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The influence of the academy in Western Massachusetts

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THE INFLUENCE OF THE ACADEMY
IN WESTERN MASSACHUSETTS

ORCUTT - 1934

THE INFLUENCE OF THE ACADEMY

IN

WESTERN MASSACHUSETTS

by

LEON MONROE ORCUTT

THESIS

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requirements for the Master of Science Degree in the graduate
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CHAPTER I

*****INTRODUCTION*****

INTRODUCTION

It appears that the name Academy should be accredited to the Greeks. According to the story, Miltiades at one time owned a certain piece of land which later fell into the hands of Cimon who developed it to quite a large degree in the way of planting shrubbery, landscaping it, etc. This soon became known as the Academy and later became a meeting place for Plato and his pupils who developed it into a place of learning. Italy made a big use of the name at a later date.

Academies later became known as those institutions of learning which were developed by the nonconforming churches. In England, the beginning of this movement is connected with the humanistic realism of Milton who styled the institution described in his *Treatise on Education* an Academy.³ With the downfall of the Puritan protectorate and the restoration of the Stuart Monarchy, the dissenting clergymen, about two thousand in number, were expelled from their parishes. This happened in the year 1662. Shortly after this the dissenters were excluded from the public schools and the Universities. This gave a teaching staff and a constituency to a new type of educational institution which had for a time but an indefinite organization and what might be termed an unsubstantial existence, but which, after the toleration act of 1689, became a definite part of the English educational scheme. Though these as well as other educational institutions of England, had only an ecclesiastical and private support, they continued to perform an ever widening function in the educational

life of the people until with the disappearance of religious disabilities, they became a type of what might be called secondary schools during the early nineteenth century.

The founders of these institutions of the seventeenth and eighteenth centuries had little if any sympathy with the narrow, restricted, and bigoted education that produced illiberal persecutors. The new institutions, therefore, provided a much broader training through a curriculum that included many of the new "real" studies. Preparation for the Ministry was yet the prominent, though by no means, the exclusive purpose of these schools. The classical languages, therefore, formed a prominent if not a basal part of the course of study. To these were added a variety of subjects which varied with the institution. The study of English was given especial emphasis and instruction in all the subjects came to be given in that tongue. The influence of the writings of John Locke on education served to further the interest in the new educational tendency. His "Thoughts on Education" became a handbook or a charter of the academies.

It may safely be said that the deeply religious character of Locke and the fact that, though a churchman, he was an earnest advocate of a large toleration, commended him to the men concerned with the building up of academies; and the wide intellectual hospitality which he displayed and his success in enlarging the range of human thought on knowledge appealed to academy men on the side of their intellectual tastes.

In America with the growth of the minor dissenting

bodies in the American Colonies a similar institution grew up. It was, however, more rudimentary in character until about the middle of the eighteenth century. These bodies were especially strong in the middle colonies, and it was there that this new institution found a home. In New England the Latin Grammar Schools, from no apparent theoretical reason, began to make provision for the practical economic interests of the people. In most of the seaport towns of all the colonies, branches of practical mathematics which included surveying and navigation were introduced even in the seventeenth century. It was not until the eighteenth century, however, that typical "real-school" was introduced and the term "Academy" used. This was the "Academy and Charitable School of Pennsylvania", later the University of Pennsylvania.

As early as 1743, Benjamin Franklin had sketched a plan for the establishment of an academy. But the times were not favorable and Franklin was a man who could wait. Six years later the outlook was better so he lost no time in publishing his "Proposals Relating to the Education of Youth in Pennsylvania." "The good education of youth," it read, "has been esteemed by wise men of all ages as the surest foundation of the happiness both of private families and of commonwealths." The decline of learning in the colonies was deplored. Many of the fathers had been well educated in Europe; but "the present race are not thought to be generally of equal ability; for, though the American youth are allowed

not to want capacity, yet the best capacities require cultivation." It was accordingly proposed that some gentlemen of leisure and public spirit should secure a charter authorizing them to erect an academy. These trustees should take a personal interest in the school, and should undertake in practical ways to promote the welfare of its students when they should go forth to the duties of active life.

