

edly be made in later chapters: a brief review of its history will suffice at this point.

The first school house was built with money raised by two subscriptions. One list contained the larger subscriptions, the other "the smaller, but not less consecrated . . . offerings. The deficiency of money raised to purchase the land and complete the institution was made up in small donations by private individuals." Rev. Oliver Hurlburt, about whom there seems to be little information, is credited with being its preceptor from 1786 until June, 1800.

The school was fortunate in securing several able preceptors in the early decades of its existence. It was favorably located on main travel routes and developed a degree of prosperity at an early period. In 1829-30, one of the town's chief citizens, Arunah W. Hyde, who was deeply interested in the prosperity of the town, came to the assistance of Solomon Foot in the latter's project of erecting a new school building, and completed the structure "at a cost of more than thirty thousand dollars."¹ This new institution was chartered as the Vermont Classical Seminary and represented the first attempt to provide advanced educational facilities on a large scale.² The Seminary structure was thus described:

the building . . . is 160 feet in length, and 40 in breadth . . . is three stories high. . . . The basement contains a large dining hall, kitchens, wash-rooms, domestics' rooms, etc. In the second story are professors' rooms, a laboratory, chapel, a public school room, four private recitation rooms, a library and business room. The two upper stories contain instructors' rooms, and fifty dormitories, exclusive of a closet; which are provided with stoves, beds, tables, desks, chairs, etc. To the building is attached a play-ground of about six acres, a part of which is to be devoted to a garden.³

An analysis of the catalogues first issued in 1826 and printed almost continuously until 1873 shows that the school was well attended during that half-century period. Before 1830 the proportion of young ladies to young gentlemen seems to have been small; but after the new seminary was constructed, this proportion gradually increased

1. *Report of the Proceedings Commemorating the One-Hundredth Anniversary of the Establishment of a Chartered School Known . . . as The Rutland County Grammar School . . . 1787-1887.* Rutland, 1888. Biographical sketch of A. W. Hyde, p. 93.

2. Captain Partridge's academy at Norwich excepted.

3. Sprague: *A Discourse Delivered at Castleton, May 27, 1830, at the Opening of the Vermont Classical Seminary.* Prospectus of school, cover page.

until 1846, when the ladies outnumbered the gentlemen. From this date on, young women attended the school in greater numbers than the boys, the ratio at times being as large as 3 to 1. Harriet N. Haskell, one of the earliest women principals in the history of the Vermont academies, accepted the charge of Castleton Seminary in 1862, where she served for five years.

ADDISON COUNTY GRAMMAR SCHOOL

The town of Middlebury, in the county of Addison, has a unique educational history. Within a period of two years and a half, the inhabitants established a county grammar school, a female seminary and a college. The act incorporating the Addison County Grammar School was passed Nov. 8, 1797. Miss Ida Strong opened her school "for the instruction of young Ladies in the various branches of Female Education" on April 21, 1800.¹ Steps to establish a college were first taken in 1798, the charter was granted November 1, 1800, and students were admitted to the institution a few days later.

The conditions imposed on the citizens regarding the erection of a "sufficient" building for a grammar school were promptly met. "The inhabitants . . . did not limit their expenditures to one thousand dollars. The design was already formed to establish a college, and provide a building, which would accomodate such an institution, at least for a time. Accordingly a subscription was raised in this and neighboring towns."² The subscription list contained eighty-nine names, and \$4150 was raised, over four times the amount specified. "The wooden building since used for the college, eighty feet by forty, and three stories high, was completed in 1798. . . . It was divided into convenient rooms for students, with a public room for a chapel, and other uses, in the centre of the upper story."³

In 1799, Jeremiah Atwater of New Haven, Conn., was elected preceptor of the school, which office he held until August, 1805. When the college was opened in 1800, he became its president, and the duties of instruction at the grammar school were assigned to a "tutor or other officer of the college." With the death of Miss Strong in 1804, the female seminary was temporarily discontinued.

1. *Vergennes Gazette and Vermont and New York Advertiser*, Vol. II, No. 85, April, 1800.

2. Swift: *History of the Town of Middlebury*, p. 372.

3. *Ibid.*

The grammar school moved into the vacated building which had been erected for the seminary by popular subscription in 1803, and the college and grammar school became distinct institutions.

The following laws of the Addison County Grammar School were "compiled" by Chester Wright, who succeeded Mr. Atwater as preceptor:¹

1. Instruction shall be afforded in this Academy in the several branches of reading, writing, English Grammar, the Latin and Greek languages, rhetoric, composition, arithmetic, geography, history, surveying and navigation.

2. The Academy shall be visited in the middle and at the end of each term by a committee of literary gentlemen appointed for that purpose.

3. Public examinations shall be holden at the close of each term, and premiums be adjudged to the best proficient in the several branches of study by the literary gentlemen who shall attend.

4. The terms of tuition shall be three dollars per quarter yearly, payment to be made quarterly, and each scholar shall advance one dollar and fifty cents.

5. No scholar shall be admitted but such as are able to read English well.

6. Every member shall be required to pay due respect to the authority of the College and to the preceptor of the Academy, and to observe those tokens of civility towards all people, at all times, as are suitable and becoming; and shall also, at all times, submit to the regulations adopted by the preceptor relative to behaviour and literary pursuits, such regulations being always subject to the inspection and controul of the Trustees.

7. The scholars shall attend punctually at the Academy during study hours, which shall always be at least six in a day. The time of beginning and ending, also of the duration of the intermission to be regulated by the preceptor. And for the greater convenience of attending recitations, the preceptor may require those who are studying the Latin and Greek languages, and such others, as he shall think proper, to attend at an earlier hour, and to continue later than the school in general at such times, as he shall judge most conducive to the improvement, and to the general utility of the school.

8. Every Wednesday afternoon shall be employed principally in reading and speaking in the chapel.

9. The members of the Academy shall be required to attend public worship on the Sabbath, and shall be accountable to the preceptor for non attendance.

10. No scholar shall be charged less than one dollar and fifty cents in each quarter bill, unless prevented by sickness from attending school.

11. Every scholar who is not an inhabitant of this village shall, previous to admission into the Academy produce from the treasurer a receipt of one dollar and fifty cents in advance for tuition.

12. All injuries done to the buildings shall be charged in the quarter bill to the person doing them, if such persons be known and if not, they shall be apportioned to the whole school.

13. If any Scholar shall willfully disobey the order of the Preceptor, or

1. Records of Addison County Grammar School. (Ms.)

treat him with disrespect, or shall wantonly abuse any member of the school intentionally injure the building or any of the property of the scholars, or be guilty of any gross immorality, or violation of decency and decorum, either at school or at any other place in the village, the Preceptor shall have power to inflict any reasonable punishment, at his discretion, giving always a preference to punishments addressed to the honours of scholars, so far as they shall be found efficacious: such as public admonition in the chapel, or any other censure, or mark of disapprobation proportioned to the nature and aggravation of the offence. . . . And if any scholar, by a frequent repetition of any of the above mentioned . . . (?) and irregularities shall become a nuisance to the Academy, and will not be reclaimed by any suitable punishment inflicted by the Preceptor, after repeated trials, such scholar shall be expelled. But an expulsion shall never take place, without the concurrence of the Authority of College, who shall in all such cases be requested to attend and give their opinion.

14. No scholar shall remain at the school house, during the intermission, without the permission of the Preceptor.

15. The first term of the Academy shall commence in three weeks from the Monday preceding commencement, and continue twelve weeks, succeeded by a vacation of one week. After which, the second term consisting also of twelve weeks shall commence, at the end of which there shall be a vacation of one week succeeded by the third term consisting of eleven weeks, after which there shall be a vacation of one week, and from thence the fourth term shall continue till commencement.

16. Every scholar remaining in school till within ten days of the end of the term, shall be charged to the end; cases of sickness excepted.

