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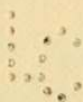




Yours truly,  
Chas B. Goff

# Charles Bradford Goff

1834-1898



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## Biographical Sketch

THE office of a teacher is an office of great responsibility and is entitled to high honor. When a young man of unusual talents and acquirements turns away from the more lucrative professions and from the allurements of a business life, and deliberately selects the office of a teacher of youth, he should be commended and honored for his choice. It is true that he assumes grave responsibilities, but he is also putting himself in a position to do important work for the elevation of the race. Every one knows that a well-qualified and thoroughly earnest teacher exerts a tremendous influence in moulding the lives of his pupils. This is particularly true when his work is to fit young men for the college and the university. But when such a man is privileged to continue his labors during the period of a whole generation, and to receive under his instruction many children whose parents had been prepared by him for the university, he is specially favored.

## His Ancestry

Charles Bradford Goff came of good stock. He was of the sixth generation in this country. His ancestors for two centuries were of the honest, earnest, New England yeomanry. Robert Goff, his first ancestor in America, came from old England nearly two hundred years ago. The exact time of his migration is not known, neither have we been able to ascertain from what part of England he came. He settled in Dighton, Mass., and there, in the year 1740, his son Enoch was born. Enoch was well known throughout that region as a devout man and an earnest preacher. He married, in 1760, Deborah Talbot, and their married life extended over a full half-century. He lived to the good old age of threescore and ten, and died in Dighton, March 6, 1810. There were many sincere mourners at the death of Elder Enoch Goff. His wife died six years later, being seventy-six years old.

His son, Shubael Goff, was born in Dighton in 1761. He married Sibyl Phillips. He died in Dighton Aug. 17, 1833, at the age of seventy-two years. His wife, Sibyl, died at the same place in 1824, being a little over sixty years of age.



His son, Shubael Goff, Jr., for many years known as Captain Shubael Goff, was born also in Dighton, March 4, 1783. He married Sally Briggs Goff, who was born in Rehoboth in 1787. She belonged to another branch of the Goff family. He died Oct. 14, 1854, and his wife died Nov. 4, 1855, in Rehoboth. By this record it will be seen that Captain Goff, like his father and grandfather, lived past the allotted age of seventy years. He lived on the "Ministerial Place," and had fifteen children, thirteen of whom lived to maturity.

Captain Shubael had a son, also named Shubael, who was born in Rehoboth in the year 1807. He married Elizabeth Mason Ripley in 1833. He lived in his native town until about 1836, when he moved to Fall River. This Shubael Goff, the third generation bearing the same name, was the father of the subject of this sketch.

It was on the fourth day of March, 1834, that Charles Bradford Goff was born, in the ancient town of Rehoboth, Mass. He graduated from Brown University at the age of twenty-two, and a year later, Aug. 26, 1857, in the city of Providence, R. I., he was married to Almira J. Bean.

The marriage ceremony was performed by the Rev. Barnas Sears, D.D., President of Brown University. Five children were born to them, one of whom died in infancy, another in early childhood, and a third, William Francis, a promising boy, when he was thirteen years of age. Two children and their mother survive, Robert Remington Goff, a teacher in the same school of which his father was principal for so many years, and Mrs. Jennie Martin, wife of Mr. Frederick R. Martin, of Providence.

### **His Youth**

Mr. Goff's boyhood, like many another New England boy who has succeeded in reaching a high plane of usefulness and success in life, was one continued struggle to acquire the means of an education. He was subject to constant hardships, and each year, even to the time of his graduation from college, was marked by that heroic devotion to a great purpose which no obstacles could thwart, and that determined will which no discouragement could baffle. He attended the public schools of Fall River till he was about fourteen years of age. At that time he went to Middleboro and entered the Pierce

Academy. He remained there about a year and a half. After this he taught school one winter in the town of Westport, and then connected himself with the well-known University Grammar School, in Providence, which was merged with his school the year before he died. This school was then taught by Messrs. Lyon and Frieze, two very superior classical teachers. Here, for a year and a half, Mr. Goff studied eleven hours a day. Here he was prepared for college, and entered Brown University in 1852. He took high rank at once in his class, both as a scholar and socially. During his college course he supported himself by selling goods in one of the large retail stores of the city, on Saturday evenings, during the holiday season, and at other times, and by private tutoring. He graduated at the head of his class and delivered the valedictory at commencement. He was elected a member of the Phi Beta Kappa Fraternity, and his Alma Mater subsequently conferred upon him the degree of Doctor of Philosophy. For a term of years before his death he was an active and honored member of the corporation of the college.

## Fall River High School

Immediately after completing his college course, he was engaged as principal of the Preparatory Department of Union College, Schenectady, N. Y. He remained in this position but a single year, when he returned to his Alma Mater and spent another year in graduate study. In 1858 he was elected principal of the Fall River High School, a position which he filled to the great satisfaction of the people of that city for six years. He was instrumental in reorganizing the entire school and putting it on a much more efficient basis. He graduated six classes of fine scholars and sent many of them to college, well prepared for a successful course. Some of them have since risen to distinction in the professions and in business life. His work in this school was highly appreciated, and the people expressed great regret when he left that city.

## Goes to Providence

Mr. Goff came to Providence when he was thirty years of age, and here began what proved to be the great work of his life. As principal of the Classical Department in the "English and

Classical School," he devoted himself for the long period of almost thirty-five years to the preparation of young men for college. That was just the same length of time that Dr. Samuel H. Taylor presided over Phillips Academy, Andover. Dr. Wayland was president of Brown University but twenty-eight years. The work of Mark Hopkins at Williams College covered a period of thirty-six years. The thirty-four classes which graduated during Mr. Goff's administration in this school numbered about five hundred young men. Connected with the school during this period there must have been more than two thousand pupils.

The circumstances of his coming to Providence are not devoid of interest. During the last two years of his college course a strong friendship had grown up between him and Mr. William A. Mowry. They were both members of the Brown Chapter of the Alpha Delta Phi Fraternity, of which during the last year of his college course Mr. Goff was president. For five years preceding February, 1864, Mr. Mowry had been principal of the English Department in the Providence High School. Mr. John J. Ladd was at the same time principal of the Classical Department.

These two teachers resigned their positions in the public school, and on the twenty-second of February, 1864, opened a private school for boys. About the first of July following Mr. Ladd received an appointment as paymaster in the army. Mr. Mowry, having bought his interest in the school, went immediately to Fall River and offered the position to his friend Mr. Goff, as the only man to be thought of in that connection. Mr. Goff said that he would like to think the matter over, and suggested that he would go to Providence the next Saturday and give an answer to the proposition. Meanwhile, some of the leading men of the city, learning of this new plan, conferred with him in regard to it. They were anxious that he should remain in Fall River, and offered to guarantee him a greatly increased salary if he would remain. Mr. Goff told them that he had engaged to see Mr. Mowry on Saturday, and he must keep his promise. He thanked them for their confidence in him, and told them that he would give their proposition careful attention, but he could not decide until he had seen Mr. Mowry.

Mr. Goff went to Providence on Saturday and completed the arrangements by which he became

partner in the new school on equal terms with the founder, and entered upon his duties the first of September.