In this proposal it was further suggested that a building should be provided in a healthful situation with garden, orchard, meadow, and field; and in connection therewith there should be a library. Philosophical apparatus and other appliances were also proposed. There should be a rector and the necessary number of tutors under him. Provision should be made for boarders. And in addition, sports such as running, leaping, wrestling and swimming were recommended for the physical good of the students.

"As to their studies, it would be well if they could be taught everything that is useful, and everything that is ornamental. But art is long and time is short. It is therefore proposed, that they learn those things that are likely to be most useful and most ornamental; regard being had to the several professions for which they are intended."

All were to be taught penmanship, drawing (with perspective), arithmetic (with accounts, and first principles of geometry and astronomy), and the English language (grammar, oral reading, and composition). The greatest stress was laid upon studies in English. Authors of the late seventeenth and the early eighteenth centuries were

recommended for study; but readings in history were still more strongly emphasized and were made to constitute the vital center of the whole plan of instruction. "If history be made a constant part of their reading, may not almost all kinds of useful knowledge be that way introduced to advantage?" Such subjects as geography, chronology, ancient customs, oratory, civil government, logic, languages, as well as morality and religion, were to find their first entrance into the attention and interest of the students through the channel of history.

The proposals continued that there should also be readings in natural history, and should be accompanied by practical exercises in agriculture and horticulture. It was also stated that commerce, industry and mechanics would be entertaining and useful studies for all.

With these studies the academy should cultivate "that benignity of mind which is the foundation of what is called good breeding," and should impress on the minds of the youth the idea of what constitutes true merit, which is "an inclination, joined with an ability, to serve mankind, one's country, friends and family." It is agreed that true learning gives or increases the ability to perform such service.

"In the academy the study of languages should be optional. But students of divinity should be taught Latin and Greek; students of medicine should add French; students of law should take Latin and French; and future merchants, the modern languages, French, German and Spanish."

The "proposals" were distributed among the public-spirited citizens of Philadelphia, and met with general favor. A subscription was soon started with a view to carrying them into effect. This was very successful. The individual contributions, subscribed for a period of five years, soon amounted to the sum of 800 pounds a year. Aid was also solicited from the city government, and the response was a donation of 200 pounds from the public treasury, with the added promise of 100 pounds a year for five years. The subscribers chose twenty-four prominent citizens from their number to act as trustees of the funds thus secured. This board of trustees adopted a set of "Constitutions of the Publick Academy In the City of Philadelphia," hired a house, engaged masters, and opened the school.

The school was popular from the start and it was soon found that the house was too small to hold it. It so happened that the building erected in 1740 for the double purpose of providing a preaching place for Whitefield and other itinerants and housing a charity school, was now available. It is doubtful whether the proposed charity school had ever been opened. The property was encumbered by debt. Fortunately Franklin was one of the trustees of this hall and also a trustee of the new academy. He brought about an agreement between the two boards, by which the academy acquired the building under promise that a charity school should be conducted on the premises.

The Whitefield building was opened as the home of the academy in January, 1751. This was made a formal occa-

sion, and a sermon was preached by the Rev. Richard Peters. In a short time a charity school, of lower grade than the academy, was opened in accordance with the terms of the transfer. A charter was secured from the proprietaries of the province, in 1753, incorporating the Trustees of the Academy and Charitable School in the Province of Pennsylvania. This body was made self-perpetuating. Its members must always be residents of Pennsylvania, within five miles of the seat of the academy. The trustees were authorized "to erect and support an academy or any other kind of seminary of learning in any place within the said province of Pennsylvania, where they shall judge the same to be most necessary and convenient for the instruction, improvement, and education of youth in any kind of literature, erudition, arts, and sciences, which they shall think fitting and proper to be taught." ³ This was a very broad provision.

