

These liberal ideas the captain converted into actual practice in the academy at Norwich. The practical or scientific character of the course of instruction, as given in the first catalogue, is evident:

The course of education at this seminary will embrace the following branches of literature, science and practical instruction, viz: the Latin, Greek, Hebrew, French and the English Languages: Composition, Rhetoric, Logic, Elocution: History, Geography, including the use of maps and globes, Ethics, Metaphysics: the elements of Natural and Political Law, the Law of Nations, the Constitution of the United States and of the States severally, Military law, the elements of Chemistry, Electricity and Optics: Arithmetic, the construction and use of Logarithms, Bookkeeping, Algebra, Geometry, Plane and Spherical Trigonometry, Planometry, Sterometry, Mensuration of heights and distances by Trigonometry and also Geometrically, practical Geometry generally, including particularly, Surveying and Levelling, Conic Sections, the use of the Barometer, with its application to measuring the altitudes of mountains and other eminences: Mechanics, Hydrostatics, Astronomy, Navigation, Civil Engineering, including the construction of roads, canals, locks and bridges: Architecture, Agriculture, Music.<sup>1</sup>

The engineering course was supplemented by practical field work, and on the pedestrian excursions which were a feature of the academy, instruction in surveying was carried out. The courses in applied mathematics and science, agriculture and bookkeeping exemplify Captain Partridge's progressive attitude toward the problem of relating the school to the actual needs of life. When Spanish was added to the curriculum in 1825, the following practical reasons were given: "As to the knowledge of Spanish, it is daily becoming of the first consequence to the citizens of the United States. Six independent republics have recently been established in South America. From their geographical position and form of government, our commercial and political relations cannot fail of being an intimate, interesting and momentous character . . . all tending to render their language ultimately next in importance to our own."<sup>2</sup>

The second and third defects in educational practice, as seen by Captain Partridge, receive constructive attention in the drills, practice marches and pedestrian tours. A contemporary report shows that these daily drills, military "tactics," etc. "do not occupy any part of that time which would otherwise be devoted to study, but are so arranged as to form a healthful substitute for those hours of leisure, the objects of which are often so fatally misapplied in most of our public seminaries of learning. By this means, instead of devoting

1. *Op. cit.*, p. 13.

2. *Ibid.*, p. 15.

themselves to useless recreation, they receive a very competent exercise for the extension of their physical powers, and at the same time are acquiring a knowledge upon subjects of the greatest utility to their future advancement in life."<sup>1</sup>

The fifth and sixth "defects" were also in part remedied. In the prospectus issued in 1825 announcing the removal of the school to Middletown, Conn., the numbers of students are given who up to that time had engaged in the study of various branches. The report clearly indicates that many of the subjects were elective, and that each student was allowed to progress at his own speed through a specified course.

As viewed against the educational background of his day, Captain Partridge's "Academy" was a distinct departure from type and it is difficult to trace the effects of his theories, if any there were, on secondary school method in Vermont. Little attention was given to physical education until late in the academy period. Subject-matter remained largely theoretical in character, even in the English departments of the academies and grammar schools. Certainly the military method of approach to the problem of discipline was not carried out elsewhere. The American Literary, Scientific and Military Academy was based on a higher school age,<sup>2</sup> a more highly selected student body, and the personality and theories of a single unusual individual. The school was a private undertaking under the complete control of Captain Partridge, who did not seek a charter of incorporation from the state. Its educational program was too extensive, and its rates too high,<sup>3</sup> to keep its service within the predomi-

1. *A Journal of an Excursion, made by the Corps of Cadets of the A. L. S. & M. Academy, Norwich, Vt., under command of Capt. A. Partridge, June, 1824*, pp. 7-8.

2. "Eleven or twelve years of age is believed to be as young as one can enter with advantage to himself." (Catalogue of Academy, 1823, p. 10.) The academy also prepared "young gentlemen" for any college or university in the country, "either as Freshmen, or one or two years in advance."

3. The expenses, as given in the 1823 catalogue, were as follows:

Board per annum, \$78 to \$91

Tuition, excepting the Hebrew and French languages,

Fencing and Musick, \$40 per annum.

Tuition in the Hebrew and French languages, and fencing,

\$5 per quarter for each.