Passed and established, March 12, 1806

Seth Storrs	} Trustees
Samuel Miller	
Darius Matthews	
Daniel Chipman	
Gamaliel Painter	

A true record of the original manuscript, under the signature of the above named Trustees,

Seth Storrs, Reg^r

The records show that much of the attention of the trustees was devoted to the problems of hiring preceptors, leasing lands and collecting rents, and making necessary repairs to the building. In this school, as in most of the other academies and grammar schools of that period, instructors came and went in rapid succession. Teaching was far from being professionalized and was generally used as a convenient stepping-stone to one of the established professions. From 1805 to 1853 there were 32 preceptors of the Addison county school. Of this number, 23 were ministers.

At a meeting held January 1, 1828, it was "resolved that it is expedient immediately to adopt measures to raise the reputation and extend the usefulness of the School under our care—giving it at once the character of a Classical Academy and of a High English School."¹ The preceptor's salary was to be handled in the following manner:

Resolved that the Principal shall receive all the income arising from Tuition; provided that with the advice of the Prudential Committee he shall employ suitable assistant instructors, when necessary, and pay such assistants & also pay the expence of warming the house and of said tuition. And whereas the numbers of scholars may not be sufficient, at first to afford a competent salary, therefore

Resolved, That this Board guarantee to said Principal an income of at least four hundred & fifty dollars annually engaging to make up to him the deficiency, if the Tuition Bills, after paying the incidental expences for warming the house and providing such Assistant Instructors as the Prudential Committee shall approve, should fall short of that sum.²

The board had difficulty in hiring a permanent instructor, however, and considered getting some one for part time. Finally Gilbert Thompson was engaged for one year under this contract:

Mr. Thompson is to receive all the Tuition Bills, is to furnish fuel, etc; is to save the Trustees from expense for repairs such as glass etc; except where it shall be ascertained that the injury accruing to the academy building was received from persons not belonging to the Academy, or in the course of divine providence, such as by hail, etc; and provided that Mr. Thompson shall not be subject to personal expense for damages to an amount exceeding ten dollars.³

The following entry is made under date of Jan. 16, 1838:

The Committee appointed to confer with Preceptor Warner reported that in consideration of the unusually small number of scholars in the academy the present quarter fifty dollars ought to be added to his salary, which report was accepted.

In 1844, the sum of \$100 and "comfortable and respectable provision" were offered to a Mr. Bascom to take charge of the Academy.

A revision in the laws of the school was made April 1, 1828. Nine years was made the entrance age. The studies were divided into three distinct departments:

1. Records, *op. cit.*
2. *Ibid.*, Jan. 1, 1828.
3. *Ibid.*

The First embracing common English studies such as Reading, Writing, Spelling, Arithmetic, Geography & English Grammar.

The Second, The Latin & Greek languages, with all collateral branches, a knowledge of which is necessary for admission to college.

The Third, Those studies, such as Logick, & Rhetorick, Natural, Moral & Intellectual Philosophy, Algebra, Geometry; Trigonometry, Surveying, Navigation & Astronomy; and under this head may be included the study of the French Language.¹

The students in each of these departments were to be arranged in classes at the principal's discretion. Three dollars was made the tuition charge for common English studies, and four dollars for those preparing for college or "pursuing the study of higher branches of Mathematics and other extra branches of science." No additional charges of any kind were to be made except when damage was done.

Recitations and study-hours were to be conducted according to this plan:

.
2. Each scholar shall recite twice every day, in the studies, and with the class designated by the Principal.

3. There shall be a recitation every Monday morning, of some portion of the Scriptures, Biblical History, Evidences of Christianity, or of some work designed for moral & religious improvement, which recitation shall be attended by every member of the school.

4. A portion of time shall be appropriated each week to the exercise of writing; to which all in the common English Branches & individuals in the other departments who may be designated by the Principal shall attend . . .

5. Every Wednesday afternoon shall be appropriated to exercises in Reading, Declamation & Composition.

6. There shall be a regular list of Class Books to be used in the several departments, designated by the principal with the approbation of the Prudential Committee; and no other books shall be used at the recitations.

7. The study hours shall be prescribed by the Principal with the advice of the Prudential Committee and shall consist of at least six hours a day.²

Students were not allowed to enter the academy building out of study hours without permission. Permission also was required before a student could leave town. A "publick" examination was to be held at the end of every quarter, which every member of the school was required to attend.

Chapter Three of the 1828 laws relates to Religious Exercises and

1. *Op. cit.*, April 1, 1828.

2. *Ibid.*

Publick Worship. School was to be opened and closed by scriptures and prayer. Worship was compulsory on the Sabbath and on "days appointed by the civil authority for Fasting and Thanksgiving; at the place designated by himself, if over twenty-one years of age, or by his parent or guardian if under that age."

PERIOD 1800-1820

DEVELOPMENTS IN LEGISLATIVE POLICY. RISE OF THE
PRIVATE ACADEMY

By 1800 the essentials of a settled educational policy had become apparent. Charter privileges had assumed a degree of liberality. School incomes up to \$500, as well as real and personal estate, had been exempted from taxation, and instructors and students from taxation and military duty. The principle had been established that if there were grammar school lands in a county, they could be assigned to the institution properly designated as a county grammar school. By granting a charter to a school, the legislature also endowed it with such advantages as accompanied official recognition; the educational impulses of the community were also quickened, especially in those cases in which a town had been given preference as a site for a county school. Participation in the affairs of the school ended, however, with the granting of the charter; the actual means by which a schoolhouse might be built, instructors paid, and bills for upkeep met had not been provided for. This situation did not materially change in the period under consideration.

With the abandonment of the policy of one county grammar school to a county and the application of many academies for county school rights, the legislature was soon faced with the problem of the impartial division of grammar school lands. This period witnesses the beginning of legislation affecting the appropriation and assignment of such sources of revenue. With the settlement of new townships in the central and northern areas of Vermont, the grammar school rights were beginning to produce a small income, and it was generally believed that they represented an important asset to school support. As a matter of fact, though the rentals were at first

small, the resources of the early schools were so restricted that any extra income was welcome, and the withdrawal of part of that income so that other institutions might benefit was a deprivation which was energetically contested. When the inhabitants of Royalton petitioned for a grammar school charter in 1807, they requested the "rents and profits" of all or part of the lands in Windsor county. The incorporating act gave to this school "the Grammar School in Bethel, and the Grammar School right in Rochester, except the second division lot." The rents and profits from the rest of the lands in this county were appropriated to the use of the Windsor County Grammar School. In 1809, the Franklin county lands were divided between St. Albans and Fairfield. In 1813, the trustees of Montpelier Academy, with a view to obtaining the rentals from lands in Jefferson (afterward Washington) county, applied for and received a charter under the name of Jefferson (afterward Washington) County Grammar School.

In the first quarter of the century, the subject of education began to be noticed for the first time in the annual messages of the governors of the state. In 1800, Governor Tichenor gave some consideration to the "value of science."¹ In 1814, Governor Chittenden reported that "Our schools and seminaries of learning have not suffered that diminution and depression which might have been expected (i.e., from the War of 1812) excepting, that it has been deemed advisable, that the operations of one nearest the seat of war should suffer a temporary suspension, that, at a future and more favorable period, they might be renewed, under better prospects and with increased vigor and energy."² In 1821, Governor Skinner devoted some attention to the value of a general diffusion of useful knowledge, and the relation of an improved state of science to the security of civil and religious liberty.³ An extended comment on the values of advanced learning, occasioned in particular by the educational contributions of Capt. Alden Partridge and the American Literary, Scientific and Military Academy at Norwich, was contained in the message of Governor Van Ness in 1823.⁴

1. *Journal of the General Assembly*, 1800. Also Tucker: *History of Hartford, Vt.*, p. 272.

