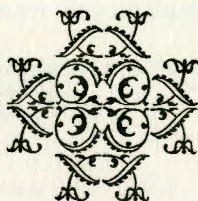


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THE COUNTY GRAMMAR SCHOOLS
AND ACADEMIES OF VERMONT

By EDWARD DEMING ANDREWS

The small academies and county grammar schools which sprang up in the segregated frontier communities of Vermont during the formative stages of that state's history offer to the student of education a fascinating field for research. For these primitive institutions were very close to the social, intellectual and religious life of a new country, and in the records of their service to youth and struggle for existence, a moving chapter is revealed of the character of a people profoundly committed to the ideals of independence and to cultural as well as economic development. They reflected in countless ways the ambitions, needs and conditions of the folk who founded and supported them under the gravest handicaps, remaining all along, as a result of their freedom from centralized control and their own peculiar circumstances, autonomous institutions varying one from another. Each school was a self-contained organization, adapted to its own environment, and flexibly ordered to promote, as best it could, the welfare of the intermittent students who could take advantage of its offerings. For sixty years before the public high school began to overshadow these picturesque halls of learning, the academy was active with change and alive with the spirit which makes education (before it is something taken for granted) one of the most vital of human experiences.

Besides their relation to the history of the state itself, the early secondary schools of Vermont present a wealth of material to the stu-

dent of biography: the lives and achievements of such teachers as Ida Strong, Emma Hart and Josiah Dunham—pioneers in academic education for young women; the practical theorist, Captain Partridge; Samuel R. Hall, the founder of the first normal school in America; the famous Hiram Orcutt of Thetford; Joseph Wickham, the great teacher at Burr who was likened to Dr. Arnold of Rugby; Twilight of Brownington; Colby of St. Johnsbury; Spaulding of Bakersfield and Barre; and many others deserving more than the passing recognition here accorded them.

To the student of government there is presented, in Vermont's sequestration of lands for educational purposes, an exceptional device for supporting schools of secondary degree. The sociologist may also, in the period considered, trace the origins of a new movement, its first attempts towards the realization of ideas and ideals, its contention with unprecedented obstacles, its use of the materials and resources at hand, and the interaction between a pioneer society and a self-conscious institution with a social creed. The manual labor movement, the lyceum movement, and the educational influence of the church have much of interest for the social or religious historian.

It is nevertheless the human, idealistic, yet common sense quality of life and instruction in the academies which constitutes, I think, their outstanding contribution to educational thought. Weak and inefficient though many of the schools were, they all reflected the conviction of a free and independent people that education was a fundamental right; that the welfare of the individual student was their greatest obligation; that the purpose of the school was not to repress, examine or standardize youth, not (primarily) to advance him to a higher school of learning, but to give him enlightenment, understanding and fellowship, to aid him in the development of his own personality and innate abilities, and by intimate association to help him on his individual way.

E. D. A.

SETTLEMENT OF VERMONT EARLY EDUCATIONAL LEGISLATION

THE first settlements in the territory now known as Vermont were made along the Connecticut River just north of the Massachusetts border. Fort Dummer, in the limits of Brattleboro, had a few families in 1724, a year after the blockhouse was built.

In 1749, Benning Wentworth, the royal governor of New Hampshire, began to sell townships in this area on the basis of a grant made by King George II in 1740;¹ by 1751, one hundred and eight grants had been made, and by 1754, five settlements had been formed in the extreme southeastern portion of the territory. The French and Indian war seriously retarded colonization, however, and by 1760, before immigration again set in, there were not more than three hundred inhabitants scattered along the Connecticut River about fifty miles from the southern boundary of the area.²

With the conclusion of King George's war, however, the settlement of the grants was rapid, and in the decade after 1760 the population of the territory increased from 300 to about 7000 inhabitants.³ This movement, chiefly from Massachusetts and Connecticut, was actuated chiefly by economic-agrarian motives. Only in certain instances, as in the case of the Hardwick (Mass.) transference to Bennington, was emigration a distinctly religious affair. Vermont was virgin territory, land was cheap, and access convenient as compared to unsettled areas west or further east.⁴

An amazing unity among the settlers was achieved in the period of seventeen years from 1760 until the first constitution was adopted in 1777. In 1763,⁵ soon after Governor Wentworth had initiated his shrewd policy of selling grants, Governor Colden of New York, basing his claim on an early grant made by Charles the Second to the Duke of York, asserted proprietorship over the same territory that New Hampshire was thus parceling out, and started to sell townships

1. *The New Hampshire Grants*. Being Transcripts of the Charters of Townships and Minor Grants of Lands made by the Provincial Government of New Hampshire, within the Present Boundaries of the State of Vermont, from 1749 to 1764. Vol. XXVI. *Town Charters*, Vol. III.

2. Only thirty grants were made between 1751 and 1763.

3. Thompson: *History of Vermont*, Pt. II, p. 30. Eastman's *History of Vermont* (p. 101) gives 7000 as the population for 1781. The former authority is undoubtedly correct, as it is highly improbable that immigration was so rapid as to swell the population from 7000 to about 85,000 (round figures of first census in 1890) in a single decade. The population of Vermont for 1780 has been estimated at 15,000. The granting of township charters by Vermont did not begin until 1779, following which date there was a rapid influx of population.

4. Mathews: *Expansion of New England*, p. 136 f. Also Adams: *The Founding of New England*, p. 152 f. and p. 176 f.

5. The preamble of the constitution of Vermont revised in 1786 gives this date as 1764.

which often embraced lands which settlers had already purchased under the Wentworth grants. Between 1765 and 1776, New York had issued grants covering 2,418,700 acres. As a result, the colonists, under the initial impulsion of self-interest, were driven to a militaristic defence of their claims against the aggressive policy of their western neighbor. In this common cause a solidarity was achieved which was further increased by the unfriendly attitude of the colonial legislature, which sided with New York in the latter's attempt to dispossess the original occupants of the grants. The band known as the Green Mountain Boys was organized to resist, often forcibly, the attempts made to exercise jurisdiction over their lands bordering on New York. Out of such concerted action and common complaints was born a unity of thought which rapidly developed into a consciousness of political unity and the desire for independence.¹

In January, 1777, a convention was held in which it was resolved that:

We will at all times hereafter consider ourselves a free and independent state, capable of regulating our internal affairs in all and every respect whatsoever, and, that the people on said Grants shall have the sole and exclusive and inherent right of governing and ruling themselves in such manner and form as in their own wisdom they shall think proper, not inconsistent or repugnant to any resolve of the honorable Continental Congress.

In July of the same year a constitution was adopted, and in March, 1778, Thomas Chittenden was made the first governor of the new state. The democratic spirit for which Vermont is so well-known, that democracy born of the frontier, is manifest in this first constitution, which provided for manhood suffrage, Vermont later being the first state to enter the union on such a basis.