The academy was organized in three schools, the Latin, the English, and the mathematical, each having a separate master. The first rector, Mr. David Martin, died before he had been with the school a full year. Then the Rev. Francis Alison, who had conducted the Presbyterian "academy" at New London, was made master of the Latin school; and seems later to have become rector of the academy. Mr. David James Dove was the English master. He devoted a part of each day to a private school for girls. In the academy he had about ninety pupils; but some difference having arisen between him and the trustees he withdrew after somewhat more than two years of service, and thereafter conducted a private school

for boys besides continuing his girls' school. His salary in the academy was 150 pounds a year.

The Latin master received 200 pounds a year. It was originally intended that such instruction as the Latin scholars might receive in history, logic, English, etc., should be given by the Latin Master; and the Latin master was expected to assist the English master as he might find opportunity. No assistant teacher or usher was to be provided in the Latin school for less than twenty boys, nor in the English school for less than forty boys. In the earlier days, the attendance in the Latin school seems to have been about sixty. Mr. Love's ninety in the English school was reduced to about forty after he withdrew. The tuition fee in each of these schools was four pounds a year. Mr. Theophilus Grew was the "mathematical professor" at a salary of 125 pounds. As early as 1751 there were three "assistant tutors" employed in the academy at a salary of 60 pounds each.

The Rev. William Smith, a graduate of the University of Aberdeen, and a clergyman of the Church of England, having come to America, became deeply interested in the movement for the establishment of King's College, and took occasion to publish his ideas upon the higher education in a work entitled "A General Idea of the College of Mirania." This came to the notice of Franklin, who entered into correspondence with Mr. Smith with reference to the affairs of the academy. The result was that in 1754

Mr. Smith was appointed to the teaching staff of the institution. A fourth school was then added, the philosophical. Mr. Smith, who later became a Doctor of Divinity, was placed at the head of this school in which he taught logic, rhetoric, and natural and moral philosophy, to the more advanced students.

It was soon after this that the reincorporation of the institution as the College, Academy, and Charitable School of Philadelphia took place. The new charter simply confirmed and extended the provisions of the earlier one, the chief addition being the power to confer academic degrees. Dr. Smith was made provost of the institution, and he continued at its head until 1779. Dr. Alison was made vice-provost. After the reorganization in 1755, the Latin and Philosophical schools were spoken of as the college, and the other two constituted the academy.³

Although the early history of this institution was very different from that of any other American school, some of its characteristics were typical, and may be regarded as symptoms of the general change which was at that time coming over our educational thought. We should not lose sight of the fact that this institution was our first American Academy.

The academy idea in Massachusetts had for its purpose to teach the real business of living and to afford a liberal training for everybody, as well as to continue to promote piety and virtue. The first two to appear in the

Commonwealth were the Phillips and Lummer Academies. As will be seen their originations were closely interrelated.

Lieutenant-Governor William Lummer, who died in 1761, bequeathed his dwelling-house and farm of nearly three hundred acres, in Byfield Parish, Newbury, for the establishment of a Grammar School. This was a notable act in more ways than one. It broke away from the tradition of local and public provision for education, which had been prevalent in Massachusetts from the earliest days. It was not the first departure from that tradition, but coming when it did, it heralded a new movement. The school was opened in 1761¹.

There was much fumbling in the external management of this school during the first years of its existence, which hints at a painful adjustment to changing notions of school administration. But under the first master, Samuel Moody, there was no uncertainty in its internal management. He made it a Grammar School of the olden type, strictly devoted to the business of preparing boys for college. Among the boys whom he sent to college was Samuel Phillips, who became the prime mover in the establishment of the Phillips Academy at Andover in 1778. After this later institution had inaugurated the academy movement in Massachusetts, the Lummer School was transformed into the Lummer Academy, receiving an act of incorporation in 1782.