Room rent, \$10 per annum.

Nine instructors composed the faculty in 1823.

nantly local limits of the typical Vermont academy.<sup>1</sup> The advanced nature of his views and criticisms on education (applicable in Vermont as elsewhere), the effective though brief contribution of the Academy while he remained at Norwich, and his connection with the founding and early history of Norwich University, a later outgrowth of the school, entitle Captain Partridge, however, to a worthy and permanent place in the educational history of the state.<sup>2</sup>

### BURLINGTON HIGH SCHOOL<sup>3</sup>

For thirteen years previous to the incorporation of the Burlington High School in October, 1829, this northern town conducted an academy whose origin was not unlike that of the public high schools first established nearly thirty years later. In December, 1813, three of the eight school districts set off in 1809 were consolidated into what was known as the "Village School District" in order that a "school more advantagious and more beneficial to the public" might be maintained "in a central location." This district, which was organized February 2, 1814, elected a prudential committee which was authorized to plan for a school house. A lot was purchased, and after considerable financial difficulty a building was erected at a cost of \$3403.25. At a District meeting held in July, 1816, it was "voted to have the school for the ensuing year, to be sustained by a small tuition charged to the scholars belonging to the District, those outside paying more, and the balance to be defrayed by a tax on the Grand List." The academy was opened in September of that year.

1. Local influences entered into the founding of the school to some degree. There were some well-to-do residents of Norwich who were anxious to have Captain Partridge locate the well-advertised school in their native town. The original subscription paper, under date of Oct. 20, 1817, contains the names of ten citizens who pledged the total sum of \$5200. (Aldrich & Holmes: *op. cit.*, p. 488.)

2. Captain Partridge also took a leading part in the proposals which resulted in the establishment of Newbury Seminary. August 13, 1832, he and D. A. A. Buck addressed the New Hampshire conference at Lyndon "on the subject of founding and maintaining a literary institution within its borders." (Bush: *op. cit.*, p. 118.)

3. The material in this section is based on Charles E. Allen's paper: "Sketch of the Burlington Academy and High School, from its Establishment in 1815 to date." (In *Proceedings of the Vermont Antiquarian Society*, Burlington, Vermont, April 1897 to April 1900.)

The by-laws and regulations of the school provided that it should be divided into three departments. "In the lower room were the Primary scholars. In the upper were those students who desired to pursue the higher branches, not usually taught in the common schools.<sup>1</sup> Each room had a teacher, while five visitors, besides the Prudential Committee, were appointed to supervise the instruction."

With the growth of population, the town was re-districted in 1829, provisions were made for primary and intermediate instruction in the several districts, and as a high school for females had been established by private enterprise,<sup>2</sup> it was voted that "the Academy should be continued as a High School alone for young men and boys." This arrangement was carried into effect in that year. The scope of instruction is indicated by the announcement, on the part of the trustees of the reorganized institution, "that the school of the boy ought to be a preparation for the world . . . and that its course of instruction was to embrace all the higher branches, so that the pupil would be so far prepared for the liberal professions as well as for the active pursuits of life."

Burlington High School presents an interesting example of the privately managed academy established through purely public influences.<sup>3</sup> Its organization, on the basis of unionizing districts and the defraying of expenses (in part) by taxing the Grand List, anticipated

1. The higher branches were taught in two departments, "one for the young ladies, the other for the older boys." The presence of the University of Vermont in the same town undoubtedly stimulated the teaching of these branches, and furnished a convenient supply of instructors.

2. Incorporated as the Burlington Female Academy in 1836.

3. A somewhat analogous situation later existed in the town of Georgia. While the district was building a schoolhouse in 1827 for its own use, it was suggested "that a second story might be super-added for the select school, which had now come to be considered a necessary and established institution of the town. The district consented with the understanding that the extra expense should be met by subscription and that the building when completed should be and remain forever the property of the District and subject to its control." (Aldrich: *History of Franklin and Grand Isle Counties*, pp. 586-587.) The higher branches were taught with much success in this department, which was supported by tuition and controlled by a prudential committee appointed by citizens of the town. Like Burlington Academy, the Select School was later (in 1838) turned into an academy, though disagreement as to the site of the reorganized institution in this case resulted in a withdrawal of support and a discontinuance of the academy until 1852.

the high school movement which waited until the forties for popular support in any other community.<sup>1</sup>

### BURR SEMINARY

The early history of Burr Seminary, incorporated in 1829, illustrates well the methods used and the difficulties involved in bringing an academy into being.