2. *Journal of the General Assembly*, 1814, p. 16.

3. *Ibid.*, 1821. Also Tucker: *History of Hartford*, p. 273.

4. *Governor and Council*, Vol. VII, pp. 440-441.

THE BEGINNINGS OF ACADEMIC EDUCATION FOR YOUNG WOMEN

The period was notable chiefly for the extension of academic privileges to young women, and the establishment of the first schools designed exclusively for the education of this sex. In an address before the Vermont Historical Society in 1896, Rev. A. D. Barber, discussing the first female academy and the beginning of the higher education of girls, states that inasmuch as Vermont was free and unhindered by the prejudices and practices of tradition, she was able "to frame her social and civil life according to the rules of reason. Accordingly girls as well as boys attended her schools from the first."¹

Available evidence does not fully bear out the above statement. Though the framers of Vermont's early educational scheme made no distinction between the sexes, and though no obstacles were placed in the way of the attendance of young women at the county schools and academies, the conditions of pioneer life and the lack of definite incentives to pursue the higher classical or semi-classical studies operated to make these schools at first solely one-sex institutions. Girls received in the common schools what little education was generally thought necessary to their needs, while the daughters in more favored families were often privately instructed or sent to the select schools which sprang up at an early period.² A scrutiny of early cases of co-education reveals that an altogether different attitude was taken toward the two sexes: they were taught in separate classes, and the

1. Barber: *Vermont as a Leader in Educational Progress*. (In *Proceedings of the Vermont Historical Society*, Oct. 20 and Nov. 5, 1896, p. 83.)

2. In 1792 a private school in the town of Weybridge advertised instruction in "the Lattin, Greek and English languages" as well as in "reading, writing, arithmetic and mathematics." (*Vermont Gazette*, Vol. IX, No. 48, April 27, 1792.) In 1796 and 1797 a select school was conducted in Bennington where girls were taught fine sewing and embroidery, and where, after the lessons were recited, "a portion of each afternoon was devoted to ornamental branches." (Robinson: *op. cit.*, p. 12.) In the March 13, 1804, issue of the *Windsor Gazette* appears an advertisement of the Burlington Boarding School for young ladies. In the same paper, under date of Oct. 16, 1804, "P. and Eliza Tuckett inform the inhabitants of Windsor and that they propose to continue their School during the winter season." The Terms for "common instruction" were one shilling a week each. "Embroidery 18s. per quarter, French and Drawing 8s. per quarter each branch, and Four Dollars entrance." In the enterprising town of Woodstock select schools alone supplied the demand for higher education, both for boys and girls. (Dana: *History of Woodstock, Vermont*.)

instruction of girls ended with the primary branches which at an early date crept into the curricula of the grammar schools. It will have been noted that the first secondary school in Vermont was exclusively for boys. Existing records of other academies and county grammar schools established before 1800 likewise disclose no distinct references to the education of young women.¹

The first allusion appears after the opening of the century, in the records of the Caledonia County Grammar School. In 1801 the following vote was entered in the secretary's book: "Voted that the committee appointed to superintend the Prudential affairs of the Institution be authorized, at their discretion, to employ a Female Assistant to the Preceptor to instruct Young Ladies in the several Branches of Female Education."² In 1803 Miss Clarissa Bates was paid \$120 for teaching in the academy, and \$10 was allowed her for travelling expenses. In the course of an advertisement appearing in the *Brattleborough Reporter* on March 29, 1806, the corporation of Windham County Grammar School, at Newfane, reported that "From the pleasant and healthy situation of the town in summer, this school has ever been large and respectable, at that season, and no less than 350 young masters and misses have been instructed in said school since its commencement." The preamble to the act incorporating the Orange County Grammar School at Randolph in 1806 contains the information that "a school has for more than two years past been here instituted and maintained for the instruction of youth of both sexes in those branches of education which are not generally taught in district schools."³ In 1807 "a young ladies school is advertised to be opened on the first Monday in May for the instruction of young ladies in connection with the academy."⁴ Both "Ladies" and "lads" are mentioned in the list of scholars appearing under "Conditions of the (Montpelier) Academy school beginning on Thursday

1. An article on Castleton Seminary (Rutland County Grammar School) in the *Boston Herald* for August 31, 1924, contains the statement that this school from the first was a co-educational institution. "It is among the few in New England which were started on this basis in those days and has continued as such." The claim, however, was not documented, and no substantiation can be found.

2. Records of the Secretary of Caledonia County Grammar School. (Ms.)

3. Nickerson and Cox: *The Illustrated Historical Souvenir of Randolph, Vermont.*

4. *Ibid.*

the 17th of December, 1807." Nineteen lads and eleven ladies were enrolled for reading and writing, and thirteen lads and seven ladies for geography, grammar and arithmetic.¹ The dearth of material on female education prior to 1800 and the out-cropping of such evidence afterward, point to this period as the initial stage in the development of co-education in Vermont.

At the same time data are not lacking to indicate that the reception of female pupils was slow and their instruction on a distinctly inferior plane.² Popular philosophy conceived of female education as an ornamental affair; the grammar schools, however, were not as yet organized to include the "polite" subjects. No women's colleges beckoned them onward, and the normal school movement was still distant. The result was that when girls were accepted by these schools, in some cases to relieve ever-present financial stringencies, they were generally relegated to lower classes and their instruction taken less seriously than that of their brothers. In 1817, the by-laws of the Washington County Grammar School provided that "the male Scholars shall be exercised in Speaking & the Females in reading." Girls were commonly excused from declamation altogether. At Brownington the boys declaimed going to the front of the platform, but the girls read selections or essays by their seats. At St. Johnsbury the valedictorian was always a boy until about 1880. In 1816, at the academy in Burlington, it was the practice, common elsewhere, to teach the boys and girls in separate classes.

MIDDLEBURY FEMALE SEMINARY

The female seminary founded in 1800 by the inhabitants of Middlebury probably had more than a local significance in elevating young women in the public mind to a position where they were soon to be accorded a more impartial educational attention. Swift wrote

1. Manuscript in possession of Vermont Historical Society. No names are listed for studying the languages. Note the elementary character of the studies.

2. A not uncommon attitude towards the proper function of an academy is seen in the reported conditions under which Zebulon Lyon agreed to furnish the building for the use of the academy at Royalton. The provisions of the gift were "that a school should be kept nine months in a year or eighteen months in two successive years, and it was not to be a 'Woman's school nor a common District School.'" (Lovejoy: *History of Royalton, Vermont*, p. 320.)

that this school, under the principalship of Miss Ida Strong,¹ "soon rose to such reputation as to attract pupils from nearly all parts of the state."² Emma Willard also stated that "pupils were gathered from all parts of the state, and many from the state of New York."³ Dr. Merrill, a trustee of the Middlebury Female Seminary that was a later outgrowth of this school, wrote in 1840 that Miss Strong's school "acquired such celebrity and was so numerously attended from distant places, that it was deemed necessary to erect a building for her accomodation."⁴ Although no legal corporation was formed to sustain this seminary, the democracy of the motives behind its establishment and its affiliation with the Addison County Grammar School made it a publicly supported institution of the same character as the chartered academies, and served to give it a standing which a select school could not have had. The duration of the school was short, from 1800 to the death of Miss Strong in 1804, but in this time it had proved that there was a wide-spread demand for schools where young women could receive an education of a higher quality than that provided by the district schools. It initiated a movement the subsequent effects of which are readily apparent in the educational history of the town of its birth. In the summer of 1807, Mrs. Willard, then Miss Emma Hart, took charge of the school, which had been idle since 1804, and conducted it until August, 1809. In 1814 she returned to her beloved profession, opening in that year a boarding school for girls. The plans which she evolved for the higher education of young women, plans which later were abundantly realized in her famous school at Troy, N. Y., are too well known to be re-stated here. It is sufficient to note that her theories served to increase interest in female education. Her labors, and those of Ida Strong, had preserved the original interest of the inhabitants of Middlebury in the education of girls, and in 1828 another school was founded and chartered as The Female School Association.

