

Subject:—Resolved that it would have been more advantageous for England to retain Normandy than to gain Scotland. The second division had the affirmative and the first division the negative.

Chairman—Miss Nye. Speakers on the Affirmative—Henry Rickett, Florence Stanford. Speakers on the Negative—Howard Kemp, Maytie Chandler. Judges—Leander Bird, Maud Tower, Rose Turton.

The decision was given in favor of the affirmative.

Leonard Smith has left the class and is working in the freight office. Truedell has also left.

## ATHLETICS

### Basket-Ball

#### Under Classmen 12, Seniors 10.

In the fastest and most exciting game of the season, the Seniors of Arms were defeated by the Under Classmen. The teams were very evenly matched, every man playing his best from start until finish. Each side was very eager to have the ball, which was seen when the opponents numerously rolled over the floor with each other. As this was the only class game of the season, it attracted much attention and was greatly enjoyed by all.

#### Shelburne Falls A. C. 44, Arms 30.

Arms finished her basket-ball season by playing an excellent game against the town team, although defeated by a close score. The Arms boys had no hopes of winning or even playing as good a game as they did. However, they secured a goodly number of baskets, getting as many as their opponents. R. Turton, tho scoring no baskets, easily outwinded his man and was right there all the time.

### Summary of games played by Arms.

Arms 37, Brattleboro H. S. 12, at home. Arms 33, Drury H. S. 11, at home. Brattleboro H. S. 22, Arms 11, at Brattleboro. Gardner H. S. 26, Arms 22, at Gardner. Arms 46, Athol H. S. 22, at home. Drury H. S. 16, Arms 9, at North Adams. Arms 26, Springfield H. S. 25, at home. Arms 56, Gardner H. S. 6, at home. Shelburne Falls A. C. 44, Arms 30, at home.

Number of points scored by Arms, 270. Number of points scored by opponents, 184. The team has won five High School games and lost three. It has also lost one other game. Manager Crosier, who had arranged a large schedule, was very unfortunate in losing six or seven games, but those played were generally above the ordinary standard and the boys feel very sorry that they could not have had more spectators. Captain Tolman and Coach Woods filled their positions very creditably and it is hoped that next year Arms may have as good a team as usual and support from the school and town.

### Base-Ball.

Our thoughts are now turned toward base-ball, and very pleasant thoughts they may be, for if all reports are true, Arms is to put into the field a better team than usual. Most all of last year's players are back, and about a dozen freshmen have already stated that they are sure of a position in the outfield. With so many candidates out, Arms surely ought to do well.

## SCHOOL FUN.

"Welcome ever smiles  
And farewell goes out sighing."

Roland made a noble attempt to hold  
down a back seat.

"Sheep led to the slaughter"—  
Tolman's opinion of the Senior Prize  
Speaking contestants.

R-th Amsden, in Roman history  
class—"Mark Anthony held up Cæsar's  
robe full of bullet holes."

Translation in German—Da ballte  
der Zauber. Then the magician bawled.

Peterson tells of a soup-giving cow!

The sophomore geometry class is  
progressing by leaps and bounds.  
Here are a couple—Equal chords of a  
circle are equally distant from the mid-  
dle of the centre.—An inscribed angle  
is measured by one-half its intercepted  
arc, when the centre is without the  
circle.

Prof. in solid geometry—"March—  
the lune."

G. Turton, to teacher.—"What's the  
ending on mousie?"  
Bird (in whisper) "A tail!"

"How old is Ann?" is not in it with  
"Are you that Wiley that was pres-  
ent?"

Translation in German—"So many  
knights were around his beloved at a  
time." And they say history repeats  
itself.

Hard luck, Brigham and Miner, but  
then we all get it.

G. Turton, in German—Er heiratete  
eine andere derselbe." He married  
another himself."

Can it be that they would rival Arms'  
most famous shaker? Brownie and  
Dick have got theirs.

## Applied Quotations.

"Alack, there lies more peril in thine  
eye,  
Than twenty of their swords."—  
R-th P-r-k-n-s.