### **The English and Classical School**

Now these two young men took a bold step. Of course they could not tell how much might be lost by the withdrawal of Mr. Ladd. It was also a problem as to how well known Mr. Goff was, and how much favor he might bring to the school. Up to this time there had been but two regular teachers. They now determined to add a third, and secured for that purpose the services of Mr. James W. Colwell, a recent graduate of Brown University. They also raised the price of tuition. The largest number of scholars hitherto had been sixty-five. They opened the school in the fall with eighty-five pupils, and were obliged to secure an additional room to accommodate the increased number. From this time onward the school proved a great success and its numbers constantly increased. Six months later they moved into the new Narragansett block and engaged the services of an additional teacher, Mr. Howard M. Rice, then principal of the High School in Woonsocket, now Mr. Goff's successor

and the sole principal and proprietor of the school. They soon afterwards added to their corps of instructors Mr. Oscar Lapham, who for many years past has been a distinguished member of the bar at Providence and has served his State for several terms as a representative in Congress. The next year, Mr. Laban E. Warren, now professor in Colby College, Maine, was called to the school from the principalship of the High School at Taunton, Mass. The school continued increasing in the number of scholars and teachers. It remained in the Narragansett block five years and then found more commodious quarters in the new Fletcher building, now occupied by the *Providence Journal*. This building is two hundred feet long and thirty feet wide. The school occupied the whole of one floor and one-half of two other floors. It remained in this place for six years and was constantly increasing in numbers and importance.

### The New Building

By this time it seemed clear that the school needed and deserved a home of its own. Early in 1874 Mowry and Goff purchased an eligible lot with buildings thereon, on Snow and Moulton



Streets. The buildings were removed and they proceeded to erect a large brick building something over ninety feet square, of three stories, planned and finished with special reference to the needs of the school. The first floor was for twenty years occupied by the Providence Public Library, while the school was amply accommodated on the second and third floors. The building was admirably lighted, heated, and ventilated. The organization of the school was decidedly improved, and courses of study were mapped out on the most approved pedagogical principles. The entire course covered a period of ten years. The Preparatory Department, so-called, embraced three years, the Junior Department three years, and the Senior Department four years. Pupils were received into the preparatory room at eight years of age. The Grammar Department was arranged in two divisions, one termed Junior English, the other Junior Classical. The Senior Department in like manner had two divisions, the English and Scientific course and the Classical course.

## Courses of Study

In the Classical course the study of Latin was begun by pupils at about ten or eleven years of age and continued for seven years before being fitted for college. The Greek was studied for four years. The English grammar was pursued together with the Latin grammar. The boys would study the Latin nouns and then English nouns; Latin verbs and then English verbs; and so on through the etymology and syntax of both Latin and English. The course in the reading of Latin authors included Nepos, Cæsar, Sallust, Ovid, Cicero (eight Orations and Senectute), and Vergil's Eclogues, and the Æneid. The Greek authors read were Xenophon, Herodotus, and Homer. In the English Department much attention was paid to the philosophical order and sequence of studies. A careful foundation was laid in the study of arithmetic, geography, elementary science, grammar and composition, writing, spelling, and reading. Under this latter head great attention was paid to the reading of standard literature from the best English authors. The English High School course was planned to embrace several lines of work philosophically ar-

ranged on a pedagogical basis, with particular reference to a consistent, all-round, mental development. First came the three grand divisions of learning; viz., (1) the Mathematics, (2) the Sciences, (3) Language and Literature. In addition to these three separate lines of study carried on simultaneously, the practical studies of Commercial Arithmetic, Book-keeping, and Civil Government were added, and History and Psychology, or as it was called in those days, Intellectual Philosophy or Mental Science. Still further, the principals of this school determined that it was not essential to pursue with equal thoroughness all the lines of the natural sciences. They thought that Physics and Chemistry should be studied carefully and thoroughly, on the laboratory plan. A briefer course was given in Astronomy, and — largely by informal lectures — a round of studies participated in by three classes, taking one year Geology and Mineralogy, the next year Botany, and the third year Physiology and Zoölogy.

## The School Takes Advanced Positions

In this new home the school remained for twenty-five years. In 1884 Mr. Mowry severed his connection with the school, and it then went into the hands of Goff, Rice, and Smith. Mr. Goff, from this time until his death, Dec. 1, 1898, was the Senior Principal of the institution. During the whole history of the school, its success and popularity were largely dependent upon the fact that the managers kept ahead of public-school methods and courses. Many examples illustrating this fact could be named. When the school went into its new quarters in 1875 and revised its courses of study, it built into the new school-house a complete arrangement for laboratory work in the sciences. No elementary text-book upon the laboratory plan of teaching chemistry was at that time to be found. The principals, therefore, called upon Prof. John H. Appleton, of Brown University, and urged him to make for them a text-book of this sort. He consented, and wrote for their especial use an elementary text-book based upon the laboratory method of teaching, which he called "The Young Chemist."

The proprietors of the school had this book printed at their own expense and for their own use. Soon after, the Rhode Island Normal School and another private school in the city adopted it and bought copies of this edition from the proprietors of this school. Afterward, Professor Appleton enlarged the book somewhat, added illustrative cuts and diagrams, and a second edition was published by one of the leading book-houses. To-day there are many excellent text-books on chemistry based upon this plan of teaching.

### **Supplementary Reading**

In 1880 three papers were read before the Rhode Island Institute of Instruction, looking to advanced lines of work upon reading and the study of English literature in the schools. One of these was a paper by Mr. Amos M. Leonard, master of the Lawrence School, Boston, upon "Supplementary Reading in the Primary and Grammar Schools." Mr. Leonard recommended reading English authors instead of the hitherto custom of short extracts from the reading-books. Mr. Mowry was appointed to open the discussion upon this paper, and in his address he named several series

of books from the best authors, which had been read in a certain school of his acquaintance in the several grades indicated during the last three years. In one of these years the following books were read: —

In the Junior English Room — Six selections from Irving's Sketch Book, The Seven American Classics, A Virtuoso's Collection, by Hawthorne, Oliver Cromwell, by Carlyle, Dickens's Christmas Carol, Hawthorne's Grandfather's Chair.

In the Junior Classical Room — Irving's Six Selections from the Sketch Book, Scott's Lady of the Lake, Dickens's Christmas Carol, Hawthorne's Wonder-Book.

In the English and Scientific Room — Hiawatha, Seaside and Fireside, Spanish Student, Evangeline, Tales of a Wayside Inn, and Hyperion, all by Longfellow, and Hamlet and Macbeth, by Shakespeare.

In the Senior Classical Room — Longfellow's poems Seaside and Fireside, Hiawatha, Tales of a Wayside Inn, and others, Scottish History, Songs of the Scotch Cavaliers, by Aytoon, Macaulay's Lays of Ancient Rome, Greek and Roman Mythology, Thackeray's Henry Esmond, Scott's Marmion, Coleridge's Rime of the Ancient

Mariner, Life of Addison and his DeCoverly Papers.

It should be observed that not all of these books were read by the same pupils. There were four classes in each of the Senior rooms and two classes in each of the Junior rooms. In the Senior rooms essays upon what had been read were from time to time required. This method was characterized as "reading for information and culture and an introduction to English literature." It was added that as the pupils in this way while at school became acquainted with the writings of good authors, they would most likely have a desire to extend this acquaintance by reading other books by the same authors later in life.

It has already been stated that a seven years' course in Latin was commenced twenty-five years ago. Within two or three years past the public high schools of Providence have begun, at least in one or two schools, to extend the Latin course from four to six years.

Incidentally, it might be remarked that when this new schoolhouse was built, twenty-five years ago, very few, if any, blackboards in the public schools in the city were placed low enough on

the walls to be properly accessible to the pupils. The blackboards in this new schoolhouse were placed at a proper height from the floor. To-day, it would be difficult to find, in any of the newer schoolhouses of the city, blackboards not placed as they should be.

When the city was building the new High School edifice on Summer Street, the principal of the school asked permission from Mowry and Goff to examine their chemical and physical laboratories and take measurements and notes of the same to be used in equipping the new High School laboratories. Permission was cheerfully given and the measurements and notes were taken, for it was the wish of Mr. Goff, as well as his associate, to aid the public schools and the cause of general education in every possible way. For many years prior to his death Mr. Goff was an active and efficient member of the Barnard Club, and a co-worker in the Rhode Island Institute of Instruction, the oldest State Teachers' Association in the country.