It is unnecessary to the purposes of the present study to follow further the well-known fortunes of Vermont from this point to the time when Congress (motivated at first by the fear that the new state would join the British, and later, after the war, by a changed sentiment due in part to the withdrawal of opposition to Vermont on the part of the representatives from New York) modified her attitude to such an extent that the commonwealth of the Green Mountains was gladly admitted to the federal union in 1791. It is noteworthy, however, that in the midst of these political disturbances and the confusion over

1. Slade's *Vermont State Papers*. Documents relating to the controversy with New York and New Hampshire (pp. 10-195).

property rights, and while the patriotic colonists of the Vermont territory were contributing their share in the struggle for independence, the quieter affairs of peace and well-being, and especially matters pertaining to the education of their children, were not neglected.

Early in this period, when there were but a few hundred inhabitants, the interest in educational affairs is first recorded. In 1761 Guilford and Bennington each sequestered a lot for school purposes, and by 1763 the latter town had voted money for three schools. Chester voted to build a schoolhouse in 1773, and in 1775 Hartford elected a committee to care for and rent school lands.

The establishment of grammar schools was advised in the first constitution adopted in 1777. Section XL of the Plan or Frame of Government reads:

A school or schools shall be established in each town, by the legislature, for the convenient instruction of youth, with such salaries to the masters, paid by each town; making proper use of school lands in each town, thereby to enable them to instruct youth at low prices. One grammar school in each county, and one university in this State, ought to be established by the direction of the General Assembly.¹

That Vermont was influenced in this first statement of educational policy by the example of Pennsylvania is a probability borne out by a comparison of the wording of the above with that of Section 44 of the first constitution established by the General Convention at Philadelphia in 1776:

A school or schools shall be established in each county by the legislature, for the convenient instruction of youth, with such salaries to the masters paid by the public, as may enable them to instruct youth at low prices: And all useful learning shall be duly encouraged and promoted in one or more universities.²

In the above statement, the county schools are but vaguely classi-

1. Chipman: *A Memoir of Thomas Chittenden, the First Governor of Vermont: with a History of the Constitution During his Administration*, pp. 47-48.

2. *A Collection of the Constitutions of the Thirteen United States of North-America*, p. 115. It is quite probable that the Pennsylvania influence was exerted through the medium of Dr. Thomas Young of Philadelphia, who first suggested the name "Vermont" and was a strong supporter of the inhabitants of that territory in their disputes with the Continental Congress. (See Address of Thomas Young of Philadelphia to the inhabitants of Vermont, recommending the formation of a Constitution and the election of Delegates to Congress. April, 1777. In Slade's *Vermont State Papers*, p. 76.)

fied. The first constitution of Vermont, on the other hand, clearly recognizes three grades of schools: the common school, assigned to the town; the grammar school, assigned to the county; and the university, assigned to the state. In shaping this scheme, the legislature, composed as it was of men hailing from Massachusetts and Connecticut, may also have been affected by educational practices and traditions in these two states—by the town schools of Massachusetts on the one hand, and the early county grammar schools of Connecticut on the other.¹ The clause concerning town schools has also a mandatory quality which reflects the early policy of Massachusetts and New Hampshire.

Another phase of the Vermont statement has special interest in the light of its subsequent importance in educational policy. The towns are instructed to make "proper use of school lands" in the support of their schools. The reference is to the school lands set aside in the royal charters granted by Governor Wentworth of the Province of New Hampshire, and represents the first mention of school support from land rentals.²

Two years later similar provision was made for the support of the county grammar schools. About this time the General Assembly of Vermont began to grant charters for townships in territory not already taken up in New Hampshire grants. In these charters one right of land in each township was set aside "for the use and benefit of the county grammar schools."³ On October 27, 1779, the as-

1. The Connecticut Code of 1650 required towns with one hundred families to keep a grammar school. In accordance with this law, grammar schools were established at Hartford and New Haven. In 1672 a county grammar school law was passed which read: "That in every county town there shall be set up and kept a Grammar School, for the use of the county, the master thereof being able to instruct youths so far as they may be fitted for colledge." (*The Book of the General Laws of the people within the Jurisdiction of Connecticut*, p. 63.)

2. The following extract from the charter of Norwich illustrates the reservations in the royal charters: "One whole share for the Society for propagating the Gospel in foreign parts. One whole share for a Glebe for the Church of England as by law established, one share for the first settled Minister. One share for the benefit of a school in said Town." (Slafter: *The New Hampshire Grants*.) By an act passed in October, 1794, the General Assembly of Vermont appropriated the lands granted to the Society, and in 1805 the Glebe rights were directed to be applied to the support of the common schools. (*Acts and Laws*, 1805. Chap. 72, pp. 127-128.)

3. Five "public wrights" in all were appropriated: "One right for the use

sembly granted such a charter creating the town of Bethel and two days later one creating the town of Derby. Governor Chittenden signed and issued the Derby charter on October 29, thus making this town the first one formed from the state's unchartered lands, and the right in this town the first set aside for the benefit of future grammar schools.

What influences suggested this policy of granting lands for the use of grammar schools, it is impossible to ascertain. A precedent is found, however, in the early educational history of Connecticut, from which state Governor Chittenden and the large majority of the assembly originated. In 1672 the Court of Election (in Connecticut) granted six hundred acres of land apiece to the county towns of Fairfield and New London for the benefit of the grammar schools located in those towns. Similar grants were made to New Haven and Hartford.¹ Small also records scattered instances in Massachusetts. The practice of granting lands for educational purposes goes far back into New England history, though generally the grants were made for the benefit of the common schools, and most often by the towns themselves. Such acts on the part of colonial governments may possibly have served as models for the framers of Vermont's early educational system.

PERIOD 1780-1800

THE SHAPING OF LEGISLATIVE POLICY. ESTABLISHMENT OF FIRST COUNTY GRAMMAR SCHOOLS AND ACADEMIES

When the first academy in Vermont—Clio Hall at Bennington—was chartered by the legislature in 1780, the attention of the state was still absorbed in its troubles with the Continental Congress and its eastern and western neighbors. Colonel Ira Allen was initiating a series of strategic conferences with the British in Canada; Congress

and benefit of a college, within this state; one right for the use and benefit of the county grammar schools throughout this state; one right for the first settled minister of the gospel in said township forever; one right for the support of the ministry in said town to be disposed of for that use, as the inhabitants thereof shall from time to time agree; also one right for the use and benefit of an English school or schools in said township. . . ." (*State Papers of Vermont*, Vol. II. Charters Granted by the State of Vermont. The quotation is from the Brownington charter.)