This school was the first endowed institution in the state.<sup>2</sup> Joseph Burr, a resident and merchant of Manchester, had left a bequest, the terms of which read:

I give and bequeath, Ten Thousand Dollars, the interest thereof annually, forever, hereafter to be appropriated and expended in educating in the aforesaid Village of Manchester, *Poor Needy and Pious* youth preparatory to their entering on Theological Study, or to their being received under the charge of the American or other education Society.

The bequest was made conditional on the raising of an additional sum of \$10,000 within five years. For some time, however, nothing was done. In the first approaches for money, many expressions of good will were received, "though often mixed with those of doubt and distrust."<sup>3</sup> Nevertheless, "the matter lay with interest in the minds of the people, especially of the more intelligent part," and in the fall of 1829 a public meeting was called attended by the leading men of the community. At this meeting, two matters were argued: "I. The importance of the proposed institution to the interests of learning and religion; and II. The benefits which its establishment would confer upon us, in various ways, as a community. . . ."<sup>4</sup>

At the next meeting

a subscription Paper had been prepared, which with Pen and Ink, was brought in and placed upon a small table in the middle of the room. Each one that came in took his seat in silence. All appeared thoughtful, and sat around oppressed with the responsibility they were about to assume. To go forward seemed a formidable undertaking. To decline seemed like the sacrifice of a

1. Burlington High School was the second academy to be called by that name, the Rutland County Grammar School having been re-incorporated as the Vermont Classical High School in 1828.

2. Students at Thetford Academy were aided by the funds of a charitable society, but the school itself was not actually endowed.

3. Anderson, James: *Historical discourse presented* . . . July, 1860. (Ms.)

4. *Ibid.*

benefit too great to relinquish. For a long time they sat without a movement, weighing seriously the action now to be taken. To give, or not to give? And if to give, to what extent. What sum to put down, what would be expected. What would be considered liberal and just? It was a scene for a painter. No one moved. No one was bold enough to lead off. But all sat in a posture of doubt and indecision, not unlike that of the Sons of Jacob when the old Father sallied them saying "Why look ye one upon another? Let us go down into Egypt and buy corn!"

But in this solemn pause in our proceedings, and while it seemed doubtful whether anyone would move in the matter, a gentleman present, perceiving the dilemma, and with a view to help us out of our difficulty, rose up and of his own accord, stepped into the middle of the room, took up the little table on which the subscription paper lay, and carried it and set it down directly before a gentleman, to whom as he thought, the honor belonged of putting his hand first in order to a paper, that was to decide the destiny of the Burr Seminary. This very unexpected, but adroit movement brought matters to a crisis. All eyes were now turned in this direction. There was some hesitancy, but the challenge was met with a subscription of Five Hundred Dollars (\$500). . . . Thus the ground being broken, and the spell of inaction dissolved, others proceeded in their turn, to make their subscriptions . . .<sup>1</sup>

About \$7000 was raised during the next year. A committee was then appointed to appeal to the public and to the churches of Vermont. This entreaty was based on the benevolent character and charitable design of the school, and finally the requisite amount of money was obtained. Other financial difficulties arose, however. The brick ordered for the seminary building was discovered to be unfit for use, and it was found that to the seven thousand dollars originally appropriated for the erection of buildings (exclusive of the workshop), four or five thousand dollars more would have to be added. When the first principal, Rev. Lyman Coleman, came to take charge, the building was incomplete, the funds still greatly deficient, and in the winter of 1832-33 he wandered "over the hills and mountains of the state to solicit aid in behalf of the institution."<sup>2</sup> Through such private and public effort and sacrifice, and in such a state of uncertainty and perplexity the seminary was established and its career inaugurated.