1. Ida Strong was a product of Miss Pierce's famous school in Litchfield, Connecticut. She was considered by Mrs. Willard as "the pioneer of female education in this state (Vermont). . . . No distinct school for the education of females in the higher branches had been established in this state and very few in the country." (Quoted by Swift, p. 392.)

2. *Ibid.*, p. 391.

3. *Ibid.*, p. 392.

4. Merrill: *Semi-centennial Sermon*. . . . Delivered Dec. 3, 1840, Middlebury, 1841, p. 21. The school was originally held in the court-house. Funds for the building were furnished by popular subscription and the issuing of stock.

No record exists of the courses of study pursued at Ida Strong's school. Authority has been quoted that the "higher branches" were taught. Largely through the liberal theories held by Emma Willard, these branches slowly became established in female academies, and expanded to include more subjects. The earliest known catalogue of the Middlebury Female Academy¹ reveals that in 1833 the following subjects were offered: Reading, Spelling, English Grammar, Arithmetic, Ancient, Modern and Scripture Geography, Elements of History, Composition and Rhetorical Reader, Elements of Geometry, Natural, Moral and Intellectual Philosophy, Rhetoric, Astronomy, Chemistry, Botany, History of the United States, Political Economy, Natural Theology, Evidences of Christianity, Algebra and Geometry, the Latin and French languages and Music.²

WINDSOR FEMALE ACADEMY

Credit for establishing the first chartered institution in Vermont devoted exclusively (at first) to the higher education of young women must go, however, to Colonel Josiah Dunham of Windsor. In 1814, the year in which Mrs. Willard opened her school in Middlebury, the legislature passed an act incorporating "The Windsor Female Academy," the preamble of which reads:

Whereas, the importance of female education is acknowledged by all, who have contemplated the influence of first impressions on the youthful mind; and whereas great benefit might result to community from the establishment of a judicious and systematic plan of Female education, comprising the various

1. Probably the local name of The Female School Association.

2. *Catalogue of the Officers and Members of Middlebury Female Seminary*, 1833. Mrs. H. B. Cooke was principal. There were five women teachers, and a visiting committee of twelve ladies. In elevating a woman to the principalship of a secondary institution at a time when women were almost universally deemed incapable of the governing and executive power of fitting schools, the trustees were undoubtedly influenced by local precedent. The trustees, however, were men. The *Quarterly Register* reported in 1833 that "a very flourishing female seminary has been for some time in operation in Middlebury, under the superintendence of Miss Cooke, formerly of Vergennes. . . ." (*Quarterly Register*, Vol. V, No. 3, p. 283.) A high school for young ladies called Mrs. Cooke's Seminary opened at Woodstock in 1834. With reference to this later school, Dana states that "Instruction was given in the elementary and higher branches, and in Latin and Greek. To the general curriculum was added for the season a course of lectures by one of the professors in the Medical School. . . ." (Dana: *op. cit.*, pp. 216-217.)

branches of useful and polite literature; and whereas no such plan has yet been attempted in this section of the union; to this end, therefore . . .¹

The following notice of the academy appeared in the Vermont "Republican" under date of April 8, 1816:

MR. DUNHAM'S FEMALE ACADEMY

will be continued for the ensuing season, at the Brick Building near the Court-House in Windsor.

Parents, disposed to give their *Daughters* advantages, whether of a social, moral, or literary nature, it is hoped, will not be disappointed, in placing them under an experienced Instructor in a local situation combining so many circumstances favorable to female improvement.

No exertions will be wanting to render the instruction *systematic* and *thorough* in every useful branch of Polite Literature, including (if required) *French, Latin*, etc. and, so far as may be necessary, suitable Assistants will be employed. Those who have been made acquainted with the character of the late pious and accomplished *Mrs. Ramsay*, will know how to appreciate what may be termed a *Liberal Female Education*. An establishment calculated to effect such an object, would be an invaluable public blessing.

The "Windsor Female Academy" will be duly organized, agreeable to the Charter, as soon as the State of its funds will admit. As yet, however, this Institution is on a *private footing*, wholly dependent on individual patronage for its support. But it is expected, that the Rev. *Mr. Fowler* will favor it with occasional visits and professional counsel; and that *Dr. Torrey* will give occasional *Lectures on Chemistry*, if a suitable apparatus can be procured. Windsor, Vt., April 4, 1816²

Colonel Dunham soon extended his plan to include the education of "youths of the other sex." On April 14, 1817, the "Republican" carried the following advertisement:

WINDSOR FEMALE ACADEMY AND JUVENILE COLLEGE

Mr. Dunham, Continues his instruction, at the academy, in Windsor, Vt. The encouragement he has received, thus far, has induced him to extend his plan, and to admit, also, youths of the other sex, who may be intended for college, and the higher walks of Classical Literature. Different apartments are provided; and suitable *Female Assistants*, of established reputation, will be employed in *Painting*, and such other branches, as may be necessary and proper.—*Manners and Morals* will be, by no means, overlooked: . . .

Collegiate Degrees—will not be expected;—but such honorable Testimonials

1. *Laws*, 1814, p. 115. The proviso was added that the academy should be organized and go into operation within the term of five years.

2. *Vermont Republican*, Vol. VIII, No. 16.

of improvement, as Students, whether Male, or Female, may from time to time, be found to merit, will be cheerfully granted.

Board may be had in genteel families at a reasonable price. *Tuition* \$6 a Quarter—for the *Rudiments*, only \$3.

Windsor, March 30, 1817¹

The founder's announcement that his "plan" was to be a systematic one was more than a gesture. The new regulations which he announced in 1817 constitute one of the first attempts in Vermont to departmentalize courses of study:

In order to render the instruction more systematic, uniform and complete, the young ladies will be divided into *three classes*, to be denominated, according to their several stages of improvement, the *first*, *second* and *third* classes.

1. The studies of the first, or initiatory class, will be reading, writing, English Grammar, and Geography.

2. Those of the second will be Arithmetic, Rhetoric, Natural History, Ancient Geography and the use of the Globes.

3. Those of the third, or highest class, will be Astronomy, Logic, History, Natural and Moral Philosophy, and various other branches of polite literature, including the study of the French and Latin languages.

Composition will be required, at least once a week, from each class; and Drawing Painting, etc. will not be confined to any one class, but occasionally attended to, without interfering with more important branches, as circumstances may require.

Saturdays will be devoted to a review of the studies of the week, to the reading of composition, and to moral and religious instruction.

Lessons in Music, on the Piano and Guitar, will be given, when required . . .²

In the historical address at the Centennial Celebration at Windsor, July 4, 1876, the Rev. Dr. Sewall Sylvester Cutting wrote as follows concerning this school:

I know my own memories—that as early as 1820 I was in Captain Dunham's famous school,—that in this school were pupils from Georgia, and from the frontier military post of the far-off Detroit—that among the pupils were the late eminent Chief Justice Bellows of New Hampshire, and one of our own townsmen of whom we are proud, the distinguished chemist, Augustus A. Hayes. Here, likewise, had been taught a little earlier than this, the late Chief Justice Salmon P. Chase, who was a Cornish boy. To this school came young ladies of aristocratic connections, whom my dim recollection recalls in images of stately beauty. At President Monroe's visit to Windsor, they shared in the honors of the reception. The school was the pride of the town, and when

1. *Vermont Republican*, Vol. IX, No. 17.

2. *Ibid.*, Vol. X, No. 2, December 29, 1817.

