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## Book Reviews

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## BOOK REVIEWS

Parkman, Francis, *The Gould Academy Story, 1836-1976*.  
Bethel, Maine, Gould Academy, 1976. 226 pages. \$8.00  
softbound.

Judge Stephen Emery of Paris Hill, one of the early trustees of Gould Academy, revealed in 1855 at the Semi-Centennial celebration of Hebron Academy why he had always been an enthusiastic supporter of such institutions as Gould Academy. In looking over the scenes of his youthful education, he was reminded again of what he considered the perfect setting for a secondary school:

Here are no fashionable restaurants, or other incentives to doubtful amusements, nothing for the idle to live upon. The highest amusements is study, study, study; . . . hither came the poor in purse but rich in mind and resolution — young men resolved, with the blessing of God, to win their way to usefulness and distinction.

*The Gould Academy Story* makes it clear that the Bethel institution has been fortunate to have had an unusually large number of teachers and students who were “rich in mind and resolution.” In addition, the school was fortunate to find an historian, and distinguished educator in his own right, who could describe so well the precarious life of this institution, located so long on the edge of insolvency and extinction, yet producing over the years so many who managed “to win their way to usefulness and distinction.”

Gould Academy has produced several headmasters whose heroic efforts were essential to prevent the school from going out of business. My favorite among these key figures was Dr. Nathaniel T. True, an 1846 graduate of the Bowdoin Medical School. Such partiality on my part can be partly attributed to the extraordinary range of his intellectual interests, and partly to his character. It would appear that Dr. True, owing to the pranks of a few unruly students, was the victim of rather shabby treatment from the Academy’s trustees but that did not seem to sour him or

detract from his love for either Bethel or Gould Academy. Mr. Parkman has done well by Dr. True in recognizing his indispensable role in keeping the intellectual reputation of the Academy intact even though critical financial problems affected the headmaster's minimal salary.

After the trustees dropped Dr. True in 1861, he devoted much of the next ten years lecturing throughout the state on natural history and geology. From nearly the beginning of his career, he had concluded that the best way to teach botany, mineralogy, and geology was to take the classes into the fields, pastures, woods, and hills of the Bethel area. This escape from the classroom became the pedagogical craze of the 1860s and 1870s with its most influential champion being Edward A. Shelden, principal of the Oswego Normal School. A follower of the Swiss educator, Pestalozzi, Shelden approved Dr. True's object teaching in nature's own setting. Hence, in 1872 the Bethel man accepted appointment as professor of natural science at the Oswego Normal School. In doing so Dr. True joined the faculty of the most prestigious institution of its kind in the country. He was to stay there until 1876 when he moved back to his beloved Bethel. Shortly before his death Dr. True must have concluded that his Gould experience had been well worth the effort, as his former students staged a reunion at which his intellectual and moral influence was profusely acknowledged.

Gould Academy probably suffered somewhat from the large number of preceptors who used their position as a halfway station before proceeding to their ultimate profession. But Gould, like nearly all Maine academies, was fortunate to attract short-term teachers of high quality. The steady succession of preceptors in certain stages of Gould's history may have reduced the stability of the institution, but the distinguished careers of those who served briefly at Gould points up the fact that Bethel students usually had

one-year teachers who were to become leaders in law, medicine, and the ministry.

But not all these one-year preceptors at Gould would change professions. Edward P. Weston, for example, after a year in Bethel, would serve as preceptor at Gorham Seminary and then in the Lewiston Falls Academy. Eventually he was appointed state superintendent of the common schools in Maine and was a founder of the state's normal school system. Other preceptors in Maine academies were to receive national attention. Benjamin Hale, after serving in Saco Academy and the Gardiner Lyceum, became president of Hobart College. Orrin B. Cheney, preceptor from 1839 to 1841 at the Farmington Academy, became the first president of Bates College. Daniel R. Goodwin, onetime preceptor of Hallowell Academy, succeeded Longfellow as professor of modern languages at Bowdoin and then was appointed president of Trinity College. Before Rufus M. Jones established a national reputation as a Quaker philosopher at Haverford College, he served as preceptor at Oak Grove Seminary. The Maine youth who attended academies in the nineteenth century may have been exposed to a quick succession of teachers, but the quality of these come-and-go preceptors was impressively high.

Hanscom, Gehring, Holden, and Bingham are names in Gould history that appropriately adorn the principal buildings of the institution. These men were indispensable to it, as was Dr. True's daughter, Mrs. Gehring. Mr. Parkman has evaluated in judicious terms these figures in the Gould pantheon. In so doing he has indicated careful research as well as clarity of expression. The rumor is going around that books on education are oftentimes dull, if nothing worse. Whether this be true or not, *The Gould Academy Story* is not dull; it is a splendid addition to our educational history.