The educational labors of Lyman Coleman, Joseph Wickham and William Burnham, elsewhere revealed, throw considerable light on the subsequent history of the institution. References to the seminary also frequently occur throughout this study. It is well to include

1. Anderson: *op. cit.*

2. *Ibid.*

here, however, the tentative original plan of the school as preserved in the handwriting of James Anderson, who was elected clerk of the board:

I. The Principal to have the use of the Dwelling, Barn, Garden, Orchard and lands together with 300 dollars for his Salary, together with the avails from Future . . . 25 scholars(?).

II. The Seminary Building shall be for the use of the School without Charge to the Principal. The avails of Room Rent to go into the funds of the Board for repairs.

III. The Principal may have the use of the Library & apparatus for the Seminary—he being responsible for the same, and returning them in good order.

IV. The ordinary expenses of the Seminary for fuel, lights, window glass, etc. to be charged as incidentals in the Bills, as [heretofore?].

V. All applicants for admission to the Seminary shall be subjected to a thorough examination as to standing as scholars but especially as to their Moral Character and habits of subordination.

VI. No student will be allowed to form any connexion with other students under the name of a League of Honour(?) or any other name for the purpose of countenancing vice or any kind of Disorder in the Seminary—on pain of expulsion at the discretion of the Teacher.

VII. Every Student on his admission to the seminary shall sign a solemn declaration of his purpose to obey the rules and regulations of the seminary and to treat his Instructors at all times both in word and deed, with becoming respect.

VIII. The exercises of the Seminary shall open in the morning with reading of the scriptures and prayer & close in the evening with singing & prayer—all to be present.

IX. Students to attend public worship in a body—to move from the Seminary under the charge of a Teacher who shall sit with and superintend their Conduct . . . and return in the same order. Students to occupy one side of the Gallery.

X. One Teacher shall occupy a Room in the Seminary Building and exercise a watchful inspection over the conduct of the students.

XI. To carry out the design of Mr. Burr it is decreed that one dollar per week shall be appropriated to such pious students as may be approved by the executive committee as suitable persons to receive assistance from the fund—including the price of their Tuition, and in such numbers as the state of the fund will justify. (Students of this class to be placed on probation.)

XII. No Students from abroad will be permitted to be absent from his place on the Sabbath except by Special permission of his Instructor—and no Student having his residence in the seminary building will be permitted to go down to the Village without asking and obtaining license so to do.

Order is Heavens first Law.<sup>1</sup>

1. Anderson: Plan of Burr Seminary. (Ms.) 1829 (?).

It will be seen that Burr Seminary was founded for fundamentally religious purposes. At the same time that this school was being organized, the Baptist Convention was pledging its patronage to other institutions, the first one of which was incorporated at Brandon in 1832. Both schools were originally based on the needs of the church for a trained ministry. Both became in actuality non-sectarian schools with emphasis on this aim, but not exclusive emphasis. Both schools were made possible by public subscription and support. The difference between Burr Seminary and the institutions at Brandon, Ludlow, Newbury and Townshend lay in the fact that the former school was the outgrowth of a private interest (expressed in an endowment) while the latter schools were the outcome of denominational policy.

PERIOD 1840-1860 (70). RAPID GROWTH IN NUMBER OF  
ACADEMIES CHARTERED. COINCIDENT RISE OF THE  
PUBLIC HIGH SCHOOL. BEGINNINGS OF  
ACADEMIC DECLINE

For five years after Phillips Academy was incorporated at Danville in 1840, no new institutions appeared in Vermont. Then began a twenty-five year period which witnessed a great expansion in the private secondary school movement. Between 1840 and 1860 forty-four academies were chartered, and in the next decade, fourteen more.<sup>1</sup> The movement reached its crest in the four years 1849-1853, when twenty-five schools were incorporated. After 1870 an abrupt decline set in. The drift of population to the northward is reflected in the fact that, whereas between 1820-1839 only 14 academies had been chartered in the seven northern counties to 21 in the six southern, between 1840-1859 the north had incorporated 25 institutions and the south only 19.