The Phillips Academy at Andover reveals quite clearly the purpose of these new schools. The foundation grant of this school gives the purpose to be:

"To lay the foundation of a public free school or ACADEMY for the purposes of instructing youth, not only in English and Latin Grammar, Writing, Arithmetic, and those sciences wherein they are commonly taught; but more especially to learn them the GREAT AND REAL BUSINESS OF LIVING... It is again declared that the first and principal object of this institution is the promotion of piety and virtue; the second, instruction in the English, Latin and Greek Languages, together with writing, arithmetic, music, and the art of speaking; the third, practical geometry, logic and geography; and the fourth, such other liberal arts and sciences or languages, as opportunity and ability may hereafter admit, and as the trustees may direct."

Only Protestants may be trustees or instructors in this school. Its advantages are thrown open to youth "from every quarter", but they must first be able to read English well. The trustees, however, have power to provide for a limited number of beginners. The Principal instructor in the school must be "a professor of the Christian Religion, of exemplary manners, of good natural abilities and literary requirements, of a good acquaintance with human nature, of a natural aptitude for instruction and government." Much stress is laid on the making of a suitable appointment to this office. No other consideration than that of qualifications is to enter into the selection.

In addition to the ordinary duties of a master toward his pupils, the principal instructor is charged

"critically and constantly" to "observe the variety of their natural tempers and solicitously endeavor to bring them under such discipline as may tend most effectually to promote their own satisfaction and the happiness of others." He is to "encourage the scholars to perform some manual labor, such as gardening or the like; such as is consistent with cleanliness and the inclination of their parents." It is expected that many of the students will become ministers; and the master is particularly directed to give instruction in the cardinal doctrines of religion as set forth in the scriptures. That everything may be open and above-board in the management of its financial affairs, there is a provision that a full record of donations to the institution and of all expenditures shall be kept open for anyone to read.

The school was opened in due form on April 30, 1778. It was incorporated under the title of Phillips Academy on October 4, 1780, becoming the first chartered academy in New England. The act of incorporation reiterated and confirmed the chief provisions of the constitution. The school was placed under the control of a board of twelve trustees, who with their successors were declared to be "the true and sole Visitors, Trustees and Governors of the institution." The "Principal Instructor" must always be a member of this board; a majority of the members must be laymen and respectable freeholders; and a majority also must be men who were not inhabitants of the town in which the school might be situated. Under these limitations, vacancies in the board were to be filled by a vote of the

remaining members. By vote of two-thirds of the trustees the school might be removed to any other more suitable location in the state of Massachusetts. The school opened with thirteen pupils in attendance. But no ill luck followed. The school was prosperous from the beginning.

After the close of the seventeenth century the English Latin Grammar Schools were having quite a struggle. Commercial demands were making themselves felt and as a consequence there was a tendency to teach more practical subjects. By the end of the century the academy was rapidly superseding the Latin Grammar School.²

During the first half of the nineteenth century the academy movement spread very rapidly. By 1800 there were seventeen academies in Massachusetts; thirty-six by 1820; and four-hundred-three by 1850. The most characteristic features of these academies were their semi-public control, their broadened curricula and religious purpose and the extension of their instruction to girls. The Latin Grammar School was essentially a town free-school, maintained by the towns for the higher education of certain of their male children. It was aristocratic in type, and belonged to the early period of class education. With decline in zeal for education, after 1750, these tax supported higher schools largely died out, and in their place private energy and benevolence came to be depended upon to supply the needed higher education. By 1885 the State began lending its support through land grants and the licensing of lotteries. Tuition, however, and private aid were the chief means of support.⁶

These academies afforded many varied types of architecture. Many were constructed of brick while others were of wood construction. In many instances many public buildings were remodeled and used. Private dwellings even sometimes served the purpose. Those which were constructed seem to have the type of the early colonial period. It would seem that no particular stress was laid on this part of the general scheme. The chief matter of concern was the provision for adequate space and the choice of subject matter.