1. Small: *Early New England Schools*, p. 217.

was still ignoring the protests of the colonists against their treatment by New York, and soon was to go so far as to threaten Vermont with invasion; and the war for independence was still unsettled. It was nine years before New York was to be willing to relinquish its pretensions, and eleven years before the state was to be admitted to the union.

The period under consideration, 1780-1800, was a most important one, however, in the settlement and organization of the territory. Although the American Revolution had again retarded the flow of immigration, "by 1780 the tide . . . flowed out again to the north as well as the west."¹ In this year twelve villages were planted in Vermont. By 1790, 211 towns had been settled or marked off, the population of the state had increased to 85,425, and the northern part of the state had been well opened to colonization. At the turn of the century the official census reported 154,465 inhabitants. These colonists came chiefly from Connecticut and Massachusetts, with a small percentage from Rhode Island. Rossiter states that "it is probable that no state in the Union was settled by choicer immigration than that which passed up the Connecticut river to the Green Mountains. . . . The settlers . . . were all acclimated, hardy, accustomed from childhood to the use of axe and gun, eager, and full of ambitious purpose to found homes and communities of their own. They were all of the same stock; they possessed the same ideals; they were animated by the same purpose."²

The stress of persecution and war did not keep the Republic of the Green Mountains from organizing her internal affairs in an independent and effective fashion. From the time of the adoption of the first constitution until the "republic" was admitted as the fourteenth state of the union in 1791, she industriously framed, executed and enforced essential laws, issued and regulated her own coinage, prescribed a standard of weights and measures, and established a postal service.

Educational affairs were not neglected. At the session of the legislature in October, 1781, an act was passed enabling towns to levy taxes on their lands for the purpose of building schoolhouses;

1. Mathews: *op. cit.*, p. 131.

2. Rossiter: *An Historical and Statistical Study of the Progress of the State of Vermont*, p. 409. Of the 85,425 inhabitants reported in 1790, 81,200 were of English origin and 2600 of Scotch descent.

and a year later the first general school law was enacted. Provision was made in this law for the division of towns into districts for school purposes and for the raising of money and the election of trustees for town schools. It was also provided that "the judges of the county courts, in their respective counties, shall have power to appoint trustees of county schools; who shall have the same powers in all matters relating to their trust as trustees of town schools; and shall be in like manner accountable to the judges by whom they were respectively appointed."¹ The county court judges had a further function: "Calling to their assistance the justices of peace in their several counties, they shall have power to lay a tax on the same, for the purpose of building a county school-house in each county; to be collected by a warrant from the county treasurer, in the same manner as the State taxes are."

The provisions for secondary or grammar school education in the school law of 1782 were permissive rather than mandatory. This purely advisory attitude is again discernible in the constitution adopted by the state in 1786. Chapter 38 states that "a competent number of schools ought to be maintained in each town, for the convenient instruction of youth, and one or more grammar schools be incorporated, and properly supported in each county in this state."² This statement was reaffirmed at the constitutional convention held at Windsor in July, 1793. (Section 41, Constitution of 1793.)

The somewhat indeterminate nature of the state's early educational policies is emphasized by the following summary of legislation up to 1787:

- 1777 Schools shall be established in each town. One grammar school in each county . . . ought to be established.
- 1779 Provision for the support of town and county schools by means of land incomes.
- 1781 Additional support for town schools through local taxation.
- 1782 Provision for organization (and support) of town schools. Powers given to county court judges to appoint trustees for county schools and to levy taxes on county for benefit of these schools.

1. This function of the county courts was reasserted at later intervals. (See *Statutes of the State of Vermont*: Revised and Established by Authority in the year 1787, Bennington, 1791, p. 179. Also *The Laws of the State of Vermont*, Vol. II, Randolph, 1808, for copy of an almost identical act passed Oct. 31, 1797.)

2. *The Constitution of the United States, According to the latest Amendments*. Philadelphia, 1791, p. 156.

- 1786 Schools ought to be maintained in each town. One or more county grammar schools ought to be incorporated and properly supported in each county.
- 1787 In the Act for Appointing and Supporting Schools the 1782 clause on the support of county schools by taxation is eliminated.

In regard to the town or common schools, the "shall be established" policy of 1777 changed to an "ought to be maintained" policy in 1786. In regard to county grammar schools, the first constitution suggested one to each county, while the second suggested "one or more"; in 1777, such schools "ought to be established," while in 1786 they "ought to be incorporated." It is apparent that up to and including the year 1782, both these types of schools were considered by the legislature as public institutions, one type to be assigned to the town and the other to the county, and both to be under the control of trustees (appointed in one case by the town and in the other by the judges of the county courts). Provisions for the support of the two types of schools further indicate that no distinction was originally made as to their character: land rights were reserved in the township charters for the use of both kinds of schools, and in 1781 and 1782 towns and counties were made units for the tax-support of their respective institutions.

A distinct change in policy is apparent, however, in the constitutional provisions of 1786. Though the establishment of both the town and county schools was still left (by implication) to the option of the town and county respectively, the provision for the "incorporation" of the county schools as well as the indefiniteness of the provision for support suggest that the state was beginning to swing to the conception of privately controlled and supported grammar or secondary schools. The omission of the clause on taxation in the school law of 1787 is significant.

It is difficult to say what caused this change in policy. The incorporation of Clio Hall as a private academy in 1780 may have served as a precedent whose influence was not felt in 1782, but to which the state tentatively committed itself in 1786. The fact that the towns had a political vitality and a corporate unity not possible to the county, and that the initiative for the establishment of this first secondary school in Vermont came from the town, may have influenced the framers of the second constitution of the state. At any rate, the legislature, in establishing the first county grammar school at Norwich in 1785, failed to make the county responsible for its support; and

in 1787 the act establishing the second county grammar school (at Castleton) definitely prescribed that Rutland county should not be "at any cost or charge in compleating or repairing" the schoolhouse.

An examination of the acts establishing or incorporating the first five academies and county grammar schools in Vermont will show the trend of legislation up to the time when the Caledonia County Grammar School was incorporated on a more definite basis.¹

1780 Clio Hall.

Without elaboration the act makes twelve petitioning individuals a "Body Politic and Corporate in Law." It commends as "laudable" their "purpose of promoting Literature," and reveals that these men had entered into "a voluntary Association and Subscription for erecting a Seminary of Learning." Finally the legislature reserves the right to keep the school, after "the Time Being," at any other place than Bennington.