The acceleration in the academy movement during this period may be attributed to several factors. The distinctly rural population of Vermont was steadily increasing, and by 1850 the small communities of the state had not begun to experience that population drainage which soon was to make the support of local academies an almost im-

1. Five academies were founded during the Civil War period.

possible task. In the middle of the century these towns were at the height of their prosperity. Only a few public high schools had been organized in the larger centers, and the bulk of the population, scattered in the 200 or more small towns of the state, still turned to the academy to supply their educational needs. Strong traditions had by this time been built up, which placed the academy in a favorable light. Intimate relationships between the academy and the town had been established. Local pride, the corporate character of the institution, the necessity of keeping the academy going in order to obtain the revenue of school lands—these were factors which kept even the weaker academies in operation. The prejudice of parents against sending their children away to urban centers also operated, at a time when state control of secondary schools was still in its infancy, to maintain the prestige of the academy in the popular mind and so insure the success of such schools as to make new establishments a safe venture and the normal method of supplying new needs. Testimonials are also frequent to the waves of educational enthusiasm which swept over Vermont in the period under consideration; the same forces which brought the state to a realization of its responsibilities toward a more wide-spread diffusion of educational advantages above the elementary level, also operated at first to increase the number of academies.

In the immediate wake of this twenty-year period of popular interest in the academy idea, however, the decline of the movement becomes first apparent. A falling off in the number of new schools incorporated is noticeable in the late sixties and becomes pronounced in the next decade. A saturation point had been reached, and the awakened interest of the state in its school systems, resulting in the passage of considerable legislation aiming to improve both the common and secondary schools, was beginning to bear fruit. The work of Horace Mann in Massachusetts was presumably an indirect instrument which furthered the cause of a better organized, more universal system of education in Vermont. Early in this period two enterprising communities, Brattleboro (1841) and Windsor (1844), acting under local leadership, made the first attempts to establish graded systems of public schools to be supported (in part) by public taxation;<sup>1</sup> and by the end of the period (according to the reports issued

1. Grizzell: *op. cit.*, pp. 227-236.

by the Secretary of the newly authorized Board of Education) eleven towns in all had adopted graded systems with a central or union high school.<sup>1</sup>

1. Mentioned in		
1st report (1857)	2d report (1858)	3d report (1859)
		Brattleboro (1841)
		Windsor (1844)
Burlington (1850)		
St. Albans (1851)		
St. Johnsbury (1856)		
Rutland (1857)		
	Bellows Falls (1858)	
		East Hardwick (1859)
Montpelier		
Williston		
		Woodstock

The fact that Brattleboro and Windsor are not mentioned in Secretary Adams' first report inclines one to the belief that the union schools in these towns were little influenced by the Acts of 1841 and 1844 which first provided for union districts. The other nine towns were probably more or less affected by such legislation, for in this first report Adams states that the union high schools in the six towns mentioned were established under the act "advancing the interest of the union and graded system." (Bush: *op. cit.*, p. 61. From *First Annual Report of Secretary of Vermont Board of Education*, p. 71.)

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#### EDITORIAL NOTE

*Appendices A-G, in the author's original study, are concerned with certain significant legislative acts, a transcript of the labor account at Burr Seminary, and lists of text books used at several early academies.*

*Also omitted, for lack of space, are sections dealing with (1) the factors responsible for the decline of the academy; (2) the relationships of the academy with the common school, the college and the public high school; (3) the aims of the academy, its curricula, courses of study, etc.; (4) the organization of the school (attendance, tuition, exhibitions, reports, etc.); (5) the social character of the enrolment, student activities, etc.; and (6) instruction and supervision (recitations, lectures, instructional materials, etc.), as well as biographical sketches of notable educators.*