### Dr. Goff as a Teacher

Dr. Arnold expressed what he wished to find in his older boys, or the boys of the "Sixth



form," as follows: "And what I have often said before I repeat now: What we must look for here is, first, religious and moral principles; secondly, gentlemanly conduct; thirdly, intellectual ability." And at the end of one of his farewell addresses, he said: "When I have confidence in the Sixth, there is no post in England which I would exchange for this; but if they do not support me I must go." These two statements of Dr. Arnold, especially the first, apply to the teaching of Dr. Goff. By precept and example he insisted, first of all, upon moral and religious principles. In all his teaching and in all his example he emphasized the Christian gentleman. Next to these two great qualities he placed intellectual ability. He was never sensational. Froth and gush were foreign to his nature. Thoroughness, earnestness, steadfastness, he strove to cultivate. Great purposes, a high, laudable ambition, concentration of mind, indomitable perseverance, — these were among the things which he held in high esteem. He believed in a classical education. He insisted that there could be no substitute for a knowledge of the Latin and Greek tongues. The logic and the philosophy found in the grammar of these two languages were believed by him

to be largely educative and disciplinary in their effect upon the minds of the young people who mastered them. He fully believed that the great thoughts, beautiful expressions, the elegant poetry, the courtly imagery, of the poets who wrote in these ancient languages were refining and elevating to the human soul. He sincerely deprecated the modern short cuts in education which would leave out the study of these two great languages and their literatures. He agreed with Dr. William T. Harris, who, in an address before Mr. Goff's pupils, said, "Given a new town on our Western frontier with just one hundred men, fifty of whom had studied Latin and fifty who had not, the first fifty after a time would come to the top and be the leading men in that community." Mr. Goff would heartily agree with an eminent classical teacher who at one of the large New England educational gatherings used this simile: "If I had a field of grass to cut, I think it would be wise for me to spend a half-hour of the morning at the grindstone."

There was nothing light, flippant, or superficial in his character, teaching, or intercourse with his pupils. He was far, however, from being always serious or sedate, and he was never mo-

rose. He had a keen sense of humor and frequently indulged in dry jokes that were often afterward called to mind by the students. He was always reaching forward to the strongest and the highest life-work of his students, but he never neglected their present feelings, views, and conditions.

Dr. Arnold laid great stress upon his Sixth Form boys. Dr. Goff always had easily the confidence, approval, and support of his Senior Class, and indeed of all his scholars. His teaching was always thorough and correct, and his discipline easy and efficient. The writer must also be permitted to add that in a daily intercourse of twenty years, while we frequently differed in judgment, we always, after the requisite discussion, came to a full and amicable agreement; and never in the whole period did a single sharp or angry word pass between us.

### **Rest Follows the Busy Day**

Dr. Goff was in good health until a short time before his death. He was attacked by pneumonia, and appeared to be doing well, apparently throwing off the disease, until the night of November 30, when he was suddenly taken worse and died

a little after midnight. The physicians pronounced it heart failure. The simple service at the funeral was attended by many sorrowing hearts, including a large number of the leading men of the city, who had been his pupils in the years gone by. The *Providence Journal* said of him: "The city loses a most popular educator and citizen." His end was peaceful. His work was done. Although he had not reached the full age of man, yet a full life's work had been finished, a life's work of great value, and rest should follow the busy day.

"Leaves have their time to fall,  
And flowers to wither at the north wind's breath,  
And stars to set; but all,  
Thou hast all seasons for thine own, O Death."

For thirty years Daniel Webster stood at the head of the bar and of the Senate, the first lawyer and the first statesman of the United States, yet in the last year of his life he said to Professor Silliman: "I have given my life to law and politics. Law is uncertain, and politics are utterly vain."

Dr. Goff turned away from law and politics, and for more than forty years his life was one of arduous labor in instructing young men. He had

his reward. His life-work was one unbroken success. His pupils, whom he had helped to battle successfully in the conflict of life, rise up by the hundreds in grateful recognition, and bless his name.

W. A. M.

## Services at the School

SERVICES in memory of Charles Bradford Goff were held in the chapel of the English and Classical School, 48 Snow Street, on Friday, Jan. 13, 1899. A full report of the exercises was printed in a brochure by Dr. Goff's associate and successor in the school, Mr. Howard M. Rice, who has kindly given permission that it be reprinted. The service began with the reading of the Scriptures by Rev. James W. Colwell, a former teacher in the school, and prayer by Rev. Edward L. Thomas, of the class of 1884.

### Mr. Howard M. Rice

Mr. Howard M. Rice then spoke in substance as follows:—

We have assembled here to-day to pay our sad tribute of love and esteem to one who stood to us in the varied relations of pupil, teacher, associate, and friend. Little did we realize, little did he think, perhaps, as he dismissed his class and

passed out of these doors a few short weeks ago, that we should never see him here again. That bright eye, that alert step, that cheerful greeting, have indeed forever gone, or remain to us only as a memory of the past.

Amid the throng of recollections that crowd into one's mind at such a time as this, my own memory reverts most frequently to those days more than thirty years ago when I first became a teacher in this school. Mr. Goff's studies and mine were at the time closely allied, and we spent many delightful evenings together reading for our own pleasure and improvement our favorite classical authors. He was then in the full vigor of active manhood, enthusiastic in his profession and overflowing with life and playful humor. The loss of his oldest son in later years threw a shadow over his life from which he never wholly emerged; yet there are some of his pupils here to-day who will recall the sportive way in which he would now and again turn from the more serious work of recitation to comment in an amusing way on some lighter topic suggested by the day's lesson.

Sad indeed would it be if, to such a life, this earth were the end of all, but

“Immortal is our friend, we know;  
Not summer turf, nor winter’s snow,  
Nor depth of earth, could bring to nought  
So much of life, and love, and thought;”

and cheered and comforted by the assurances of that Christian faith in which he was so sincere and earnest a believer, we feel sure that he has passed on into a life of still more active service in the world beyond the grave.

### Alumni Resolutions

At a meeting of the Alumni Association held just before the memorial service, the following resolutions were passed, and were now read by Rathbone Gardner, Esq., of the class of 1873:—

The Alumni Association of the English and Classical School, realizing their great loss in the death of their late principal, Charles B. Goff, Ph.D., hereby give expression to their appreciation of his character and work. He was a strong, modest, self-reliant, self-respecting man, a man of real learning, possessed not only with the knowledge derived from books, but so thoroughly imbued with all that had come to him from study and experience as to make really



new and peculiarly his own the learning which he knew so well how to impart to others; a man who taught and imparted by example even more than by precept; whose whole demeanor impressed upon his pupils the beauty and dignity of true culture; a man who asserted no superiority, but to whom unquestioned pre-eminence in his profession was uniformly accorded; a man who with no effort save the constant exercise of the courtesy which was his by nature, won not only the respect but the love of all who knew him.

He lived a life of such usefulness as is accorded to few men. For more than forty years he remained at the post of duty which he had chosen for himself, quietly, modestly, doing a work the value of which to this community cannot be overestimated.

Hundreds of men to-day owe to him a debt of gratitude which they hesitate even to try to express in words. They feel that to him more perhaps than to any one else they owe all that is best, not only of what they have attained, but of what they are.

Year after year he has sent out from this school men who have carried what he gave them into every sphere and calling of life, and for

whatever of good each and every one of these men has accomplished he is entitled to a share of praise. No man could be named to-day to whom this city and State are more deeply indebted than to Charles B. Goff. Now, perhaps, we realize this and wish we could give him our assurance of it. Few have appreciated him at his full value. It is not too late, however, now to acknowledge our debt to this strong, noble, and simple man.