One of the chief purposes expressed in the endowment or creation of the academies was the establishment of courses which should cover a number of subjects having value aside from mere preparation for college, particularly subjects of a modern nature, useful in preparing youths for the changed conditions of society, government and business. The study of real things, and useful things rather than subjects merely preparatory to college, became prominent features of the new courses of study. Among the most commonly found new subjects were algebra, astronomy, botany, chemistry, general history, United States History, English literature, surveying, intellectual philosophy, declamation and debating. The new emphasis given to the study of English, mathematics and book science is noticeable. New subjects appeared in proportion as the academies increased in numbers and importance. Statistics show that one-hundred-forty-nine new subjects for study appeared in the academies of New York between the years 1787 and 1870. It really

amounted to the fact that the matter of subjects for study depended very largely upon what any student desired to take up.

The academies differed from the Latin Grammar Schools in that they were not bound up with the colleges. They took pupils who had completed the English education of the common schools and gave them an advanced education with a view to rounding out their studies and preparing them for business life and the rising professions. This clearly marks a transition from the aristocratic to the democratic type of education.

The teachers were largely made up of ministers who were more or less compelled to take up this line of work in order to gain a livelihood. It was fortunate, however that most of these pioneers were broad minded men with a very definite purpose in view which in turn developed a broad minded product. The academies served a useful purpose in supplying to the lower schools the best educated teachers of the time.

The different movements tending toward the building up of free public-school systems became more or less clearly defined in practically all of the northern states shortly after 1825. This came just at the time when the academy was reaching its maximum development. The settlement of the question of general taxation, the elimination of the rate bill, the establishment of the American Common School, and the complete establishment of public control over the entire elementary-school system, all tended to

bring the semi-private tuition academy into question. This resulted in a demand for an upward extension of the public school, which would provide academy instruction for the poor as well as for the rich, and in one common higher school. This resulted in the high school getting a foothold which in turn caused a rapid decline in the academies. As this period of decline for the academies proceeded, the increase in the number of high schools was rapid. The academies in most instances were transformed into high schools or developed into the so-called preparatory schools.

It should be remembered that first of all the academics did a splendid piece of work. They built upon instead of running parallel to the common school course, which marked the transition from the aristocratic to the democratic form of education. They had a very broad outlook and prepared for everyday life as well as for college. They supplied teachers to the lower schools. The higher education of women clearly dates from the establishment of the academy. They also formed a transition to the modern co-educational high school.

The preceding paragraphs should have acquainted the reader in general with the origination, function, aim, and purpose of the academy since the days of Plato up to and including the time of its origination in this country as well as in the Commonwealth of Massachusetts.

The next step in this dissertation will be the specific introduction of those academies which are estab-

lished in the Western part of Massachusetts, and about which, as the title implies, we are immediately concerned.

Subsequent to this each chapter will be devoted to the discussion of each academy in turn according to its general importance in this treatise. This will be followed by a summary in which will be shown the influence these academies had as a whole, and the place which they occupied or now occupy in the social world.

CHAPTER II

ACADEMIES IN WESTERN MASSACHUSETTS

ACADEMIES IN WESTERN MASSACHUSETTS

In making a survey of the academies in western Massachusetts it has been found that a great many of these schools were established soon after the founding of Phillips Academy at Andover which in itself goes to show that the academy idea was not long in getting a foothold in the minds of the people in the western part of the State. Many of these academies were short lived which was due to many causes the chief among them being the matter of financing such an institution. In many instances no records are available to give any clue as to the cause of their passing, and in some cases information concerning them was found available only through conversation with some of the older residents now living in the respective towns.

In conjunction with the latter statement, a good illustration is the Academy which once existed in the town of Cummington. Practically the only reliable proof we have of such an institution is the fact that the building which was used for this purpose still stands. No data of any kind is now available to show any degree of success that it may have had.

It has been learned from good authority that an Academy once flourished in the town of Worthington. It was named after its founder, Dr. Russell M. Conwell who also was the chief instigator in the founding of Temple University in Philadelphia, Pennsylvania. Many boys pre-

pared for entrance to Temple University at this institution. The school was co-educational. According to a statement made by one of the residents of Northington, Dr. Conwell offered to donate the building to the town after its close but the town would not accept it. Here is another instance where, if any records were ever kept, they are not now available.