1785 Windsor County Grammar School.

The act for establishing a county grammar school at Norwich in Windsor County was passed June 17, 1785. It is brief, and merely fixed the location: "Be it enacted and it is hereby enacted by the Representatives of Freemen of the State of Vermont in General assembly met and by the authority of the same; that the place for keeping a County Grammar School in and for Windsor County shall be at the House commonly known by the name of the red School House in Norwich."² This school is generally conceded to have been the first county grammar school incorporated by the legislature of Vermont. As a matter of fact, the institution was not actually chartered until November 11, 1807. In the meantime the school probably functioned pursuant to the act for

1. At first the chief distinction between a county grammar school and an academy was that in the sense of the legislature the former conformed both in nomenclature and function with constitutional policy and was presumably located with the purpose of serving a district roughly equivalent to the county in question. Since the county grammar school at first was favored with no preferential assistance from the state, the matter of nomenclature was not always considered important by bodies petitioning for incorporation. Later, when some such assistance was provided through the rental of school lands, certain schools located in areas where these lands existed applied for charters as county grammar schools, or appealed to have their names or status altered so that they might be technically qualified to benefit from such rentals. Secondary schools sometimes went under the names of halls, seminaries, societies, associations, institutes or high schools. Both grammar schools and academies were institutions so organized that they could give instruction in college-preparatory subjects; and their courses of study were of distinctly higher grade than those in the district or common schools.

2. *A Journal of the Proceedings of the General Assembly, Windsor, 1785.*

appointing and supporting schools (School law of 1782), which granted corporate powers in school affairs to the selectmen and other officers appointed by the town. Certain trustees must have been named, for on October 21, 1788, an act was passed "granting the Trustees of the Grammar School in Windsor County leave to raise the sum of £150 by lottery." The necessity for this legalized lottery, which was to raise money to complete the school building, presupposes that that part of the 1782 law which pertained to the taxation of the county for the support of county schools was not enforced in this first test of its validity.

1787 Rutland County Grammar School.

The first legislative enactment on this school also limited itself to location: a board of trustees with corporate rights and privileges was not incorporated until October 29, 1805. The original act, passed October 15, 1787, reads thus:

"Be it enacted by the General Assembly of the State of Vermont that the place for keeping a County Grammar School in and for Rutland County Shall be at the house commonly known by the name of the new School house near Doct William Wolcotts in said Castleton—Provided that the county of Rutland shall not be at any cost or charge in completing or repairing said house.—"

The act is noteworthy in that it puts the expense of building the school, and of keeping it in repair, squarely up to the town itself. Although the act incorporating the school in 1805 made the County Court of Rutland county a judge over the fitness of the inhabitants of Castleton to keep the schoolhouse (then rebuilt after fire) in good repair, the institution was made by the original act virtually a town school. The failure of the legislature to make the county financially responsible for building the schools at Norwich and Castleton (as well as the absence of provisions for support in the school act of 1787) indicates that it meant to make these secondary schools purely local in support. The weakness of the county system was thus early foreshadowed.

1791 Athens Grammar School (Windham Hall).

An act incorporating the members of Athens Grammar School into a Society was passed Nov. 3, 1791. The school was projected as a charitable institution for the education of poor and orphan children within the county of Windham; the trustees were chosen by the "subscribers and Donors" to the school. The enactment simply limited the board to thirteen members, and granted to the Society "all the privileges and immunities which any other scholastic societies in this state are by law entitled."

Little is known of the school's history. An act in addition to the above act was passed Nov. 1, 1795, by which it appears that it was to be a county institution; full power and authority were given to the trustees "to fix upon the most convenient place within the county . . . for the erecting the necessary building or buildings for said school, having due and proper respect as well to the donations for the expense of building

or buildings and the sums subscribed as a fund for the support of poor scholars in said school . . .” The trustees were given further authority to appropriate the monies of this fund “for the education of such poor and orphan children within the county of Windham as the trustees of said school or a majority of them shall direct.”

There is no evidence, however, to show that this Windham Hall, if it ever had more than a legal existence, was a county grammar school. The reference to “poor and orphan children” indicates that the instruction was likely to be of an elementary nature. Though the school was supported by individuals distributed over the county rather than in one community, their interest in the project was a distinctly charitable one. Moreover, the accepted county grammar school for Windham County was soon afterwards (in 1801) located in Newfane, the county seat.¹

1792 Cavendish Academy.

The first legislation relating to Cavendish Academy was entitled “An Act incorporating the members of Cavendish grammar school into a society.” This act, passed October 26, 1792, established the name “Cavendish Academy” and gave the “society” the privilege of electing trustees and of adopting regulations and by-laws. On Nov. 2, 1813, another act was passed in which six incorporators, with their “associates and Successors,” were granted the customary rights and privileges of a corporation.

By such legislative acts, academies and grammar schools gradually assumed the character of privately controlled institutions operating without county or state support.

THE FOUNDING OF THE CALEDONIA COUNTY GRAMMAR SCHOOL

The organization of the Caledonia County Grammar School in 1795 involved certain agreements between the town and state which resulted in a more clearly defined legislative policy toward both the support and control of the county school “system.” The impulse for the founding of this school originated, as in other cases, in the town itself. In 1795, the enterprising community of Peacham “had

1. This latter school also was known as Windham Hall. If the Athens school had survived, the duplication in nomenclature would not have occurred. Mr. G. W. Powers, town clerk of Athens and superintendent of schools of the Windham Central District, reports that he never heard of an academy or grammar school there. The history of Putney, in which town (at Noah Sabin’s house) the trustees of Athens Grammar School were directed to meet by an act passed Nov. 1, 1793, reveals nothing of a school in that place.

reached the proportions of a thriving community."¹ In ten years its growth had been rapid, and it was considered one of the most important towns of the State. "At this time William Chamberlain, town clerk, reported the grand list of the town as returned by the listers to be 2,230." In the belief that either a Court House or County Grammar School would "enhance the glory of the town and bring substantial advantage," certain leading citizens inserted the following article in the warning for a town meeting to be held Sept. 15, 1795:

2d to see if the town will Authorize Wm. Chamberlin, Esq., to engage in behalf of the Town to build a Court House or County Grammar School House or any other Publick Building upon the Expense of the Town with what will be subscribed, if any of the above privileges are granted by the Legislature.²

The sentiment of the town was divided between the court house and school, but the influence of certain leading citizens prevailed in favor of the school. Having decided that point, the town acted promptly. Soon after the first town meeting, another was held in which it was: "Voted That in case a grant of the County Grammar School can be obtained by Act of Assembly and Established in the town of Peacham, That the Town will Support a Preceptor for the term of three years from the first day of January, A. D. 1797, Provided the Persons who live in the vicinity of the place where the Building will probably be built will Subscribe a Sum Sufficient for Erecting the Buildings that shall be required by the Trustees and that the Town Clerk be Directed to receive subscriptions to the amount of three Hundred Pounds."³

At an adjourned meeting soon afterward, the town voted: "That the right granted by the charter of the Town to the Incorporated society for the propagation of the gospel in Foreign parts be relinquished and given up to the County Grammar School, provided the same be established in this Town."⁴

A memorial was drafted by the townspeople to be presented to the Legislature in which they promised to build the school, furnish the land, and support the preceptor for three years. The full extent of the promises made appears in the following report of the Assembly Committee to which this memorial was referred:

1. Bunker: In *Report of the Commemorative Exercises, One-Hundredth Anniversary of the Caledonia County Grammar School*, pp. 40-41.