**Address by William A. Mowry**

After the singing of Tennyson's "Crossing the Bar," by the Quartette of the First Congregational (Unitarian) Church, William A. Mowry, Ph.D., of Hyde Park, Mass., one of the founders of the school, spoke as follows: —

Professor Agassiz, the great naturalist, chose for his epitaph the simple inscription, "Louis Agassiz, Teacher." He was one of the world's most distinguished men in the realm of scientific research and knowledge, yet he took no motto from his favorite studies, nothing to indicate his special line of scientific thought, but with consummate wisdom emphasized his calling as that of an instructor. In this he not only dis-

played his breadth of mind, but his high and proper appreciation of his chosen profession, — the teacher of youth.

Surely this is the highest, the noblest, the most blessed calling within the reach of mortal man. Christ himself was the great teacher of mankind. Confucius was the teacher of his people nearly twenty-five hundred years ago. Socrates, the soldier, senator, philosopher, was greatest as a teacher, and now, after the lapse of twenty-three centuries, is best known in that relation. Few men of England — that land of statesmen, philosophers, warriors, poets, and painters — have exerted so wide an influence upon the future of their country and their race as Thomas Arnold, the head master of the school at Rugby. Half a century ago, Samuel H. Taylor, Principal of Phillips Academy, Andover, Mass., was invited to become President of his Alma Mater, Dartmouth College. His reply was, in the words of Nehemiah, the Jew: "I am doing a great work, so that I cannot come down." He felt that the moulding of the characters of some hundreds of young men, changing their bent and inducing many of them to go forward in the great work of obtaining a college education, was of far greater

importance than the management of a college and the guiding of such young men as had already passed the crucial point of decision and had entered upon the pursuit of the higher education.

I confess that it has often seemed to me that the greatest work a teacher can do is to influence his pupils to strive to obtain a liberal education. As I look back upon more than half a century of busy, educational work, I remember nothing which gives me more satisfaction than the recollection that by personal influence I have turned this and that young man from a shorter course of secondary education to a full college line of study. This may seem somewhat more unusual when I say that for more than half of that period my own work was on the English High School side, while my associate, Mr. Goff, was the principal of the Classical Department, and his special work was to prepare young men for college.

I have always enjoyed teaching the English language and literature. I have never wearied of the mathematics, the natural sciences, history, civil government, or the metaphysics; but I have always advised the ancient languages and a full college course, not merely to prepare for one of

the so-called professions, but for the higher walks of business life.

Mr. Goff, in memory of whose great work in life we are assembled here to-day, early chose as his special and particular department the teaching of Latin and Greek. In that I believe he was wise.

Dr. Wayland, in an address to teachers, nearly three-quarters of a century ago, used the following language: —

“Gentlemen, you have chosen a noble profession. What though it do not confer upon us wealth? It confers upon us a higher boon, the privilege of being useful. What though it leads not to the falsely named heights of political eminence? It leads us to what is far better, the sources of real power; for it renders intellectual ability necessary to success. I do verily believe that nothing so cultivates the powers of a man’s own mind as thorough, generous, liberal, and indefatigable teaching. But our profession has rewards, rich rewards, peculiar to itself. What can be more delightful to a philanthropic mind than to behold intellectual power increase a hundred-fold by our exertions, talent developed by our assiduity, passions eradicated by our counsel,

and a multitude of men pouring abroad over society the lustre of a virtuous example, and becoming meet to be inheritors with the saints in light—and all in consequence of the direction which we have given them in youth? I ask again, What profession has any higher rewards?"

This prosaic age, so devoted to science and to money-getting, may not fully appreciate such lofty sentiments as these from the pen of Dr. Wayland, but they are true and will stand the test of the ages.

Hon. Emery Washburn, a distinguished lawyer, jurist, and governor of Massachusetts, once said: "Whoever has been within the walls of a school-room must have observed how much the character of every scholar, for the time being, seems to borrow its form and hue from him who presides there . . . even in the very manner of thinking and feeling. . . . Who has forgotten or can ever forget the look, the manner, the tone, the oracular response, the unbounded learning, and the infallible wisdom of the master who urged our lagging steps along the early stages of the uphill and tangled path of learning? And who, to the latest hour of life, can root out of his

mind impressions that he there received? . . . How shall we measure the influence of the schoolmaster upon the social and political condition of his country? Her future men of influence, who are to lead in the management of her affairs, and to leave the impress of their own character upon everything around them, are placed under his control at that susceptible period of life when the deepest impressions are the most easily received, and which, when once received, can never be wholly effaced. . . . And if the teacher could gather around him from their various walks and employments the men of influence whose intellectual powers were developed by his efforts, how justly could he, like the Roman mother of old, point to them as the priceless jewels with which he had enriched his country."

What but the school and the college has made America what she is to-day among the nations of the world? She has again and again succeeded where other nations would have failed.

A hundred years ago our young republic extended westward from the Atlantic only to the Mississippi River. The total population was then about 5,000,000. Its people now number 75,000,000. Its area was then not far from

800,000 square miles. It is now 3,800,000 square miles. This expansion of territory and increase of population have brought upon the country great responsibilities and gigantic difficulties. Yet the intelligence of the people has been so general that we have battled successfully with every difficulty, and the development in industries and inventions has been so great that the actual increase in wealth is without precedent in the history of the world.

May it not be confidently asserted, without fear of contradiction, that these great results have been produced more by the aid of the school and the college — in other words, by the teacher — than by all other causes combined? Moreover, has not the highest culture — that is, classical study — done the most to bring about this marvellous result?

Mr. Goff was a model teacher in many respects. He had a deep and abiding interest in the struggles of young men for an education. He was a pattern of propriety and dignity. His manliness was apparent to all. His daily walk showed himself to be a Christian gentleman. His reliability, his exact and thorough scholarship, and his teaching power only became known by



long-continued acquaintance and personal contact. He was always and everywhere devoted to the best interests of his school, its pupils and its teachers. He had a strong distaste, almost abhorrence, for anything superficial, and that which partook of the nature of showy parades. But he studied the wants of the times and was fully abreast of the day in all things pertaining both to the subject-matter of instruction and the best methods of teaching. He was never a pessimist — but always hopeful and progressive. With him everything new must be first examined, and only that which proved itself right and true and needful was to be adopted and introduced. No experiments were ever tried in this school. Anything new must have passed the experimental stage before it could be approved, and when once put in operation there would then be no necessity to abandon it. New principles of pedagogy, new methods of teaching, new devices, must be studied and weighed before they ever had a trial here. But when once shown to be improvements, whether in subject-matter or methods of study and teaching, they were at once approved, introduced, and defended.

May I mention, as illustrations, two or three

things introduced here, in advance of most if not all schools of the time.

When the school moved into this building, so admirably adapted for the purpose, most preparatory schools had a three years' course in Latin and Greek. Some of the best of them had added a fourth year. This school had had a four years' course for some years before that. But in 1876 Mr. Goff introduced a new course of study, which proposed a seven years' course in Latin. Young lads of ten years of age began the Latin and pursued it in connection with the arithmetic, geography, and other so-called grammar-school studies. This course has proved eminently successful, and the example has of late been followed here and there by our best schools.

Almost a quarter of a century ago, when the school came to occupy this building, Mr. Goff, with his associates, paid great attention to the health of the pupils, and in particular to their eyesight. They believed the rooms were so lighted that the eyesight would not be injured by study in them. The services of a distinguished oculist were secured, who examined the eyes of all the pupils in the school and made a permanent record of their condition. Two years

later he made a second examination, and after another two years a third. The result showed conclusively that, in general, the eyesight of these pupils had improved, and even in cases of myopia, where the difficulty usually increases at the age of these children, the increase had been less than the average. Although the practice had already begun in some countries in Europe, this is believed to have been one of the first cases in this country of careful and systematic medical examination of pupils' eyes in school.