Captain Dunham closed it to transfer himself to Lexington, Kentucky, a glory departed from among us.¹

The pioneer work of Ida Strong, Josiah Dunham and Emma Willard could not but have influenced the public attitude towards the higher education of young women. A female academy was incorporated at Poultney in 1819, and five years later another at St. Johnsbury. It was only a few years before Samuel R. Hall was to give a further impulse to the higher education of women by calling the attention of academies and grammar schools to their function as teacher training institutions.

Furthermore, the state was passing through a period of rapid growth and social and economic development, and advanced communities were beginning to feel the need of institutions to carry on the work of their district schools. The incorporation within this twenty-year period of twenty-one secondary schools, an average of about one a year, is evidence of a growing appreciation of their importance, and latent changes were undoubtedly taking place in the educational conscience of the commonwealth. Be that as it may, we find grammar schools were inclining more and more to the co-educational principle, and soon after 1820 most of them had organized departments for the instruction of "ladies" and "gentlemen" alike.

The character of the grammar schools established between 1800-1820 has been to some extent revealed by the above outlines of the female academies at Middlebury and Windsor. The histories of three schools founded before 1800, but hardly under way until the turn of the century, further serve to illuminate this period and its educational experiments. Considerable data exist on at least five other institutions founded in this period, all of which later enjoyed

1. At the reception above noted, an address was presented to President Monroe which serves to "show the style of expression taught in this famous school": "Impressed with a high sense of the honor which the inhabitants of this village receive in being permitted to welcome the Chief Magistrate of the Union, we beg leave, on behalf of the Young Ladies of Windsor Female Academy to present you our humble tribute of respect, which although from the juvenile female pen, will not, we trust be unacceptable, or deemed entirely beneath your notice. While we regard the President of this Nation as the protector of our Country, the preserver of our rights and dearest privileges, and the guardian of our literary institutions, our hearts glow with feelings of gratitude and our delight to address him by the endearing appellation of Patron and Friend." (McI. Perkins: "The Old, in and about Windsor," *The Vermont Journal*, Jan. 8, 1915.)

long periods of useful service. These schools are Montpelier Academy (1800), Orange County Grammar School at Randolph (1805), Royalton Academy (1807), Chester Academy (1814) and Thetford Academy (1819). Montpelier Academy was re-incorporated in 1813 as the Jefferson County Grammar School. Thetford Academy survives to-day (1930) as a privately controlled institution.

MONTPELIER ACADEMY

The act for the purpose of establishing an academy at Montpelier, in the County of Caledonia, was passed Nov. 7, 1800. In the act the estate "to the amount of the yearly income of five hundred dollars" was exempt from taxes; and the instructors and students were exempted from taxes and military service. That financial difficulties early harassed the school has been noted, and it was due to these that the trustees were moved in 1813 to apply for a new charter as a county school, with the land benefits which would accrue from such a status.

In 1807, the "conditions" of the Academy school were as follows:

Tuition for reading and writing ten shillings and six pence, and for arithmetic, grammar and other English studies, two dollars per quarter, each scholar to be charged 3 shillings for fire wood—For those who study the languages 3 dollars per quarter & not to be charged for wood. . . .

The strictest attention will be paid to the instruction of the pupils . . . should the school be so much crowded as to make it necessary to refuse any, the smallest must be excluded . . .

The above conditions are the same as established by the board of trustees . . .

(Signed) Joshua Y. Vail
preceptor

Montpelier
December 15th 1807¹

On July 20, 1817, the following by-laws were adopted by the trustees:²

1. Every scholar admitted into the school shall be ten years of age excepting that for the study of the Latin and Greek languages scholars under that age may be admitted and every scholar admitted shall be able to read and write

1. Manuscript records in possession of the Vermont Historical Society.

2. Manuscript records in possession of the board of the Washington County Grammar school.

decently shall sustain a good moral character & shall produce from the Treasurer a receipt of one quarter's tuition bill & all tuition bills shall be paid quarterly in advance, provided nevertheless that no scholar shall be required to pay for a longer term than *he or she* proposes to continue in the school, provided also that none shall be admitted for a shorter term than half a quarter.

2. Every member of the school shall attend punctually during the hours of study & shall be amenable to the Preceptor for his or her conduct both in school and elsewhere, shall promptly obey his orders shall treat him & all other persons with becoming respect, shall avoid gaming, idleness, tavern haunting, late hours abroad, profanity, intemperance, Sabbath breaking & every species of immorality & indecency, shall attend public worship on the Sabbath & shall exhibit a pattern of industry, sobriety, regularity & good manners & for any violation of this rule shall be subject to reproof, public confession, private or public admonition restitution (?) or expulsion according to the nature or aggravation of the offense . . .

3. All damages done to the building in which the school is kept shall by the Preceptor be assessed on him or them by whom such damages are done & shall be paid within four weeks under penalty of dismissal from the school.

4. The school shall be opened in the morning and closed at evening by prayer in connexion with the reading of a portion of the Holy Scriptures.

5. Instruction shall be afforded in the school in Reading, Writing, English Grammar, Arithmetic, Geography the Latin and Greek Languages Geometry & Trigonometry Surveying & Navigation Composition Elocution and History and the hours of study shall be regulated as follows (viz.) From the 20th of March to the 20th of September the School shall be opened at 9 o'clock in the morning & close at 12. and again opened at 2 o'clock P. M. & close at 5. During the other half of the year the hours of study shall be the same excepting that in the afternoon the school shall be opened at one & close at 4.

6. On every Wednesday afternoon the Male Scholars shall be exercised in Speaking & the Females in reading at which time the attendance of Ladies & Gentlemen as visitors shall be admitted & encouraged & every member of the school shall be required to exhibit an exercise in composition once a week. Every declamation shall before being pronounced in the school be submitted to the inspection of the Preceptor.

7. There shall be two vacations in each year of four weeks each, following the Monday preceding the 2^d Thursday in April & October making each quarter to consist of eleven weeks. (This arrangement was modified in 1820 to a set of 4 vacations of 1, 2, 1 and 4 weeks, after each quarter, the 4th week rest following the term of school which ended in August.)

8. On the week preceding each vacation there shall be a public examination which shall be attended by the Prudential Committee & such other members of the board as may be able to attend at which times all the members of the school shall be particularly examined in those branches of study to which they have been attending at which examinations the attendance of all persons disposed shall be invited & encouraged.

9. The price of tuition for scholars living within this County shall be one dollar & fifty cents per quarter; for those without the County two Dollars, un-

til the board shall by law order otherwise paid always to the Treasurer in advance: & in case of the sickness or death of any Scholar any money advanced beyond the term of attendance shall be refunded.

10. No boarding scholar shall board or lodge at any house disapproved by the Preceptor or Prudential Committee.

The duties of the prudential committee of the board were "to manage the prudential concerns of the institution to contract with instructors agreeably to the direction of the board, to examine & decide on the qualifications of such as may apply for admission into the school when requested by the Preceptor, to inspect the School & see that the laws of the same are faithfully executed & duly observed to attend all public examinations to sit in judgment with the Preceptor in cases wherein they may be authorized so to do by the laws of the School & to draw orders on the Treasurer for the payment of such sums as they shall appropriate pursuant to the direction of the Board."

At the annual meeting of the Board Dec. 1, 1817, it was voted that "Instead of every member of the school, every member of the school over fourteen years of age shall be required to exhibit an exercise in Composition once a week."

At the Dec. 7th 1818 meeting it was voted "that the price for tuition of schollars residing out of the County shall hereafter be \$1.50 per quarter to commence with the present year."

On Dec. 14th the entering age was lowered to nine years.