2. *Ibid.*, p. 41.

3. *Ibid.*

4. *Ibid.*

The committee to whom was referred the petition of the inhabitants of the town of Peacham, stating, That whereas for the promotion of general science, and the education of youth in literature and the arts, the Legislature have liberally provided, in the appropriation of one right of land in the several townships granted by this state, for the use of a county grammar-school; to cooperate in the same views, and to facilitate this attainment, the inhabitants of Peacham, impressed with a sense of the importance of an immediate attention to these objects, do hereby engage, under the restrictions and provisions hereafter mentioned, to make the following advancements, viz. The said inhabitants agree to give to the trustees of the grammar school, for the county of Caledonia, the full and just sum of one thousand dollars, payable in materials, for erecting a building for the accommodation of students; they also agree to give to the said trustees a number of acres of ground sufficient for the purpose of said building, and a decent green; they moreover agree to give to the trustees an annual sum, for three years, sufficient to maintain a preceptor; lastly the inhabitants agree to give to the trustees that right of land, which, by the charter of said town, was granted to "The Society for the Propagation of the Gospel in foreign parts," provided the said trustees shall be immediately appointed, and incorporated by the General Assembly, with full powers to hold and lease the lands so that the said school shall be for ever established in the town of Peacham; and after stating the eligibility of that town from its local situation, and the accommodation of students, praying said school to be established in said town, which if granted, good and sufficient assurances are to be made by said inhabitants for the fulfilment of the above engagements.

Made Report

That, in their opinion, the prayers thereof ought to be granted, and that the petitioners have leave to bring in a bill accordingly.¹

The foregoing communication is of special import in that for the first time the attention of the legislature was specifically called to the obligations of support involved in Vermont township charters.² The sincerity of spirit of the inhabitants of Peacham, and the generosity of their proposals, evidently made a distinct impression on this body, for the legislative records on the matter are more elaborate than usual. It appears, however, that the committee to which the town's memorial was referred was at first puzzled as to what action was proper concerning this unprecedented assignment of lands, for it made the following report:

1. *Proceedings of the General Assembly*, 1795, p. 87.
2. The geographical location of Peacham had something to do with its application for grammar-school lands. The five schools previously incorporated were located well to the south of the state, where there were few Vermont-granted townships.

That, from an examination of the charters, in which particular rights of land were granted for the purposes contemplated in said bills, it appears, that the said rights were to be appropriated to the county grammar schools *in*, or which *might* be *within* the state, without confining the rights to the several counties in which they lie; and therefore suggested to the House, whether or not it will be expedient to pass said bills, till the sense of the Legislature shall be known on the construction of said grants.¹

The decision of the legislature on this point was written into the charter granted to the Caledonia County Grammar School on October 27, 1795. The trustees were given "full power to hold and lease the lands lying in said county, already granted for that purpose," but the proviso was added "that this act shall not be construed to give to the county grammar school for the county of Caledonia a right to any more than an equal proportion (with other counties in this state) of the neat (sic) proceeds or avails of the lands granted for the use of county grammar schools in said state, whenever a future legislature shall, by a law for that purpose order a dividend of the same."

The memorial of the inhabitants of Peacham was in substance an agreement to fulfill certain promises. In granting the charter, the legislature accepted the terms of the proposal, and in the following proviso entered into a virtual contract with the citizens of the town:

"That if the inhabitants of said town of Peacham shall not, at the first meeting of said trustees, or at some proper time by them appointed, make out and execute to the said trustees, good and sufficient assurances for the payment of all such sums of money, or other property, as they the said inhabitants have proposed to donate to said institution, agreeably to the true intent and meaning of their memorial herein before mentioned, then the said inhabitants shall forfeit all right to the benefits and privileges granted, or intended to be granted by this act; anything therein to the contrary notwithstanding."²

Little additional legislation on secondary education was passed between the time that a charter was granted to the Caledonia County school and the close of the century. Two more county grammar schools were incorporated, one at Middlebury in Addison County (1797) and one at St. Albans in Franklin County (1799). At the same time that the inhabitants of Middlebury petitioned for a school, a similar petition was made by Amos Marsh, in behalf of the citizens

1. *Proceedings of the General Assembly*, 1795, p. 152.

2. *Acts and Laws*, 1795, p. 29.

of Vergennes, praying that the Addison county school be established in that town. In recommending that the school be located in Middlebury, the legislative committee presented the following opinion:

"That, if it is the opinion of the legislature, that only one grammar school be established in the county of Addison it ought to be established in the town of Middlebury."¹ A similar situation existed in the case of the Franklin County Grammar School. It will be seen that the demands of enterprising communities within a single county were later so pressing that the original policy of one school to a county was not always carried out.

The act incorporating the Addison County Grammar School² contains the following proviso:

"that the inhabitants of Middlebury, and such others as may voluntarily subscribe therefor, shall build and furnish a good and sufficient house for said Grammar School, of the value of one thousand dollars, by the next stated session of the legislature, and shall forever after keep the same in good repair."

A similar condition was imposed in the case of the Franklin County Grammar School. In this case the inhabitants of St. Albans were required to build and furnish an eight hundred dollar school within two years. The inhabitants of St. Albans were in earnest about establishing a school, but lacked the immediate means. In October, 1800, the legislature permitted them to lay "a tax of eight cents on each acre of land in said town . . . for the purpose of erecting and completing said buildings," and at the same session tabled a petition for the inhabitants of Newbury, who also desired the county school.³ By imposing such conditions and restraints, the legislature promoted and controlled the establishment of new institutions.

In the case of the Addison County Grammar School we find the legislature for the first time exempting from taxation the real and personal estate belonging to a county school, and exempting both instructors and students from taxation and from military service. This exemption clause is found in practically all the charters issued during the early part of the nineteenth century. The following powers were also granted to the corporation of the school at Middlebury:

And the said corporation . . . shall have full power to take by gift, grant,

1. *Journal of the General Assembly*, 1797, p. 228.

2. *Acts and Laws*, 1797, pp. 36-38.