New methods, even new principles, are constantly presented, especially to the teacher of the ancient languages. No age is exempt from them. With some, anything new is at once believed to be true, and everything true is supposed to be new. With others, nothing new is true and nothing true is new. This seems to belong to no one period in particular, but to every age.

Nearly seventy years ago, Professor Cornelius C. Felton, afterward President of Harvard College, wrote as follows:—

“I am no advocate for the old scholastic systems of teaching. I have no wish to see young scholars forced to spend tedious days and months and years in conning page after page of barba-

rous Latinity before they understand the meaning of a single word. But I do believe, and I think my opinion is borne out by literary history, that the old-fashioned systems, bad, absurd, oppressive, as many of them were, produced better scholars, riper intellects, cooler heads, than any of the labor-saving machines which have in such multitudes been the playthings of this self-indulging age. I doubt not they have apparently promoted the rapid and easy attainment of learning, but, if they have been successful in the final issue, it has been only through the skill of the teacher and the genius of the learner, which gained the object in spite of them."

Mr. Goff would never decry the accurate classical scholarship of the fathers at a time "when men could talk Greek," as Cotton Mather says, "by the hour, and write Hebrew as fast as their mother tongue;" nor, on the other hand, would he undervalue the modern methods, especially that principle of pedagogy which proposed to put every new thing learned into practice as soon as possible. His method of teaching was ever fresh, ever new, ever interesting. Yet he was always conservative. He believed in the solid, substantial things of education, and the results of this method

of teaching are abundantly seen in the active lives of the graduates of the school over which for so many years he presided with such wisdom and success.

Two or three years ago I had occasion to look over the current catalogue of Brown University. I could not fail to notice the names of seven or eight members of the faculty who were graduates of this school, where they had been under the tuition of Mr. Goff. What significance is there in that one simple fact? When a college valedictorian settles down in the university town to spend his whole life in preparing young men for college, and in his own lifetime sees his former pupils filling successfully chairs in that university in such numbers as would in our great Western country make a whole college faculty, surely he may be congratulated upon the success of his work.

Sometime since I collated the list of graduates of this school to see into what professions and kinds of business they had gone. The five hundred (in round numbers) who have graduated were occupying positions in literally all parts of the country and even of the world, and their various vocations, being classified, were embraced under more than fifty different kinds of business.

Among them were engineers, — civil, electrical, and mechanical, — architects, editors and publishers, railway and insurance men, pharmacists, chemists, and druggists; and it was especially observable that there were eleven clergymen, twelve teachers, twelve college professors, thirteen engaged in banking business, twenty-six lawyers, twenty-eight physicians, forty in various positions in mercantile life, and nearly sixty manufacturers of jewelry, cotton and woolen, and other kinds of goods.

Such a record as this speaks volumes for the character of the school and for the greatness of the work of its late senior principal.

The life-work of Mr. Goff is ended. No one can correctly estimate its value in this city, this State, the nation, or the world. Its worth in money, in influence, in intellectual activity, in moral force, borders upon the infinite.

What does such a life, such a work of forty full years, — nearly the whole of it in this city, — demand from the citizens of this large and beautiful city? This municipality has greatly improved within the last thirty-five years. To-day many of the leading members of the city council, the school board, the State Legislature, and other

state and municipal officers are graduates of this school, and while members of it were under the instruction of him whom we honor here to-day.

Surely the teacher who has laid down his work, who has died with his harness on, who has now gone beyond the recognition by those who remain, — surely his memory deserves well from his late fellow citizens; and does not the institution which he has been so largely instrumental in building up deserve high recognition for important service faithfully and successfully performed?

The graduates of this institution will never fail to be loyal to its welfare, and I am sure will always hold in grateful estimation the high services done for the cause of sound learning by its late senior principal, Dr. Charles B. Goff.

The choice motto upon the seal of the school, *Deo Doctrinæque* ("For God and Sound Learning"), was of his own choosing. It voices the guiding aim and purpose of his life.

### **Address by Professor Harkness**

The next speaker was Albert Harkness, Ph.D., LL.D., of Brown University: —

One feeling pervades all our hearts as we

gather here to-day. I read it in the countenances of these bereaved pupils and of these sympathizing friends. We meet under the shadow of a great affliction. One of the founders of this school, one who has put his very life into it, alike his hand, his head, and his heart, one who has so often been cheered and gladdened in his arduous task by its growing usefulness and influence, now rests from his labors. A beloved and venerated teacher, in the fulness of his usefulness, with all his stores of learning and of ripe experience, has departed, never again to gladden us by his genial countenance. Even if our lips were silent, our hearts would pay a grateful tribute to his memory.

But in the years that are past the name of Dr. Goff has been wont to awaken in our hearts only emotions of gladness. So let it be here to-day; so he would have it. Dismissing, therefore, as far as we may, all thought of our own loss, we do well, it seems to me, to think and to speak more especially of the joy and the blessing which he has brought into all our lives, and into the lives of hundreds of his pupils scattered over the land, filling positions of trust and influence, stronger and better and happier to-day because



of the inspiring influences which they carried with them into life from that well-remembered class-room. It has been the unspeakable happiness of many of us to have known Dr. Goff intimately for many years. The memory of his words and deeds and of his spotless life will go with us as long as we live. He has left us, but his influence remains with us as an abiding blessing.

My first acquaintance with Dr. Goff was in his senior year, in 1855. I was then just entering upon my work at Brown University, and he was the first senior to put down his name for my class in Elective Greek. He at once exhibited unmistakable characteristics of the true scholar,—a zeal that never flagged and an ideal that could be satisfied with nothing short of the highest possible excellence. His ready perception of truth, whether in science or in letters, his remarkable memory, and his unusual facility of acquisition enabled him to attain that finished scholarship which almost from the outset made him *facile princeps* in his class and ultimately secured to him the highest honors at graduation.

But the early promise of college days is sometimes but imperfectly fulfilled in subsequent life.

Not so with Dr. Goff. With him commencement marked not the end of his educational career, but only a single stage in its course. The high academic rank attained at graduation was only an omen of the scholarly life which characterized all his subsequent years. With him life itself was a season of education, of scholarly attainments, and of intellectual growth. Year by year, by patient study and thought, he continued to add to his garnered treasures of knowledge.

During his senior year the grave question of the choice of a profession became the subject of serious deliberation and of long and earnest thought. From the first he seems to have been drawn to the special work to which he subsequently devoted all his powers with such eminent success. Some of his classmates and friends, indeed, questioned the wisdom of his choice, and argued that only the law opened suitable avenues to public recognition and honor for gifted and ambitious young men ; but in his judgment the profession which had been honored by such names as Arnold at Rugby and Wayland at Brown offered a field of usefulness, influence, and even of honor, which ought to satisfy any man's ambition.