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Morris, Gerald E., and Kelly, Richard D., Jr., editors. *Maine Bicentennial Atlas: An Historical Survey*. Portland, Maine, Maine Historical Society, 1976. 20 pages and 69 plates. \$10.00 hardbound; \$6.00 softbound.

This pioneer collection of maps is a credit to its editors and their corps of co-workers who must have spent countless hours producing data suitable for the plates. Denied the use of color, the expense of which would have been prohibitive, the contributors used considerable ingenuity finding ways of clearly differentiating among the various types of information provided: for example, the use of broken lines of different composition to indicate the routes of explorers and the use of squares or circles of varying sizes with black and white and cross-hatched sections to solve the problem of visual representation of data.

The plates are in three sections: Historical (35 detailing land grants, colonial wars, population, and politics before 1900); Maine in 1976 (27 representing physical and economic data); and Historical (7 ranging from Lescarbot's map of 1609 to NASA's satellite map of 1973). It was obviously easier to suggest what subjects ought to be covered than to find data on which to construct maps. As the editors regretfully state, such key subjects as immigration, ethnic, and religious groups had to be omitted because time was lacking in which to compile the needed data from original sources. Bibliographies (notable contributions in themselves) are provided for each plate, and in most cases succinct accounts provide essential background information which could not be topographically presented without cluttering the plates.

The accomplishment is so admirable that it seems carping to make a few minor suggestions; but since a second edition is implied, it is, perhaps, a duty to give some personal reactions. On plate 1 (National Historic

Landmarks, Historic Districts, and Existing Fortifications), I would have found helpful a list of the locations of the historic landmarks and forts. On plates 2 and 3 (Early Explorations), why not indicate the European ports from which the mariners sailed? In the description of Gosnold's voyage I was puzzled by the mention of "Bristol merchants from Falmouth." Under George Popham, why not tell us that the colony was sponsored by the Plymouth Company? On plate 4 (Grants and Charters, 1603-1622), the fact that the claims of the Virginia Companies extended 100 miles into the ocean might have been indicated. Plate 5 (Early Settlements) seems unnecessary since it is included as an inset on plate 4. Why is Cape Porpus (Porpoise, if you insist) omitted? On plate 6 (Indian Tribes and Trading Posts), I think it would help to know the present names of the places indicated. On plate 7 (Grants and Charters, 1620-1664), Trelawny is twice spelled incorrectly (see also page 4). It might be well to give Beauchamp and Leverett credit for the Muscongus grant. On plate 8 (Encroachment of Massachusetts Bay Colony, 1651-1696), and in the description on page 4, the relation of the Plymouth colony and Massachusetts is incorrectly stated. I believe that the Plymouth colony lost its separate identity when James II created the Dominion of New England and not by the "encroachment" of Massachusetts. (Incidentally, after purchasing Maine, Massachusetts governed her acquisition as a proprietary province.) On plate 9 (French Claims, 1603-1763), why not locate the French settlements in Acadia? On plate 11 (Colonial Wars, 1675-1699) why not spell "Hathorne" as he did? Black Point becomes "Scottow's fort." Are they not the same? On plate 13 (Colonial Wars, 1721-1763) Lovell Pond becomes Lovewell's in the text (p. 7). Could not the work of Colonel John Allan in the Revolution have been included? I missed him, and also Kidder's *Eastern Maine* in the bibliography.

I do not feel competent to comment specifically on the

remaining plates: the northeast boundary affair, population density, and political divisions. Plate 27 showing custom districts and shipbuilding is impressive. The railroad maps of 1870, 1889, and 1924 (plates 29, 30 and 31) should be compared with plate 52 (Maine Transportation other than Highways) but it is difficult to make such a comparison because of the different format. I particularly liked plate 34 (Mining, 1880-1881) and plate 35 (Quarrying, 1880-1890) where there are place names as contrasted with plate 44 (Maine Energy Sources, 1975) where no locations are given. Plate 49 (Maine Recreation, 1974) gave me no idea of what attracts visitors to Maine. The largest pie seems to be centered on Portland. Is this the result of Old Orchard Beach? On plate 53 (Maine House of Representatives Election Districts, 1975), what are the districts which are entitled to more than one representative? A list of the large public holdings of land on plate 58 (Land Ownership, 1974) would be helpful.

It is not to be expected that everyone interested in Maine will find all of the maps equally useful. The *Atlas* is clearly a reference work. It is a worthy project of the Maine State Bicentennial Commission which provided the funds for it. Its virtues derive from the research of its many contributors; its weak points from the necessity of using only black and white. And, in the long run, I suspect that getting so many interested and expert persons working together in a common endeavor has done and will do more to advance Maine history than any single publication—even this.

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