On Jan. 11th 1820 a change in by-laws was voted so that compositions were required "once in two weeks instead of once a week" (Art. 6), and two articles were added:

(Art. 11) Scholars under 14 years of age, may, if the preceptor judge proper be exempted from being exercised in speaking and also, all scholars, whose parents or guardians shall request the same, in writing, shall be exempted from the exercises of composition and speaking—and every scholar under the age of fourteen shall be daily exercised in reading and spelling. And every member of the school shall regularly attend to, at least, one branch of study besides reading, writing and spelling, and any one refusing to comply with this requirement shall be dismissed from the school. . . . And any scholar who shall become indolent, habitually refusing to learn his or her regular lesson, but spend his or her time in diverting or disturbing other scholars, he, or she, shall be publicly admonished, and refusing to reform, shall be dismissed from the school.

(Art. 12) Every member of the school shall be furnished with a bible, to be used in the school only in a serious manner, connected with religious exercises;

and all other books, used in the school, shall be recommended by the prudential committee, together with the preceptor: and such scholars as neglect to furnish themselves with necessary books, after due opportunity is given, shall be dismissed from the school.

On Aug. 26, 1824, it was "Voted, That the tuition be raised from two to three dollars, per quarter." Also:

"On motion, voted that the sum of twenty-five dollars be annually appropriated for the purchase of a Chemical and Philosophical apparatus and Library for the use of the school.

"On motion, voted that a select committee, of two, be appointed; in conjunction with the Preceptors of the Academy, to fix upon the course of studies to entitle a student to a certificate of qualifications for school instruction."

On Aug. 5(?), 1829, it was "Voted, That the Female department of the school be continued: and that scholars in that department be received, under nine years of age, for the ensuing year, at the discretion of the Prudential Committee."

At the Oct. 13, 1828 meeting the following course of studies was adopted as necessary to complete for an honorary certificate or diploma:

Orthography, Reading, Writing, Composition, geography, Grammar, Arithmetic, Rhetoric, History of Vermont, History U. States, Elements of Gen. History, Logic, Moral Philosophy, Astronomy, Chemistry, Drawing, Evidences of Christianity, Natural Philosophy, Geometry, Algebra, Surveying, Mensuration of Surfaces (?) and Solids, Linear Drawing.

On July 29, 1839, the following graded system of tuition was adopted: \$3 for orthography, reading, arithmetic, English Grammar, Geography and composition; \$5 for languages & mathematics, \$4 for all other studies.

The first preceptor of Montpelier was James Whorter, "a temporary teacher." From this time until the school was merged into the Union District to become the Montpelier Union School in 1860, there were twenty-four principals. With but few exceptions, these preceptors taught but one or two years each. Frequent changes such as this occurred in most of the grammar schools and academies.

DORSET GRAMMAR SCHOOL

This school was first chartered in 1804 and re-incorporated three years later because of a change in location. The school probably had a brief career, but it is of interest because of its association with the

influential life of the town's leading citizen, the Rev. William Jackson, pastor of the Congregational Church, whose name heads the list of trustees. A few years before, he had been elected the first member of the corporation of Middlebury College, and twenty-five years later his influence is again noted in the establishment of Burr Seminary at Manchester.¹

In linking education closely with religion, "Priest" Jackson symbolized the educational philosophy of his day. With the help of leading members of the church he organized in 1804 (the same year in which the Dorset Grammar school was chartered) "The Evangelical Society," the first society in the United States "organized on the plan of giving public education to pious and indigent youth."² This society is credited with having aided about fifty young men in their preparation for the ministry, a work in which the Dorset Grammar School doubtless played an important part. Through Dr. Jackson's

1. Anderson, Rev. James: Historical address presented July, 1860. (Ms.) For Mr. Burr's bequest (according to Mr. Anderson) "we are indebted doubtless to the suggestion of the late Dr. Jackson of Dorset. His mind had been much engaged in the education of young men for the Christian Ministry. And in designating the objects to which Mr. Burr could appropriately bestow a portion of his estate, he represented to him that it would subserve the interests of Religion and Learning to lay the foundation of an institution here. . . ." Dr. Jackson was also on the committee appointed "to digest a system of study" (Anderson papers, Dec. 16, 1829) and to pass on the applications of indigent students who wished financial aid in their pursuit of an education in preparation for the ministry. (Broadside on Burr Seminary, March 15, 1833.)

2. Sheldon, Lillian A.: "Educational Development of Dorset" (In *Sketches of Dorset*, Vermont, p. 25). See also Humphrey: *The Story of Dorset*, p. 121. According to Barber, the first society was organized at Pawlet, March 6, 1804, with Dr. Jackson as president. The object of the society was "to aid pious and ingenious young men in indigent (sic) circumstances to obtain an education for the work of the gospel ministry." The next education society was organized at Middlebury in August, 1813, under the name of The Middlebury College Charitable Society. Barber states that Dr. Jackson organized the society at Dorset in the year 1814. (Barber: *op. cit.*, pp. 94-96. Also *American Quarterly Register*, Feb. 1837.) Similar objects were expressed elsewhere; for example, when Union (later Kimball-Union) Academy was projected in the church council that met at Windsor in 1812, approval was given to the object of assisting "in the education of poor and pious youth for the ministry," as well as "such others as the Trustees might choose to admit." (Richards: "The New England Academy is one of the Fairest Fruits of Puritan Idealism." In *Proceedings of the One Hundredth Anniversary of the Granting of the Charter to Kimball Union Academy.*)

influence it was said that "more young men from his small town received a collegiate education than from all the rest of the county."¹

The stimulating effect which such educational leadership and the presence of a grammar school had on the intellectual life of a community is illustrated in the founding, sometime during the first decade of the century, of "The Dorset Female Philologian Society."

ORANGE COUNTY GRAMMAR SCHOOL

The Orange County Grammar School was incorporated by an act of the Legislature on November 7, 1806. The preamble discloses that the inhabitants of Randolph, "with the assistance of other liberal people" in the county, had already built and furnished "a large, elegant and convenient school-house" at the cost of over two thousand dollars, and had appropriated a two-acre plot of ground for the school.

In the "Weekly Wanderer" for April, 1807, the trustees notified the public that the school would be opened May 4th under the instruction of a Mr. William Nutting, a member of the Senior Class at Dartmouth. The notice continues:

As the trustees have spared no pains or expense to get an able Preceptor of said school, they have no doubt of receiving the liberal patronage of an enlightened public in their endeavors to render said school highly useful to the community. The lands appropriated to the use of said school will be to be let on the 25th of May next. But as the rents will be paid annually from that time, the first years expenses of the school must be defrayed as usual.

Tuition, \$2 first or younger class.

\$3 pr. quarter second class.

(Signed) Dudley Chase, Clerk.

The school year was divided into terms of eleven weeks each. The total attendance for the first year was 151 scholars. Of this number only 27 were girls. A little over half were residents of the town of Randolph itself.

Pember contributes an interesting account of the distribution of studies and the early development of the curriculum in this school:

Of the students of the first term, one studied Latin and Greek, eighteen studied Latin but not Greek. The other studies mentioned were grammar, geography, arithmetic, rhetoric and mathematics. One student had three studies, one had English studies without specifying how many, eleven had two

1. Humphrey: *op. cit.*, p. 121.

studies each, and the others, twenty-one in number, had one study each. In the second term eight students had Latin and Greek and fifteen had Latin without Greek. In the third term one had Greek, fourteen had Latin, none had both; thirty-two had arithmetic, twenty-eight had grammar, seven had reading, two had geography, two had writing. Thirty-one of these had but one study each. Instruction then was given individually. There were no classes. Algebra and chemistry appear by name first in 1808. Logic in 1810, natural philosophy in 1812, astronomy in 1815, moral philosophy in 1817, French in 1828.¹

Apparently the school was not as pressed for funds as the one at Montpelier, for the same writer reports that after Mr. Nutting's salary of \$400 had been paid, it was found at the end of the year "that with the tuition (amounting to \$206.11) and the income from the Grammar school lands, they had paid all bills and had a balance to carry over of \$129.21. Accordingly they voted to reduce the tuition to \$1.50 a term."²

By an act of legislature the Orange County Grammar School became a State Normal School in 1866.