From the hour when I first met Mr. Goff as a student in my lecture-room till the day of his death I have watched his career of usefulness and honor with ever-increasing interest, first as the head of the Preparatory Department of Union College, later as the principal of the High School at Fall River, and finally as one of the founders of this institution, where the great work of his life has been done. The story is a very simple one, that of a life devoted to duty, but it means more for the welfare of this community, city, and State than many another life that is loaded with honors. In public stations brilliant success attracts immediate attention ; the achievements of the statesman and the orator receive prompt recognition ; indeed, on any public arena glory at once crowns the victor. Contrast with this the work and reward of the teacher. In the quiet of the class-room, far removed from the public gaze, he is slowly but surely building character, developing and training the God-given powers of the human soul, storing the mind with useful knowledge, introducing it to garnered treasures of literature, to the best thought of the great thinkers of the world, teaching it to explore the secrets of nature and to look through nature

up to nature's God. Now in all this there may be little to elicit the loud plaudits of the multitude, but it furnishes the substantial foundation on which our government rests — the foundation for all our most cherished institutions, civil and religious. The statesman makes the laws, but the teacher makes the statesman. From the class-room of our departed friend have gone forth men who have occupied important positions in all the varied walks of life, at the bar, in the pulpit, on the bench, and in the halls of legislation. Into all these important positions they have carried, consciously or unconsciously, the influence of their teacher. They are living witnesses of the priceless value of his life's work; through them he speaks to-day. Could we gather up all the influences for good which successive classes for a whole generation have been carrying forth from that quiet class-room,— in trained intellect, in stored minds, in refined tastes, in sympathetic hearts, and in substantial character,— who in view of such results would dare say that the teacher's life and vocation do not offer scope for the best powers of mind and heart, and that they do not ultimately have ample reward, if not in public recognition, at least in the inner consciousness of the soul?

For upwards of forty years Dr. Goff has sustained a very intimate relationship to Brown University, a relationship fraught with blessings to both parties. Himself the product of its best culture, he was ever a true and loyal son, ever ready to acknowledge his indebtedness to his loved Alma Mater, and ever ready to serve her in word or deed as occasion offered. It would be difficult to exaggerate the value of his services in this regard. As a teacher, as a member of her corporation and of the Library Committee, he labored with untiring zeal to promote her prosperity and success.

Dr. Goff was eminently fitted, both by natural endowment and by careful study and training, for the high and responsible duties of the teacher. With quick and generous sympathies that brought him into close contact with all the members of his classes, he entered readily and heartily into all their youthful feelings, appreciated their difficulties, and gladly furnished them the needed encouragement and help. With a kind word of admonition for the wayward and indolent, he was ever ready to recognize and reward not only marked success, but all honest effort.

Fidelity to duty was his chosen motto; his de-

votion to his school was well-nigh sublime; no sacrifice of time or labor was deemed too great if it could add to his professional success. For the good of his school he was ever ready "to scorn delights and live laborious days."

Dr. Goff was a master workman in his chosen field of labor. Wisely conservative, he was yet in the best sense truly progressive. Never seeking change for its own sake, he yet recognized the fact that the world moves and that he who remains stationary in any of the important positions in life will soon find himself left behind. Ever ready to prove all things, he was yet determined to hold fast that which is good.

But in speaking of a life like that of Dr. Goff we do well to remember that it is often the man, even more than the teacher, that moulds character. The very presence of a true man of high culture, of refined taste, and of a pure and spotless life is itself a liberal education. Example is often more potent than precept:—

*Longum iter est per præcepta, breve per exempla.*

The Quartette then sang "A Hymn of the Home Land," by Haweis.

### Rev. William H. Lyon

The following tribute was then given by Rev. William H. Lyon, of Brookline, Mass., a former pupil of Dr. Goff in the Fall River High School:—

I entered the Fall River High School in the fall of 1860, and finished my teaching at the Mowry and Goff English and Classical School in Providence in June, 1870. Since then I have seen Mr. Goff only occasionally. I count him one of the strongest and finest forces of my life. During the four years of my High-School course he was not only my instructor, but my ideal. I count myself extremely fortunate to have been under his influence at that plastic and formative period of my character.

He was then in the early prime of life, not far from twenty-five. He was slight, fair-haired, scholarly in appearance, gentle and courteous in his bearing, scrupulous and neat in his dress, and gave the impression of what is described in the rather trite phrase of "a gentleman and a scholar." I can think of no better influence to fall upon a boy who is looking forward to a scholarly career.

He was not a prig, however. He could not have been beloved of boys, as he was, if he had been. He had a good laugh, a capacity for such jokes as it were wise to indulge in among one's pupils, and left always the impression that in college and among his fellows he must have been capable of having a very good time. That idea did not interfere with his popularity among us. He had a good voice and was told by a well-known teacher of music, Mr. Parker Borden, that he could sing. He was rather incredulous as to this, but applied himself so vigorously to practice that he soon developed a fine high tenor quality of voice. He became the first tenor of a male quartette, of which Mr. Borden was the second, and I the second bass. We went about among the surrounding towns singing on various public occasions. On these excursions Mr. Goff was one of the most delightful of companions. He let his boyish spirits loose, yet kept the respect of his pupil; and when he appeared at his desk the next morning was again the master, more beloved but not less obeyed.

He had a very high ideal of his office in its moral as well as intellectual side. His whole scheme of discipline was built on a high level.



The older classes were placed on their honor in many things. We went freely into the library to study together, and in summer we were often allowed to go out into the yard and upon the terraces in front of the old schoolhouse. Our ideas of honor were a little lax, and we did many things which we should not have done if the eyes of the master had been upon us. But, on the whole, the trust that was reposed in us did us good, and it seems to me now to have been a very wise scheme sensibly carried out. I am inclined to think that it was quite as much love for the master as a sentiment of honor that kept us from utterly disregarding the rules; but that love was so strong and had so great an element of respect that it was a very potent influence on the side of good conduct.

To this scholarly, courteous, and unobtrusively moral character, Mr. Goff added a very deep and sincere religious nature. Those who were in the High School during the early part of my course must remember well the revival which swept through the town and gathered in nearly every member of the school. There was the usual large element of mere contagion and imitation, but there was also substantial and permanent good.

Mr. Goff was one of those who became interested in religion at that time, and henceforth it was a power in his life. I remember well the morning on which he rose for the usual brief devotions, and, with a broken voice, confessed his sorrow that he had not cared much for such things before and that he had perhaps neglected his duty as to leading the young under his charge in the right way. The devotional exercises after that had an accession of fervor, and, though naturally they could not remain at the height of emotion which belonged to an exceptional period, yet they were always after that more warm and loving than most such regular exercises are apt to be.

It was in the year of our graduation, 1864, that Mr. Goff came to Providence. It was a good time to leave his school in Fall River, for it was in the best of order. He had sent off the largest class of boys in its history to college, and they won the largest number of prizes for many years before or since. I saw little of him during my college course, but knew that his school prospered and saw that his boys took more than their share of prizes on entering college. Six months after graduation, I was delighted to receive an invitation from Mowry and Goff to become Mr.

Goff's assistant in the Classical Department. To have only the classics to teach, to have no discipline to administer, and, above all, to be associated with my old master, made the year and a half which followed one of the happiest periods of my life. I found Mr. Goff the same gentle, gentlemanly, thorough, high-minded man he had been in Fall River. The boys were of the best to be found in the city or its suburbs. We were all warmly attached to our principal, and I am sure that, though many years have passed over us since that time and many experiences have overlaid its events, there is not one of us who did not have, when we heard of his death, something of the same feeling that Tom Brown had when he heard at his fishing that his old master, Arnold of Rugby, was gone. Across the years we look back to a man who in his school relations had a most unusual power of winning the love of his pupils and getting out of them all that was possible of work for love's sake. I am not competent to judge of his pedagogical methods. The science of pedagogy has almost sprung up since our day. But if faith that worketh by love is the highest Christian virtue, the power of inspiring young men to do their best by love is one of the finest of human capacities.

As I look about this room and see the photographs of the various classes, I am impressed anew with the breadth as well as the depth of the teacher's influence; for every one of this multitude of boys has become a centre from which the influence he has received from his master is going out upon all sides into the world. So let us think of him whom we commemorate to-day as not dead, but as still radiating out over the world the refinement and the loveliness of his character.