A. W. P.

## APPENDIX H

### COUNTY GRAMMAR SCHOOLS AND ACADEMIES INCORPORATED BETWEEN 1780 AND 1870

1780	Clio Hall	Bennington
1785*	Windsor County Grammar School	Norwich
1787†	Rutland County Grammar School	Castleton
1791	Athens Grammar School (Windham Hall)	Athens (?)
1792	Cavendish Grammar School (Cavendish Academy)	Cavendish
1795	Caledonia County Grammar School	Peacham
1797	Addison County Grammar School	Middlebury
1799	Franklin County Grammar School	St. Albans
1800	Montpelier Academy (later Washington C. G. S.)	Montpelier
1801	Windham County Grammar School (Windham Hall)	Newfane
1801	Chittenden County Grammar School	Waterbury
1801	Brattleborough Academy (Asylum of Youth)	Brattleboro
1804	Dorset Grammar School (Dorset Academy)	Dorset
1805	Vermont Academy	Rutland
1805	Essex County Grammar School	Guildhall
1805	Randolph Grammar School (Orange County Grammar School)	Randolph
1806	Brandon Academy	Brandon
1807	Royalton Academy (County Grammar School at Royalton)	Royalton
1808	Franklin County Grammar School	Fairfield
1810	West Rutland Academy	West Rutland
1810	Addison Literary Society	Addison
1811	Newton Academy	Shoreham
1812	Union Academy in Hubbardton	Hubbardton
1814	Wallingford Academy	Wallingford
1814	Windsor Female Academy	Windsor
1814	Chester Academy	Chester
1817	Arlington Academy	Arlington
1817	Union Academy	Bennington
1819	Thetford Academy	Thetford
1819	Poultney Female Academy	Poultney
1820	Bradford Academy	Bradford
1820	Orleans County Grammar School at Brownington (Brownington Academy)	Brownington
1821	Hartland Academy	Hartland
1822	Vergennes Academy	Vergennes
1822	Londonderry Grammar Academy	Londonderry

\* Established in 1785. Incorporated in 1807.

† Established in 1787. Incorporated in 1805; reincorporated in 1828 as Vermont Classical High School.

1823	Concord Academy	Concord
1824	St. Johnsbury Female Academy	St. Johnsbury
1824	Hinesburgh Academy	Hinesburgh
1826	Columbian Academy	Windsor
1826	Townshend Academy	Townshend
1828	Jericho Academy	Jericho
1828	The Female School Association (Middlebury Female Seminary)	Middlebury
1829	Burr Seminary	Manchester
1829	Orleans County Grammar School at Craftsbury (Craftsbury Academy)	Craftsbury
1829	Burlington High School	Burlington
1830	Newbury High School	Newbury
1831	Brattleborough East Village High School	Brattleboro
1831	Caledonia County Grammar School at Lyndon	Lyndon
1832	Vermont Scientific and Literary Institute at Brandon	Brandon
1832	Brattleborough High School Association	Brattleboro
1833	Orange County Independent Grammar School	Chelsea
1833	Newbury Seminary	Newbury
1834	Black River Academy	Ludlow
1834	Leland Classical and English School (Leland and Gray Seminary)	Townshend
1834	Troy Conference Academy	Poultney
1835	Brookfield Female Seminary	Brookfield
1836	Chittenden County Grammar School at Richmond	Richmond
1836	Burlington Female Academy	Burlington
1836	Lamoille County Grammar School	Johnson
1838	Georgia Academy	Georgia
1839	Enosburgh Academy	Enosburgh
1839	The Derby Literary and Theological Institute	Derby
1840	Phillips Academy	Danville
1846	Corinth Academical Institute	Corinth
1846	Manchester Female Seminary	Manchester
1846	Northfield Academy	Northfield
1847	Peoples Academy	Morrisville
1847	West Randolph Academy	West Randolph
1848	Chelsea Academy	Chelsea
1848	Green Mountain Liberal Institute	South Woodstock
1849	Barre Academy	Barre
1849	North Bennington Academy	North Bennington
1849	Franklin Academical Institute	Franklin
1849	Bell Institute	Underhill
1849	Female Collegiate Institute	Newbury
1850	Rutland Academy	Rutland
1850	Stowe Academy	Stowe
1850	Montpelier Female Seminary	Montpelier