3. *Journal of the General Assembly*, 1800, p. 96 and p. 164.

purchase, or devise, any estate, either real, or personal, for the use of said grammar school; and to take charge of, lease, rent, and improve to the best advantage, all such grants, as have been already made within said county of Addison, by the authority of this state, for the use and benefit of grammar schools; and also to receive and appropriate all such donations, as have been, or hereafter shall be made, for the use of the said institution; and by themselves or their attorneys, to institute, maintain and defend, any suit, or suits, which may, or shall be sued, prosecuted, or impleaded, either in law or equity, for the recovery or defence of any of the rights, or property of the said institution, as they shall find necessary; and also to appoint, elect, support and remove, from time to time, all such instructors as they shall find necessary.¹

Legislation affecting secondary schools before 1800 may be summarized as follows:

- 1777 County grammar schools authorized
- 1779 Grammar school lands first set aside in township charters
- 1780 Clio Hall incorporated (first secondary school)
- 1782 Judges of county courts authorized to appoint trustees of county schools. Judges of county courts authorized to lay taxes on counties to build school-houses
- 1785 First county grammar school established (Windsor county)
- 1786 Constitution recommended that one or more grammar schools be incorporated and properly supported in each county
- 1787 Trustees to be appointed by county court judges. Affirmation of Act of 1782 (tax clause eliminated)
- 1787 Rutland County Grammar School established
- 1791 Athens Grammar School incorporated
- 1792 Cavendish Academy incorporated
- 1793 Recommendation in Constitution of 1786 reaffirmed
- 1795 Caledonia County Grammar School incorporated. Income from lands in county and other privileges granted to school. (First county grammar school actually incorporated)
- 1797 Trustees to be appointed by county court judges (affirmation of Act of 1787)
- 1797 Addison County Grammar School incorporated (Privileges)
- 1799 Franklin County Grammar School incorporated (Privileges)

From such legislation and other records of the period emerge three general tendencies in educational practice:

1. Though it was the original plan to make the county the unit for the control and support of the state's system of grammar schools,

1. *Acts and Laws*, 1797, p. 37. It was also prescribed that the number of trustees should not exceed 12.

the actual establishment of such schools became under the pressure of circumstance a function of the individual towns. It was the desire of such towns for institutions to supplement the training in the common schools which, in the absence of state action, furnished the initial impulse for the establishment of academies and county grammar schools. This desire found expression in town-meetings or gatherings of prominent citizens. The *modus operandi* was for such individuals, acting often in conjunction with the town's representative in the legislature, to petition this body for the right to found such a school. These interested men, with others whom they might select as associates, were then charged with the trusteeship over the new institution. The principle of county support of county grammar schools, established in 1782, was nullified in 1787, and though the principle of county control was theoretically retained, in actual practice control as well as support had passed by this time from the county to the town. No instances are revealed in which the trustees of county schools were actually appointed by the judges of county courts. It was also the initiative of the town rather than the county or state which often determined where the county grammar schools were to be located. The statement of the first state superintendent of education that "the state has committed to the 241 democratic republics within its borders the direct care for the establishment and maintenance of its common schools"¹ could be applied as well to Vermont's secondary schools at the beginning of their history. The function of the state soon became one of approval (and occasional disapproval); except in the occasional administration of county school land funds, the function of the county was non-existent. It was simply an area of location.

2. A correlate of this shift from county to town administration was the change in character of the county grammar schools from a public to a private basis. The public character of such schools was implied in the county plan first formulated in 1777. Public (county) control was definitely indicated in the acts of 1782, 1787 and 1797, and again as late as 1845.² However, as the county plan was proving itself unworkable, the county schools assumed a different character. The status of the first two established was not defined: but the

1. *Twenty-Fourth Vermont School Report*, pp. 15-20.

2. In 1845 the office of county superintendent of schools was created, the appointment to be made by the county courts, but the law was of short duration. (See *Twenty-Fourth Vermont School Report*, pp. 15-20.)

constitution of 1786 prescribed that county schools should be incorporated, and the charter of the third county school (at Peacham) was a precise statement of the privileges and obligations of a corporation. Though the control of the first two county schools (those at Norwich and Castleton) was probably in public hands, that of the third was definitely entrusted to a corporate body.

It is well to note, however, that these schools were then, and continued to remain, public institutions in many respects. Popular will was behind their inception; popular effort contributed to their establishment; popular interest sustained them; their boards of trustees were representative, public-spirited citizens whose aim was the public welfare.

3. The tendency was also noticeable to distinguish between these county schools and the academies. No hesitation is apparent in legislative action regarding the latter schools, about which nothing was said in the constitutions of 1777 or 1786, and to the welfare of which, therefore, the legislature was not committed. Clio Hall was definitely incorporated as a private institution, though the reservation in its charter regarding future location indicated that it may have been the intention of the state to fit this school later into the county grammar school scheme. Athens and Cavendish grammar schools were also promptly incorporated as private schools. These schools were referred to as "scholastic societies," and obviously were not considered as integral factors in the system then being projected. It was clearly the policy, however, to encourage learning, and privately founded schools throughout the state were readily furnished with charter rights on application. Nevertheless, at the end of the century the sole distinguishing feature between the two types of schools lay in the support accruing to the county schools from township lands. In other respects they were both privately supported and privately controlled institutions, free from county or state interference and able to develop as independent organizations.

The establishment and maintenance of academies and grammar schools were not easy tasks for these young communities to assume, and the literature of Vermont is filled with accounts of the sacrifices and hardships which were the inevitable accompaniment of unreliable support. From the outset such schools assumed the closest relationships with the towns, but were often unable to obtain the patronage necessary to maintain satisfactory standards of instruction, and only

infrequently benefited from land incomes or private munificence. The individual cases presented in this and succeeding chapters illustrate how difficult it was to found and develop educational institutions under limited resources. Their histories often appear as continuous struggles for survival.

CLIO HALL

Bennington was among the first towns settled in Vermont. Its charter (1749) was the first granted by Benning Wentworth, after whom the town was named. The inhabitants early manifested an interest in school affairs. On Jan. 19, 1763, it was voted "to send a petition to the general court of the province of New Hampshire to raise a tax on all the lands in Bennington, resident and non-resident, to build a meeting-house and a school-house and mills, and for highways and a bridge."¹ Later in the year twelve pounds were raised for the schools and "divided into three parts equally." At the same time it was voted "that each district was to build their schoolhouses at their own cost."

The early history of the town reveals that the inhabitants were of energetic and ambitious stock, among whom were not a few exceptionally gifted individuals. Two years before the close of the Revolution a Literary Society had been organized, which met frequently and discussed topics of mutual interest in the fields of science and philosophy.