### Augustus S. Miller

The closing address was made by Augustus S. Miller, A.M., of the class of 1867:—

I have been asked to say a few words here to-day for the alumni of this school, to speak for them their appreciation of their former teacher and always friend, Dr. Goff.

I entered this school at the same time that Mr. Goff became connected with it, in the autumn of 1864, and I was a member of the first class to take the complete course in the Classical Department under him, in preparation for college, graduating from the school in 1867.

I remember distinctly my first impressions of

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Mr. Goff when I went to see him about entering the school. I recall the genial way in which he greeted me, and I know that I thought then that I should enjoy being his pupil.

As was his manner on that day, so was it the last time I saw him, not long before his death, and my first impressions of him were never changed.

In a school so large as this, with the number of teachers there are here, it would be strange if the boys should not form different estimates of their several instructors, and if, when leaving the school, some should not carry away with them more pleasant memories of this teacher, others of that teacher; and it is, I think, a very remarkable fact that of all the alumni of this school, those who have graduated from here for more than thirty years past, not one, so far as I can learn, was ever heard to speak otherwise than in the highest terms of Mr. Goff.

The alumni all had great love for him, for they felt that he was their friend as much after graduation as before, always interested in their lives and their work. At every meeting of the Alumni Association we wanted a word from him. He was a modest man, not given to much talking, but

when he acceded to our request for a speech it was always worth one's while to listen to his few words.

Perhaps I cannot express better how the alumni regarded him than by saying that as the years went by, as we grew to be boys no longer but men, acquainted with the ways of the world and with men, he never grew less in our estimation of him.

The shattering of youthful ideals is one of the painful things which come to us with age and worldly experience,—to find that the idol which, with boyish ardor, we raised on lofty pedestal was really fashioned from the poorest clay; that the man whom as boys we deemed almost a god was at best a most ordinary mortal.

Our appreciation of Mr. Goff never changed. As boys we regarded him as a great teacher, and respected and admired him as a man, and in after-years, our school days long past, we sent our sons to him because he was a great teacher, and because, as ever, we respected and admired him.

In these days of educational rush, when quantity, not quality, seems to be the desideratum of the many who uphold popular education as the

panacea for all our ills, political and social, and when from our schools continually come forth in great numbers those who have acquired some education, too often fragmentary, and too often an education disserved from culture, it is a pleasure to take a look backward, to recall this gentleman teacher, who by his own good breeding and polite bearing exerted a refining influence upon all the youth who came under his care, impressing upon them that not alone their aim should be high and accurate scholarship, but that gentlemanly conduct was also desirable.

As the resolutions of the alumni, presented here to-day, have so well said, "He impressed upon his pupils the beauty and dignity of true culture."

I was affected forcibly by the closing words of the last speaker, when, looking about these walls upon the pictured faces of all the graduates who have gone out from this school, he spoke of the influence of this great teacher whose labors here are ended.

This city, this State, this country, can estimate never too highly the influence exerted by such an instructor of youth as was he who has gone from us; it is an influence for good in this world which must live forever.

## Extracts from Letters

NEARLY a year ago Mr. Rice published a beautiful edition of the "Service in Remembrance of Charles Bradford Goff," and kindly sent a copy to every graduate of the school. He received hundreds of letters from them in reply. Mr. Rice has kindly permitted extracts to be made from these letters, and these extracts which follow emphasize the strong affection and high regard which all his pupils entertained for the character and worth of Dr. Goff. Selections will be made from only a few of these letters.

A practising physician writes: "I regret sincerely my inability to be present at the service in memory of the best friend any schoolboy ever had. Professional duties alone prevented my being present. Mr. Goff was more to me than a teacher, more like a kind and thoughtful friend, always careful in criticism and still more thought-



ful in commendation. My two years in the school were to me the happiest in my life."

A strong business man in the Rocky Mountain region of the great West writes: "Mr. Goff was always to my mind a model teacher, and I look back upon my connection with his school and the advantages enjoyed there with a great deal of pleasure. I hear from time to time with great interest, to me, that you are prosecuting the work with which you have been so long connected with the same zeal and along the same lines which originally gave the school its prominent place as an educational institution, and I wish you continued prosperity and success."

Another business man from a neighboring State writes: "Very soon after entering college I began to realize my good fortune in having acquired my preparation under the direction of Mr. Goff. Years and experience of men have added to my appreciation of his many excellent qualities as a man and a teacher, and the remarkably thorough training in classics which I received at his hands is continually and increasingly proving its inestimable value to me. It seems to me that the teaching of Mr. Goff had

results which are enduring to a remarkable degree. With sincere regard and best wishes for the future of the school and all connected with it, I remain,           Yours very truly."

Another says: "No words of mine can add or detract from the reputation which Mr. Goff has left behind. His pupils are a living monument to his worth as a teacher. As time passes the feeling grows upon me that the years which I spent under his tuition were the most profitable of my school days."

From one of our colleges: "I cannot express the sadness which I felt when informed of the death of Mr. Goff. It was as the loss of a dear friend. The pamphlet will be kept in grateful remembrance of the dead. Mr. Goff was always a gentleman as well as a scholar; a friend in need, a genial, kind-hearted man, who left his influence upon his scholars. I think I owe my decision to take a college course as much to him as to any one man. He was always speaking of the superior advantages of a college man, whether in business or the professions. I shall always hold him in grateful remembrance."

A business man in Providence: "My memory

of Mr. Goff is more of a personal friend than of a teacher. . . . I felt his kindly familiar interest in me even after leaving the school, as long as his earthly life continued. . . . I think of him as a benefactor to me beyond any other earthly friend."

Another says: "I heartily indorse everything that has been said concerning the ability and upright character of our beloved teacher. Truly he was a Christian gentleman in the broadest sense, and the world would be much better if there were more men of his integrity and sterling character in it."

From North Carolina: "I wish to acknowledge the receipt of the pamphlet issued in remembrance of my highly esteemed teacher and friend, Charles Bradford Goff. His influence and training I shall hold dear throughout life, and I feel that in his death I have indeed lost a dear friend."

A Providence man writes: "It was not my good fortune to be under the instruction of Mr. Goff while at the school, but it was my good fortune to be in his Bible class at church, and I shall always look back at it with a great deal of

satisfaction ; and I always felt and remarked that while all the teachers of the old school had their admirers, Mr. Goff was loved and respected by all the boys. We have all lost a true friend."

A successful business man writes: "The appreciative words which were spoken during the memorial service a year ago and recorded in this book are singularly heartfelt and well deserved. I shall preserve the work with pleasure, and only wish my own tribute of love and respect could be added to the worthier ones set down there."

From New York City: "I have read the pamphlet with great interest and no little feeling. Mr. Goff's personal influence was remarkably intense, and his individuality impressed itself strongly upon at least one boy I know who was not very susceptible to good influence of any sort."

From a New York lawyer: "I value much the copy of 'Service in Remembrance of Charles Bradford Goff,' which you so thoughtfully sent me. I have read with pleasure the splendid tributes paid to Mr. Goff in this service. He was worthy of them all. He was an ideal teacher, scholarly, kind, sympathetic, and helpful. He

was a lovable man. I shall not forget the genial way in which he greeted me when I became his pupil years ago. All his pupils admired and respected him as a teacher and had an abiding affection for him as a friend. The days I spent with him as one of his scholars I count among the happiest of my life. He will be gratefully remembered as a teacher and friend by all those who had the happy privilege of being his pupils."

Another from Providence: "Too much could not be said of the affectionate regard in which the memory of Mr. Goff is held by all who knew him. Every boy of his class respected and loved Mr. Goff both as a man and as a teacher. His kindly nature will never be forgotten. I think he held the same position in the regard of his scholars as was held by Professor Lincoln with his pupils."