ROYALTON ACADEMY

The town of Royalton should possibly be credited with the first public grammar school in the state of Vermont. The evidence is so meagre, however, that the claim can not be substantiated. All that is known is that on Nov. 19, 1782, "the town at a special meeting appointed Lieut. Stevens, John Hibbard and Lieut. Calvin Parkhurst, a committee to draw a subscription paper in order to promote a 'greamery' school."³

On Nov. 11, 1807, the town obtained a charter establishing a county grammar school by the name of Royalton Academy. The school had opened several years before this date, according to Lovejoy, who found in the early records of Middlebury college that a Walter Chapin was principal of Royalton academy in the year 1803-1804.

The excellent town history affords some enlightening data on teachers' contracts. A letter from Remembrance Chamberlain dated Cavendish, June 12, 1815, is addressed to Col. Stafford Smith, and reads: "I shall be in Royalton to begin school the fourth Monday in August. It was mutually agreed when the bargain was stated, that, if

1. Pember: *The Illustrated Historical Souvenir of Randolph*, p. 42.

2. *Ibid.*

3. Lovejoy: *op. cit.*, p. 317.

after a fair trial, the school shall not be profitable, I should be released from my engagements."¹ That it was not a paying venture is indicated by the fact that this teacher stayed only about a year. On July 19, 1816, "the committee hired William Arms Chapin for one year. He was to provide wood for the school, and his own board, and to receive \$100 and the tuition of pupils at \$2 per quarter, the trustees to guarantee board and accomodation to all who should apply."² Mr. Chapin stayed but a year. The principal for 1819-20 (?) was John D. Willard, who was also hired to teach on a one-year contract. He was to receive \$350, and "the trustees agreed to board him 'with a separate room, wood, washing, and candles.' He was to have two vacations in the year, not to exceed four weeks in the whole."³

The early history of Royalton Academy indicates that it was a genuinely local institution. In 1817 a project was begun to increase the resources of the school, and "the subscribers agreed to pay (annually) the sums affixed to their names, 'so long as the said Grammar School shall be kept in operation, or so long as the subscriber or subscribers shall live within one mile of the Academy where it now stands on the common.'"⁴ The earliest known catalogue, that for 1830, reveals that the great majority of the students were local boys and girls. All but one of the "ladies" were from Royalton. The school was fortunate also in numbering among its supporters such friends of learning as Zebulon Lyon and Stafford Smith. Col. Smith in 1816 gave a note of \$100 to the school, "the interest to be annually for the use of the school so long as it should be in operation nine months of the year."⁵ Mr. Lyon had previously furnished the building, and in 1817 deeded to the school two areas of land in Pomfret.⁶

Royalton operated its academy throughout the century. In 1896, the trustees delegated the power of hiring teachers to the town board of directors, who established a town high school in connection with

1. Lovejoy: *op. cit.*, p. 320.

2. *Ibid.*

3. *Ibid.*, p. 322.

4. *Ibid.*

5. *Ibid.*

6. The rentals from this land were to provide the tuition of "young men of piety and ability, proposing to fit for the ministry, who should bring a note of recommendation from the Royalton Association of Ministers." Although only one individual is recorded as having taken advantage of the offer, the gift has interest as one of the first recorded examples of such a philanthropy.

the academy, supported in part by academy funds and in part by school taxation. The state course of study was adopted in 1907.

CHESTER ACADEMY

Records have it that in 1766 or thereabouts the town of Chester offered to give 2000 acres of land if Rev. Eleazar Wheelock would locate his school, afterwards chartered as Dartmouth college, in that town.¹ It was not until 1814, however, that the community organized its academy. Apparently the school was well established and well advertised, and for sixty-two years it was satisfactorily maintained by the inhabitants of the town. A commodious, well-proportioned, three-story brick building was built, the upper story having been erected, owned and occupied for many years by the order of Masons. "Ten years after the incorporation the school was in a flourishing condition, with an attendance of sixty students."² At a later period, 150 students at each spring and fall term was "no uncommon enrollment."³ The total attendance for the four terms ending Nov. 20, 1840, was 259.⁴

The first record of the school is found in an advertisement in the "Vermont Republican" for February 27, 1815:

The Board of Trustees of Chester Academy having engaged Mr. James Dean, late Professor of Mathematics in the Vermont University, to take the charge of said academy, do give public notice, that said academy will be opened on the second Monday of March next, for the reception of Students, in the various branches of Literature.

From the pleasantness of the situation, the accommodations of the building, the literary character of the Preceptor, and the determination of the citizens of Chester to accommodate the Scholars for board on reasonable terms, the Trustees flatter themselves with the prospect of the patronage of the public.

Aaron Leland
Tho's S. Fullerton,
John P. Williams,
Committee

Chester, Feb. 15, 1815⁵

1. Bush: *History of Education in New Hampshire*, p. 140.
2. Aldrich and Holmes: *History of Windsor County*.
3. *Proceedings at Chester, Vermont*, June 29, 1909, on Old Home day.
4. *Catalogue of the Officers and Students of Chester Academy*, 1840. At that time the school employed a principal, a teacher of the French language, and three teachers in the Female Department, one each for the spring, summer and fall terms.
5. *Vermont Republican*, Vol. VII, No. 10.

A catalogue dated Oct. 1, 1823 is one of the oldest preserved in the records of the Vermont academies. In this document we find that the institution was "under the immediate direction of a board of 10 trustees. Fees for tuition from \$2.00 to \$3.00 per quarter. Room rent \$0.60 per quarter. Charges for board, washing and lodging in the village \$1.17 per week."—The names of seven boys are listed in a "Greek Class," fifteen in a "Latin Class," and 42 "gentlemen" and 20 "Ladies" in English.

The laws of the school are printed in the catalogue for November, 1824:

Article I. No student shall be admitted, who cannot read tolerably without spelling.

Article II. The tuition for ordinary branches of study shall be 17¢ per week. For students in Latin and Greek languages, higher branches of Mathematics and Geography 25¢ week.

Article III. Each student who occupies a room in academy (except school room) shall pay 5¢ a week for his share of the rent of said room.

Article IV. No student shall be admitted for less term than six weeks: and no allowance shall be made for lost time except in case of actual sickness.

Article V. On withdrawing from the school notice must be given to the Instructor and the tuition paid up that the charges may be stopped.

Article VI. All damage done to the building must be repaired, or paid by the student (or his parents) who committed same.

Article VII. No student shall enter another's room without first knocking and receiving permission and no student shall visit another's room during the hours of school.

Article VIII. It is seriously required of the students that they attend public worship on the Sabbath, and that they do not stroll about the street and fields on said day.

Article IX. No student occupying a room in the academy shall admit visitants into his room on the Sabbath: except family connections in the interval of Divine worship.

Article X. The student shall not use any violent exercise or make any improper noise in either the alleys or rooms of the academy, or near the building. And no student of the school room shall ever ascend the stairs without particular and serious business with some student residing in the second story.

Article XI. No student shall bring any inebriating liquor into the academy: or purchase any in the village without permission from the instructor.

Article XII. Any student who shall be guilty of deliberate falsehood, profane swearing or quarelling shall be reported to the instructor.

Article XIII. The student shall pay proper respect to the Preceptor; and never pass him in the street, the alleys of the academy or enter or leave the school room without making their obeisance.

Article XIV. The student shall be at their lodging at a seasonable time for retiring for rest.

Article XV. The Preceptor shall from time to time appoint two of the students as monitors, whose duty it shall be, to report to him any breach of the foregoing bylaws that may come to their knowledge.