It is not surprising that in such a thriving community, where at an early period such interest had been shown in education and culture, a demand would soon arise for a school with advanced educational opportunities. At the same time one must admire the sturdy idealism which projected an institution of learning at a time when the internal affairs of the Green Mountain republic were in such a chaotic condition, when disaster threatened and warfare was rife. The project was apparently the outgrowth solely of local sentiment.²

1. Jennings: *Memorials of a Century*, p. 336.

2. Dummer Academy at South Byfield (Mass.) had operated since 1763, and Phillips Academy at Andover since 1778, but there is no evidence that these schools inspired the establishment of Clio Hall, or served as models for its general character. Phillips Academy, the first chartered academy in Massachusetts, was incorporated only one month before Clio Hall; and Phillips Exeter, the first incorporated academy in New Hampshire, did not receive its

Following is the "Act to make the Trustees of Clio-Hall¹ a Body Politic and Corporate in Law."

Whereas a Number of Persons for the laudable Purpose of promoting Literature, have entered into a voluntary Association and Subscription for erecting a Seminary of Learning in this State, to be kept for the Time being at Bennington, but afterwards at such Place as the Legislature shall direct, to be called and known by the Name of Clio-Hall, and have appointed a Board of Trust for the well managing its Police & Government:—And whereas said Board of Trust have petitioned this Assembly that they and their Successors in Office, may hereafter be known and acknowledged in Law to all Intents and Purposes as a Body Politic and Corporate, by the Name of the Trustees of Clio-Hall.

Therefore,

Be it enacted, and it is hereby enacted by Representatives of the Freemen of the State of Vermont, in General Assembly met, and by the Authority of the same, that Thomas Chittenden, Esquire, Governor, Timothy Dwight, M. A. the Rev. David Avery, Isaac Tichenor, Esq; the Hon. Moses Robinson, Esq; the Hon. Jonas Fay, Esq; Ezra Styles, jun., Esq; Stephen Row Bradley, Esq; the Rev. Mr. Daniel Collins, Col. Benjamin Simonds, Bela Turner, Esq; and Thomas Porter, Esq; constituted a Board of Trust for Clio-Hall, be, and they are hereby for themselves and Successors in Office, created a body Politic and Corporate, to be known and acknowledged in Law, to all Intents and Purposes, and called the Trustees of Clio-Hall.²

Just when the school opened and who was its first preceptor are not definitely known.³ Vermont and Bennington histories contain the most meagre references to the school. Its career, up to the time when the building was burned in 1803, may be sketched, however, from occasional references to the school in the files of the "Vermont Gazette," the earliest permanently-established news sheet in the state.

On May 9, 1785, an Ebenezer Hall advertised in this paper a school "where he proposes to teach the Latin, Greek and English Languages together with other arts, commonly taught in Grammar-

charter till a year later. Dartmouth College had been founded in 1769, and may have acted as a spur to the organization of such a classical school as Clio Hall was intended to be.

1. In classical mythology, Clio was the muse of history. The use of the name reflects the interest of the founders of the school in classical learning.

2. *Statutes of Vermont, March and October Sessions*, 1780. Printed from original manuscript for the Burlington Book Company, 1896. See also *State Papers of Vermont*, Vol. III, Bellows Falls, 1924, p. 150. The reference is to the Assembly Journal for Friday, Nov^r 3^d, 1780.

3. *Vermont Gazette*, Vol. V, No. 25. The notice for Nov. 19, 1787 contains the statement that "the academy was erected in the year 1782."

Schools."¹ No reference is made to Clio Hall, and it is probable this was a private venture.

Levi Hackley also kept a grammar school in Bennington about the same time, for in the "Gazette" for May 22, 1786, the announcement is made that "On Thursday last the Scholars of the English and Latin schools, under the care of Mr. Levi Hackley, entertained a numerous and respectable audience at the Court House. A number of declamations were spoken . . . the elegance of which did honor to the taste of Mr. Hackley."²

The first reference to Clio Hall is found in the issue of Nov. 20, 1786, and reads as follows:

Thursday the 30th instant, is appointed by authority to be observed as a day of Public Thanksgiving and Praise throughout this State.

This day the Grammar School was opened at Clio Hall in this town, to the great satisfaction of every friend to literature among us. As a sum of money is now funding sufficient to afford a generous price to a gentleman of abilities and liberal education to take charge of the school; it is presumed this infant seminary will deservedly attract the notice of the friends of learning in these parts, and induce them to attend to the school on the most liberal terms.

Clio, (neglected for a term of years)
With bright'ning aspect, wipes away her tears;
Long may her trustees proper homage pay
To all her charms, and keep them from decay.³

The verse intimates that although the school may have opened for instruction soon after it was chartered, it soon encountered difficulties and had to close its doors. During the term of its discontinuance the demand for advanced instruction was probably satisfied by such schools as those of Mr. Hall and Mr. Hackley.

The issue of May 28, 1787 indicates that the stated sum of money had been funded and "a gentleman of abilities and liberal education" hired:

On the 16th instant, the students at the Academy in this town, under the tuition of Mr. Amos A. Marsh, A. B. passed examination before the Trustees of the Institution, who were so highly pleased with the literary abilities of the young gentlemen, that they were honored with the public thanks of the board, and the approbation of many respectable characters who attended on the occasion. In the after part of the day, before a very respectable number of gentlemen and ladies of this and the neighboring towns, they severally acquitted

1. *Op. cit.*, Vol. II, No. 101.

2. *Ibid.*, Vol. III, No. 155.

3. *Ibid.*, Vol. IV, No. 181.

themselves in the various branches of public speaking to the universal satisfaction of the auditory.

A correspondent observes, that the ease and propriety of behaviour which was conspicuous in the young gentlemen, at their examination and public exhibition, must be pleasing to their parents, and in particular add to the credit and reputation of the gentleman to whose immediate instruction they are indebted for those necessary acquirements.¹

In the summer of 1787, a celebration was held commemorating the tenth anniversary of the battle of Bennington. A procession was held in which, with other groups, were "the President and Fellows of the Philosophical Circle of Science, then the President and Trustees of Clio Hall, then the Rector and Students of Clio Hall." The "Gazette" notices the quarterly examination of the scholars, which was part of the celebration:

"Mr. Marsh, Rector of Clio Hall, then proceeded on the quarterly examination of his scholars, who, through the whole day performed greatly to their own credit, the honor of their tutor, and the satisfaction of a numerous and polite audience."²

Considerable data on the aims, methods of support and organization of the school are given in the interesting and comprehensive article in the issue for Nov. 19, 1787:

The Academy erected, some years since, in the town of Bennington, by the generous donations of a number of friends to Literature, and which, for a long time has not received the attention due to an institution founded on so liberal a plan, and designed for such extensive usefulness; we are happy to inform the public is now placed on a respectable footing.