From Northern California: "I was not directly brought under the instruction of Mr. Goff while attending your school, yet my recollections of him are of the most pleasant character. From one of my intimate friends in the school I learned many instances of Mr. Goff's ways and methods in the schoolroom and of the high esteem in

which he was held by those who had been under his influence. Only this summer I met a pupil of his who was in the school a short time only, but who spoke of the pleasure he had in meeting Mr. Goff a few years ago. Some of the pleasantest memories of my life are connected with the hours spent in the old schoolroom — now, as then, under your watchful eye. I can assure you that none of those who have listened to your earnest voice in explanation of the questions brought up in recitation feel more gratitude than I do.”

The following from the British Provinces: “I have read with more than usual interest the account of the service held at the school in his memory. Mr. Goff as a teacher made an impression on me different from any other teacher excepting Professor Lincoln, and I have always considered myself most fortunate in having been under his instruction. He was not only our teacher, but our friend and our companion, who had our highest respect and love.”

The following is from a college professor in Ohio: “The little memorial pamphlet of Mr. Goff came a few days ago. I was very glad to re-



ceive it, and thank you for sending it to me. I think that you know of my great admiration and affection for Mr. Goff. I am very thankful, as I think of him, to remember that I took particular pains every summer that I saw him for a number of years back to tell him how much I owe to him and how grateful I was for it. He did more for me than any other teacher that I ever had, and there is seldom a week passes now that I do not think of him as I do my work in my recitation-room. I would have been glad to have been present at the service had it been possible. As long as I teach Greek I shall remember him with grateful pleasure and mention him frequently."

A Rhode Island business man: "Aside from the impression which he made on me in a serious way, I shall always remember the twinkle in his eye when either he or one of the boys (as we sometimes did) made a little joke. His freedom from the stereotyped schoolmaster's manner was also a thing that always appealed to me, and I always think of him as a scholar and a gentleman."

Another writes: "As a student in the old 'Mowry and Goff' school, I was never under



Mr. Goff's instruction, as you probably know, and in fact, I was not well acquainted with him. But it would have been impossible to come in contact with him almost every day and not form an estimate of the man. It may probably be said that the judgment of young fellows of sixteen or eighteen would not be worth much, but after all I am inclined to think that teachers are 'sized up' by their students with a good deal of accuracy in the long run. I always had a deep respect for Mr. Goff. He impressed me as being a gentleman in the highest and broadest sense of the term; a man who influenced the students not so much through fear as by the power of his own example, and their desire to emulate a man whom they so thoroughly liked and respected."

From Brooklyn, N. Y.: "Very many thanks for the pamphlet received last week. Sorrow for the loss of Mr. Goff and the deep appreciation of his sterling qualities are therein expressed far better than it would be possible for me to do. As I grow older I realize more and more how great was my good fortune in being one of his pupils, and I recall the many happy hours spent in his class-room as the most pleasant and profit-



able of my life. One of the most valuable lessons learned from him, and one that has been of great value to me in my teaching here at the medical college, is that the way to impart knowledge is by leading, not driving, the student. Surely in his passing from us we have sustained a great loss, and in our sorrow we can but feel that with such true and noble spirits as his the whole mass of mankind is leavened."

From a well-known clergyman: "I received and have read with pleasure and grief the beautiful memorial of my beloved teacher, Mr. Goff. Please accept my deepest gratitude therefor. My recollections of Mr. Goff are of the pleasantest kind. He was easily my greatest teacher up to the time I came under his instruction. His high ideal of a scholar which he held up before his pupils was very stimulating. Nothing but exact work would pass muster with him. His English style was, to my thought, the acme of perfection. His rendering of Vergil was from time to time surprisingly beautiful, and one of the greatest happinesses of my life was the reading of the *Æneid* under his instruction. I believe that if Mr. Goff had given his attention to literature he

would have made his mark therein. I used to look forward to his week in chapel, and his conduct of that beautiful service was always a great delight to me. His departure is to me the loss of a very dear friend."

From Editorial Rooms, Boston: "I thank you for sending me the pamphlet descriptive of the service in memory of Mr. Goff. I am glad to read it and to recall my pleasant recollections of the days when I sat at his feet. His death must be a great loss to you. I can well understand what his companionship must have meant to you and how you must miss it."

From a college professor in Maine: "It is most fitting and touching throughout, and I am very grateful for it. Mr. Goff contributed to my life one of its strongest formative influences. He held up and exemplified high ideals, both in study and in character, and I recall now exercises in Latin composition when his genial hearty nature, without the least apparent effort, lighted up the task with real merriment, yet without loss of scholarly exactness or intellectual or moral earnestness. He always seemed simple, natural, direct, and cheery. How brightly his face would

light up with smiles! Yet I think one could well call him a quiet man, whose influence was effective more through what he was than what he said. His life is an inspiration to us all who try to walk in the teacher's holy calling."

A Rhode Island man says: "I was not able to be present on that occasion and I read the pamphlet with the greatest interest. It will be twenty years in June since I left Mowry and Goff's school, but the remembrance of Mr. Goff's kind treatment and careful instruction is as fresh now as then, and I trust it will always remain with me."

From Minnesota: "Please accept my thanks for the pamphlet, memorial of Mr. Goff, which I have read with much satisfaction. The remarks therein beautifully express what I think every pupil of his has felt. His influence did much to form what high ideals of life we each possess, and I look back with the pleasantest memories to the three years' school life under him. Such a teacher, unassuming, able, inspiring, leaves a rich bequest when called hence after forty years' professional work."

A college professor in the West writes: "Any-

thing that has to do with my old master is always filled with pleasant recollections and even sweet memories. He was a man in ten thousand."

From a gentleman in Pawtucket: "I beg leave to acknowledge the receipt of the pamphlet in memory of my former esteemed teacher and friend, Charles Bradford Goff. As the years have gone by since my departure from the school and from among you, many pleasant reminiscences have been brought to mind of recollections and conversations with Mr. Goff and with others who then composed the corps of instructors. Though I have not had the pleasure of meeting my old friends and instructors of the E. and C. school for several years, yet I vividly recall their faces and am always glad to hear from the good work of the school."

From an undergraduate in college: "I shall always think of Mr. Goff as one who has done more for me than any other man I know. And if there ever was a person who set us young fellows the example of what a true man ought to be, he certainly was the man. His was a life that needed no written memorial to endear him to the hearts of his pupils, but the memory of such a service

as the one held in the old chapel last year is, it seems to me, most fitting, and will serve to remind us often of the man who had an ideal and lived up to it."

From a Boston business man: "Accept my thanks for your kindness in remembering me with a copy of the service held in memory of my teacher Dr. Goff. Among the many true and good things said of him were some that brought to mind the great good his work in the English and Classical School really accomplished. His teaching and influence will go through life with many of us, and his example cannot but be productive of an effort, at least, on the part of all of us to make ourselves more useful and better men."

Another from New York: "I cannot express to you the emotion I had in reading what the speakers had to say in eulogy of this man's life and character. . . . Mr. Goff had a great influence over me during those four years at the school, and I shall never cease to revere his memory for what he did for me in the way of example and teaching."

From New York City: "I was much pleased

to receive the pamphlet, 'Service in Remembrance of Charles Bradford Goff,' which I read with deep interest. I can heartily indorse the sentiments expressed therein, and consider myself very fortunate in having had such a noble man as one of my teachers."

From a Chicago lawyer: "I beg to acknowledge the receipt of the tasteful memorial to the late Mr. Goff. I can cordially say 'Amen' to all that is there so well said. The influence of his personality and example have made a lasting impression upon my life. I have never had a teacher whose memory-picture is so clear and distinct in my mind to-day as his."

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