

SKETCH OF DEAN DUDLEY,

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At the Liberal Institute, I wrote compositions. One of them, I remember, was an attempt at versifying. The principal, Rev. James P. Weston, criticised my poetical feet, but he said he did not himself know much about such things. I had not arranged the words so as to have the accented syllables come in where they belonged, and there was some hobbling in the measure. The Greek grammar helped me a little to see my error, but there appeared to be no accents in Latin and Greek like those in English. So I took some stanzas of good, standard English poems, and, by examining them carefully, found out the secret of their rhythm and melody. There may be poetical ideas in lines that are not rhythmical, but the art of poetry does not recognize such lines as properly expressed and finished. I wrote no more verses for a long time, but studied very hard; and the preceptor, when I left school, gave me a recommendation to teach a grammar school. This was highly prized by me, and I got a good recommendation from the selectmen of Canaan for my good character, and taught a winter school in Union, Maine. The next summer I walked over to Oldtown, Maine, and worked on Gen. Veasey's boom. There were about a hundred men rafting the logs to be floated down to the great mills at Oldtown, Orono and Bangor. No man could excel me on the water after I got the hang of it. I could ride over the Penobscot river on a cedar post, or in an Indian's bark canoe, which surprised the lumbermen, for they never saw a raw youngster make the bark jump and fly over the river, as I did the very first time I put my feet into it.

In 1842 I came to Massachusetts to teach school, and here is the Prudential Committee's official report of my first term: "On the day of the closing examination there were thirty-nine scholars present. The ease and regularity with which all the exercises were conducted, excited the approbation of all present.

The recitations were numerous and exhibited a mass of improvement that could have been acquired only by unwearied diligence. . . . The recitations in history, arithmetic, philosophy and astronomy were good, and the scholars answered the questions put to them by the Committee, with promptness and energy. The exercises in grammar were uncommonly good.

The Committee were entirely satisfied with the labors of the teacher. He merits high commendation for the successful manner in which he managed this school."

Next I attended the celebrated school of Benjamin Greenleaf, at Bradford, Mass., and studied Greek and Latin, algebra, geometry and several other high branches of learning. Prof. Felton had been a pupil there. Afterwards I attended other academies and schools of penmanship, teaching winters, and