1851	Fairfax Academy	Fairfax
1851	Wilmington Academy	Wilmington
1851	Swanton Falls Academy	Swanton Falls
1851	Woodstock Academy	Woodstock
1851	Rockingham Academy	Rockingham
1852	Londonderry Academy	Londonderry
1852	Underhill Academy	Underhill Flats
1852	Orleans Liberal Institute	Orleans
1852	Richmond Academy	Richmond
1852	Bristol High School	Bristol
1853	Island Pond Academy	Island Pond
1853	McIndoes Falls Academy	McIndoes Falls
1853	West River Academy	Londonderry (South village)
1853	Hammond Female Institute	Fayetteville
1853	Springfield Wesleyan Seminary	Springfield
1853	Chittenden County Institute	Essex Center
1853	Northern Educational Union	Fairfax
1854	Barton Academy	Barton
1854	Vermont Episcopal Institute	Burlington
1854	Union Institute	Bakersfield
1855	Green Mountain Academy	Underhill Centre
1855	Mississquoi Valley Academy	North Troy
1855	Vergennes Academy	Vergennes
1857	Albany Academy	Albany
1857	Waterford Institute*	Waterford
1857	Westfield Grammar School	Westfield
1858	Coventry Academy	Coventry
1858	Springfield Female Collegiate Institute	Springfield
1860	Ballard Academy	East Poultney
1860	Charleston Academy	Charleston (West village)
1860	South Hardwick Academy	South Hardwick
1861	Glenwood Ladies' Seminary	Brattleboro
1862	Holland Academy	Holland
1863	Green Mountain Central Institute (Goddard Seminary)	Barre
1865	West Rupert Educational Institute	West Rupert
1865	Vermont Conference Seminary and Female College	Montpelier
1866	Morgan Academy	Morgan
1866	Rochester Academy	Rochester
1867	Norwich English and Classical Boarding School	Norwich
1867	Lyndon Literary and Biblical Institution (Lyndon Institute)	Lyndon

\* Purpose was "to afford increased facilities for qualifying female teachers in the useful and ornamental branches of education." (*Acts and Resolves*, 1857, pp. 128-129.)

## POSTSCRIPT

Our hazy and fragmentary knowledge of the early academy and grammar school development in Vermont's history has been a source of marked confusion in any attempt to grasp in historical terms the significance of the early periods. The impression such schools made on the life of the state was not a matter of a few decades, but an effect so lasting that even in the present it is utterly impossible to understand the genius of the state without realizing what a significant part the old schools played in creating the Vermont we know.

It seems most fortunate that through the courtesy of Doctor Andrews we should be able to make available to readers and students parts of the results of his scholarly study of the early academy and grammar school movement in Vermont. His dissertation, as submitted to the Graduate School of Yale University in 1930, included an analysis of the rise of the public high school system, but owing to limitations of space and the fact that the later period does not need clarification as does the earlier, we have omitted his material on the later period, trusting that later on the entire study will find publication in book form. Readers will note, also, that certain omissions are indicated in the text as we print it; these omissions were made by Doctor Andrews and cover minor elements which do not affect the continuity of the story of the older schools.

Around many of the older academies have grown up clustered traditions which make a rich and memorable background and which find expression in old loyalties that reach far beyond the small area in which a school found its field of service. As a result, a few histories have appeared, but the effort involved in preparing such histories has often been a deterrent to those thinking of such an undertaking. Doctor Andrews' study with its authentic material will serve, I hope, as a springboard for those who wish to rescue the details of the past of some beloved institution from oblivion. While the past has been compared to the stern light of a ship, throwing its beam always backward, there is still definite meaning in the old reflection—"Look unto the Past, and it shall teach thee." The sturdy independence, idealism, and individuality of Vermont still draw their vitality from roots that run deep.

We are fortunate that a scholar of Doctor Andrews' standing and background interested himself in this field in which a high degree of skill in research is necessary if there is to be achievement. Doctor

Andrews was graduated from Amherst College in 1916. He received his degree of Doctor of Philosophy from Yale University in 1930 after seven years of teaching in secondary schools in Massachusetts and Connecticut. For the past five or six years he has been engaged in collecting material and in studying the life and work of the American sect of Shakers. Research which sprang originally from an interest in the furniture and craftsmanship of the society has been extended to all phases of this communal culture: its industries, literature, folk arts and history. Doctor and Mrs. Andrews have published several articles on Shaker furniture in the magazine *Antiques*, and this winter the Yale University Press will issue an illustrated book on the subject. In 1932 the University of the State of New York, through the New York State Museum, published his *The Community Industries of the Shakers*, an illustrated handbook of 322 pages, as well as a circular, *The New York Shakers and their Industries*. Doctor and Mrs. Andrews have had several exhibitions of Shaker craftsmanship, industry, and religious art, the last at the Whitney Museum of American Art in New York in the fall of 1935. Their home and house-museum is in Pittsfield, Massachusetts.

A. W. P.