The following gentlemen from a desire of promoting the arts and sciences,

1. *Op. cit.*, Vol. IV, No. 208. The notice is of interest in its indication of the method by which the preceptor was selected. Amos Marsh shares with Rev. Oliver Hurlburt of the county school at Castleton and Ashur Hatch of the county school at Norwich the distinction of being the first known preceptors in the academic history of Vermont. Mr. Marsh remained as principal until 1789 or 1790, when Samuel Dwight took charge. From then on his career is veiled. From 1796 to 1801 a Mr. Amos Marsh was a member of the General Assembly of Vermont, representing the "city" of Vergennes (in 1798, the "city" of Vergennes and Waltham). That this was the same gentleman who taught at Bennington is quite probable; as representative of Vergennes he was at least interested in educational affairs, for in 1797, on behalf of the inhabitants of that town, he petitioned the General Assembly that the grammar school for the county of Addison be established in Vergennes. (*Journal of the General Assembly*, 1797, p. 155.)

2. *Ibid.*, August 20, 1787.

have freely granted to the board of trustees the several sums annexed to their names. (Follow the names of thirty-seven persons contributing from £10 to £65, a total of £985.)

Which are to remain as a perpetual fund, the interest only to be applied to the use of the academy. By the friendly assistance of the worthy gentlemen, the trustees have been encouraged, and in some measure enabled to prosecute the original design of the first promoters of this institution; which was to advance literature, and promote refinement in this northern world, on the most liberal plan. For this purpose the academy was erected in the year 1782, & committed to the charge of a board of trustees, to the number of twelve, who have since received a charter of incorporation, investing them with such powers as are requisite to carry the original design into execution. The trustees in order to satisfy the expectations of the public, have gone to the extent of their abilities, in endeavoring to establish this institution as a perpetually free seminary. Notwithstanding they have it to lament that their funds are in some measure inadequate: On this account they are under the necessity of soliciting the aid of all friends of science, that they lend an assisting hand in promoting so laudable a design.

The academy is now open for the admission of young gentlemen who wish to be instructed in the several branches of literature usually taught in the several academies in America.

Mr. Amos Marsh, a gentleman of approved abilities, has the immediate charge of the school as preceptor. Twenty shillings will be exacted from each person at the time of entrance. Nothing more will be exacted for tuition, let the continuance be for any period of time whatever. We can therefore recommend this institution to the public, as one, in which all parents and guardians, who wish to educate their children, will find their wishes and expectations answered with the smallest expense.

The greatest attention will be paid to the morals of young gentlemen, and while their tender minds are led forward in the paths of science, we trust that external accomplishments will not wholly be neglected.

We have found it necessary for the benefit and conveniency of the school, to fix the times for admitting scholars, which are as follows. From the first Tuesday in September until the first Tuesday in October. From the second Tuesday in January until the last Tuesday of the same month; from the last Tuesday in April until the last Tuesday in May. The stated examinations and public examinations and public exhibitions, are on the first Tuesday in September, second Tuesday in January, and on the last Tuesday in April. The vacations are two weeks in the fall and two weeks in the spring, beginning on the first Tuesday in September and the last Tuesday in April.

By Order of the Trustees,
Isaac Tichenor, Secretary.¹

Evidently the academy was originally designed to be a free school for the advanced instruction of young men. Nevertheless, the prob-

1. *Op. cit.*, Vol. V, No. 25.

lem of adequate financial support had become pressing, and in spite of the extent and liberality of the endowment fund (a token of the great local interest in the enterprise), the announcement reveals the necessity of instituting a type of tuition charge.

The following January the "Gazette" notes "great improvements":

On Tuesday last came on the quarterly exhibitions of Clio Hall. After a strict examination by the Trustees and the instructors which was past greatly to the honor of the students, they removed to the state house, where the scholars exhibited, to a respectable audience, a number of well chosen pieces, which they performed in such a manner, as fully evinces that great improvements are made in the academy.¹

The following notification or advertisement, dated August 2, 1790, and inserted in three successive issues of the "Gazette," indicates that a Samuel Dwight had replaced Amos Marsh as rector of the school. It has interest for the information it gives on the course of study:

The Subscriber

Under direction of the Trustees of Clio Hall

In Bennington

Hereby notifies to the public;

That the said academy is opened for the reception of youth; where will be taught the Greek and Latin languages, logic, natural and moral philosophy, geography, arithmetic, English grammar, writing, and all other branches which are usually taught in academies. The greatest attention will be paid to scholars.

Samuel Dwight.

August 2, 1790.²

Sometime within the next five years the academy ceased to operate, for on July 10, 1795, Mr. Hackley informs "those whom it may concern that he proposes opening a school again at the Academy on Monday next."³ Apparently this teacher had conducted his school somewhere else after vacating the academy building in 1786, for he "earnestly requests all those whose accounts for schooling remain unsettled, to call immediately and settle them."⁴ His terms were nine shillings per quarter.

1. *Op. cit.*, Vol. V, No. 33, Jan. 14, 1788.

2. *Ibid.*, Vol. VIII, No. 10.

3. *Ibid.*, Vol. XIII, No. 7.

4. *Ibid.*

The succeeding year finds still another school occupying the Academy building. On Oct. 21, 1796, Andrew Selden notifies the people of the Middle District in Bennington of the opening of a school for the instruction of youth in Reading, Writing, Arithmetic and English Grammar.¹ Whether or not this was the "select school" mentioned by Robinson² as having been conducted in 1796 and 1797, it is not possible to affirm. That there was an Academy in Bennington in 1797 is indicated by Graham's report of his visit there in that year.³ The academy building was destroyed by fire in 1803.

The "Gazette" extracts suggest that the course of secondary education in Bennington was a precarious one. Clio Hall apparently enjoyed its heyday in the four years 1787-90. In view of the obvious interest attached to its establishment and emphasized later by the generous contributions to its support, it is difficult to explain the brevity of its period of service. Competition from the Hackley school possibly had something to do with it. At any rate, there seems to have been no provision again for secondary education until Union Academy, in the east village, was incorporated in 1816.

RUTLAND COUNTY GRAMMAR SCHOOL

This institution, established as a county school in Castleton under an act of legislature in October, 1787, had its origin in what was known as the Gambrel-roof School-house, which had been erected a year previous by popular subscription. The name was changed in 1828 to "Vermont Classical Seminary," but late in 1830 the former title was restored; the school was often known simply as Castleton Seminary or Castleton Academy. From the time that the school was first opened in 1786 until it was merged with the Castleton State Normal School in 1867, its educational service was practically without interruption. So strong were the forces of tradition that even then the trustees hesitated to transfer the Seminary property, and for nine years the Seminary and Normal school ran under one roof and were conducted by one head. Reference to the school will repeat-

1. *Op. cit.*, Vol. XIV, No. 23. See Jennings for "personal notice" of Andrew Selden. (Jennings: *Memorials of a Century*, p. 323.) Jennings states that Selden did not come to Bennington until 1797.

2. *Bennington Souvenir*, p. 12.

3. Graham: *Letters to the Duke of Montrose*, p. 32.