"Then he will talk—good gods!  
how he will talk."—Dick.

"Questioning is not the mode of  
conversation."—Roy T.

"Man delights me not; no, nor  
woman neither."—Ward.

"We are not in the roll of common  
men."—Seniors.

"Lord, I wonder what fool it was  
first invented kissing."—Stanford.  
Ask him about the affair on the river  
bank.

"Oh, why should life all labor be?"  
—Tolman.

"For my voice I have lost it with  
the hallooing and singing of anthems."  
—A music class complaint.

"Oh for a forty-parson power."  
To make Patch see the error of his  
ways.

"He was the mildest mannered man,  
that ever scuttled ship or cut a  
throat."—Blanchard.

## Alumni Notes.

The following alumni may be found:

At North Adams Normal School:  
Hope Hotchkiss.  
Bessie Stanford.  
Carrie Smith.

At Tufts College:  
Luther Perry, Senior.  
John Short, Freshman.  
Harold Wilson, Soph.  
[Also Harold Bailey '08—former stu-  
dent at Arms.]

At Brown University:  
Leon Payne, Soph.  
Eugene W. Ware, Senior.  
Philip Hadley, Graduate Work.

At Business Schools:  
Nina Dexter, Lucas School, Greenfield.  
Herbert P. Ware, Bliss Business Col-  
lege, North Adams.

At Worcester Polytechnic Institute:  
George Martin, Junior.  
Evans Newton, Junior.  
Edward Merrill, Junior.  
Royal Davenport, Freshman.  
Leslie Swift, Freshman.  
Francis Avery, Freshman.

At Clark University, Worcester:  
George E. Stebbins, Graduate Work.

At the New England Conservatory  
of Music:  
Alberta Amstein.  
Ethel Burrington, former Arms student.

At Mt. Holyoke College:  
Gertrude F. Newell, Senior.

In New York:  
Harold F. Lamb, Cooper Institute.  
Robert F. Wood, Heffley Institute.

At Williams College:  
Earl Perry, Junior.

At Florence, Italy, Helen Goodell,  
vocal study under Vanuccini.

## EXCHANGES.

The cover on *The Crescent* for March  
is very neat.

"Rebecca" in *The Cooper Courier* is  
a well written description of Scott's  
heroine.

"A Bow of Scarlet" in *The Vindcx*  
is especially interesting and well writ-  
ten.

The small sketches at the heading of  
different departments of *The High  
School Journal* are quite suggestive.  
Perhaps the exchange column could be  
improved by having more criticisms in-  
stead of such an abundance of jokes.  
Everything has its place.

The cover of *The High School Re-  
view* is very appropriate for the season.

The cover of *The College Greeting* is  
simple but very neat and attractive.

*The Spice* contains many interesting  
stories and is a very good paper as a  
whole.

Couldn't the cover of *The Shattuck Cadet* be made a little more attractive?

Willie—"Mamma, I met the preacher on my way home to-day, and he asked me if I liked to play marbles on Sunday."

Mamma—"Well, what did you say, Willie?"

Willie—"I said, 'Get thee behind me, Satan' and walked right off and left him."—*Ex.*

"A Masquerade" in *The High School Herald* is quite interesting and original. Your exchange column could be improved by having more criticisms.

The sketches in *The Cur* are worthy of attention.

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of the

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"A Moonlight Hunt" in *The Huisache* is interesting and exciting.

The sketch entitled "A Contagious Disease," in *The Tech.* is quite suggestive, especially during the balmy spring weather.

Little Girl (as she knelt to say her prayer)—"Mamma, my little prayer is so long, why can't I say the one nurse says in the morning?"

Mamma—"Why, does nurse pray in the morning?"

Little Girl—"Yes, she says, 'O Lord, have I got to get up?'"—*Ex.*

"Rock-a bye Senior, on the tree top,  
As long as you study the cradle will rock;  
But if you stop digging the cradle will fall,  
And down will come Senior, diploma and all."  
—*Ex.*

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