Article XVI. If any student shall violate any of the foregoing laws: the Preceptor is required to admonish him publicly, according to his discretion, and if such student shall not reform and his conduct shall continue such as to render his company dangerous to the good habits of the other students it shall be the duty of the Preceptor to report him to the Board of Trustees, that his conduct may be inquired into and for them with the Preceptor to determine whether he ought to be expelled.

The school became merged with School District Number Twenty in 1869,¹ and was finally legislated out of existence on Nov. 22, 1876.

THETFORD ACADEMY

The act incorporating Thetford Academy was passed Oct. 29, 1819. In October of the next year the school was given the rentals of the grammar school lands in the towns of Washington and Chelsea in Orange county,² and the following year a third act gave the trustees the requisite power for controlling these lands. The school opened on the 8th of February, 1819, and has had an uninterrupted career of 110 years. With the single exception of the Caledonia County Grammar School at Peacham, it is the oldest private academy still (1930) in existence in Vermont.

For nearly forty years prior to the founding of Thetford, the religious and intellectual life of the town had been dominated by the personality of Dr. Asa Burton, a noted theologian of the day and one of the ablest clergymen in the state.³ "His influence had been deeply felt in matters connected with education. He had exerted himself to waken in the young a high regard for learning and a per-

1. *Acts and Resolves*, 1869, pp. 69-72.

2. *Acts*, 1820, pp. 161-162. By granting county lands to academies, and giving the trustees control, the legislature gave to these schools the practical status of a county grammar school. After 1820 only two institutions were chartered as county grammar schools, the Lamoille County Grammar School at Johnson and the Chittenden County Grammar School at Richmond, both in 1836.

3. Adams: *Memoir of the Rev. Asa Burton, D.D.*, Thetford, Vt. Dr. Burton was the chief proponent of what was generally called the "Taste scheme" in opposition to the "Exercise scheme" championed by Dr. Emmons of Franklin, Mass. This he elucidated in his *Essays on Some of the First Principles of Metaphysics, Ethics and Theology*, published in 1824.

sonal interest in it."¹ He visited the town schools, conferred with teachers and kept informed on texts and educational theory. A library had also been collected and "a village lyceum organized in which the interests of education . . . were discussed."² The interest of the town in higher learning had been practically demonstrated by contributions, through the medium of a local charitable or benevolent society, to the Kimball Union Academy in Meriden, N. H., to which school chiefly it was obliged to send its young men.

The situation, then, was ripe for the establishment of an academy in the town itself. Simeon Short, then a young lawyer, is credited with having first conceived of the project. His thought was: "Why not have an academy in Thetford, instead of sending our students so far away to one in another state and contributing money also for its support?"³ The plan met with general approval. A subscription was begun, work and materials for a building contributed, and in the short period of six months the academy was completed and opened to students.

Rev. John Fitch was employed as the first preceptor at a salary of \$300, with \$30 allowed for house rent. The tuition was \$2 for English studies and \$3 for the languages. The estimated average attendance during the first year was about fifty. Mr. Fitch remained six years, during which time twelve scholars were prepared for college. Part of the time, at least, he had the assistance of a female teacher. Tuition was paid directly to the preceptors who followed.

The interest of the community in its school was early demonstrated by the establishment of what would today be called an endowment fund. During the first year of its existence, Judge Jedediah Buckingham, the treasurer, opened an account under the title of "Charitable funds of Thetford Academy," and during Mr. Fitch's preceptorship \$232 was paid out to "meritorious students." Financial aid was also given to graduates attending college.⁴

The courses of study offered during this early period are given in an early catalogue for November, 1827:

The present systematic and thorough course of education pursued in this Institution, induces the Trustees to hope for publick confidence and a liberal and

1. Slafter: *Historical discourse*. In *Thetford Academy, Seventy-fifth Anniversary and Reunion*, p. 21.

2. *Ibid.*

3. Slafter: *op. cit.*, p. 22.

4. *Ibid.*, pp. 26-27.

merited patronage. Its increasing prosperity, since the services of the present Instructors have been secured, is no small recommendation of its character. The valuable chemical lectures by Dr. Palmer, and its other advantages, it is believed, render this school, one of the first order. The various branches of a Classical and English education are taught; Latin and Greek languages; Reading, Composition and Declamation once in two weeks; Geography with instruction on the Globes; Mathematics; Rhetoric; Natural and Moral Philosophy; Chemistry and Astronomy; together with Painting on paper and velvet, and fine Needle work, lace, &c.

The winter term will begin on the 10th of December.

The summer term of the female department will commence on the 10th of May next, under the care of Miss Poole.

The Chemical Lectures of Dr. Palmer will commence in future on the 5th of October, and continue 7 weeks.

The absence of records for the first twenty years or more make it difficult to trace the scholastic development of the school during that period. From 1825 until Hiram Orcutt took charge in 1843, there were sixteen or seventeen preceptors, most of whom remained but a year, and sometimes for but a term or two. Often they were young college graduates, and the position was accepted because it provided a ready income to enable them to continue some chosen profession. Irregularity in attendance added to the difficulty of organizing the school on progressive principles. On this point Orcutt wrote:

The old academy of our boyhood days was the hope of the common schools, and the main feeder of the college; but it was necessarily unsystematic, as a result of the irregularity of attendance. Well-arranged courses of study and a graded system of instruction were impossible. Most of the students came from the farm and the workshop, with no preparation except such as they could get in the district school of that day, and they were compelled to work their way unaided. Hence they were obliged to alternate terms of study in the spring and labor in the summer. As a result, the autumn and spring terms were comparatively large, and the winter and summer terms small. Thus proper classification was impossible.¹

Under such conditions academic growth was not to be expected. The catalogue for the year ending Nov. 29, 1839, does not give the courses in detail. Tuition charges simply show that there was an English and a Classical department, and that instruction in French or drawing also could be obtained. The enrolment shows the names of 62 "gentlemen" and 64 "ladies." Eleven boys and seven girls were taking the languages. It was not until the principalships of Hiram

1. Orcutt: *Reminiscences of School Life*, pp. 25-26.

Orcutt and Gilbert Hood that definite advances were made in curricular content and pedagogical efficiency.

PERIOD 1820-1840

EXPANSION OF ACADEMIC MOVEMENT

LAND DIVISIONS. VARIED EXPERIMENT, ENRICHMENT AND PROGRESS

A steady growth in the academy movement is noticeable in the twenty years beginning in 1820. Compared with 10 academies incorporated in the years 1810-1819, we find 15 in the years 1820-1829, and 18 in the years 1830-1839. Thirty-three schools were chartered between 1820-1840 as compared with 21 for the preceding twenty-year period. The development is not phenomenal, however, and may be attributed to normal impetus and the gradual increase in the state's population and its attendant economic and social effects.

Though the state evinced during this period a renewed interest in the public elementary schools, its attitude towards the private secondary schools which it had chartered underwent little change. The policy was one of laissez-faire; vital relationship is found only when the Assembly intercedes to grant petitions or settle disputes regarding the division of grammar school lands and the appropriation of land rentals. Certain academies, such as Thetford and Bradford, were re-incorporated as county grammar schools in order that they might technically qualify for such income. By means of these rentals also, a kind of oblique pressure was laid on secondary institutions to keep their schools going: thus, the corporation of Londonderry Grammar School, which had been granted the rights formerly enjoyed by Windham Hall, was to forfeit its land income to the use of the common schools if the school was allowed to lapse for a year or more.¹

About the time that the legislature was re-chartering certain academies as county grammar schools, it was following the somewhat inconsistent course of granting percentages of land incomes to schools

1. *Acts*, 1822, Chap. 54, p. 76. Such provisos, though well intended, often operated in such a manner that a school, under the stress of circumstance, would sometimes keep open for only a term or two in order to be within the letter of the law and retain its land rights. (See case of Orleans county: *Proceedings of the Orleans County Historical Society* . . . 1888.)