Arms Academy, which is in reality the high school for the town of Shelburne Falls, was founded in the year 1860 and remained a private school until 1917. Funds for the buildings were left by Ira G. Arms. The buildings are now owned by the trustees and rented to the town. Here is a school that has lived in spite of the fact that it is now controlled by the town. Many students have entered and graduated from this institution and have profited through the learning which they received within its walls. No history of the academy has been written, nor is there anything pertaining to the academy in any history of the town of Shelburne. Sympathy was due the Principal when he said: "It is strange; it is unfortunate; but it is true."

Considerable data has been found obtainable, however, pertaining to certain academies that have been taken, that is of such significance to this thesis as to warrant comment. These institutions, their location, and the year in which they were established are as follows:

Amherst Academy at Amherst	founded in	1816
Deerfield Academy at Deerfield	" "	1797
Hopkins Academy at Hadley	" "	1827
New Salem Academy at New Salem	" "	1785
Sanderson Academy at Ashfield	" "	1816
Smith Academy at Hatfield	" "	1872
Westfield Academy at Westfield	" "	1793
Wilbraham Academy at Wilbraham	" "	1824
Williston Academy at Easthampton	" "	1841

As the reader pursues the following chapters pertaining to these academies in particular it will become apparent that the definite purpose of most of them was to supply training demanded by the social and economic needs of the times. The demands of prospective merchants, tradesmen, navigators, surveyors, and the like received especial attention. These academies were generally looked upon also as a source of supply for teachers. In fact, one of these academies was the first institution of its kind to introduce a course in teacher training. In the meanwhile, however, the needs of the professional classes were not overlooked. Franklin's institution and Phillips academy at Andover were not exceptional in the matter of making provision for the ancient languages. Sectarianism never strongly influenced the curriculum of these schools, although they were for the most part pervaded by a deep

religious spirit which waned as time went on and as the affairs of Church and State were more widely separated.

The existence of many of these academies depended upon their ability to attract students, hence it was but natural for them to offer instruction in any subject for which there was a demand. The result was an extraordinarily large range of subjects. The list includes the various branches of mathematics, science, English, social science, and surveying, philosophy, law, the ancient and modern languages, theology, business subjects, music, navigation, embroidery, painting, and the principles of teaching.

As there was freedom and experimentation in the matter of subjects, so there was freedom and experimentation in methods of teaching. Stress was placed upon the study of things rather than words. Many excellent teachers devoted their energies to teaching the youths who attended the academies. There were many nonproductive efforts, but on the whole considerable advance was made in methods and in textbooks.

In contrast with the Latin grammar school, whose curriculum ran parallel to the elementary school, it may be noticed that the academies built upon the curriculum of the common school. They received pupils who had completed an elementary education, and gave them a secondary education which fitted them for active participation in the

affairs of daily life or for entrance to college. In fact these and other academies encroached upon the field of the colleges to such an extent that the entrance requirements in these latter institutions were materially increased. This was beneficial in that they thus made an important contribution in the development of a more articulated school system.

Before the establishment of the academies an education for girls was looked upon with very little favor. Those girls who did receive educational advantages were usually taught at home.

With the ascendancy of the academy in this section of the State, early provisions were made for the instruction of girls as well as of boys. In most instances girls were taught in the "female department" of the academy, an arrangement which nearly always resulted in mixed classes, such as are found today in our modern high schools.

Another point of interest is that many of these academies were established to minister to the needs of some local community; in other instances institutions of this kind were founded whose patrons were scattered over a wide area. As a rule the schools of the former type did not survive while those of the latter type usually had more substantial financial support and patronage and were more permanent in nature. As years passed they were constantly undergoing a change. For the most part those that have survived have turned aside from their original pur-

pose, and now devote their energies to preparing students
8
for college.

Student life was varied. Some students could live at home and attend the academy, while many others could not. Dormitories and boarding halls were provided in many instances, but when these accommodations proved inadequate students were taken into private houses. In cases such as these supervisory control was exercised by the school officials. It is quite apparent that the school day was shorter than it had been in the Latin grammar school. It has also been noted that the average age of the students was greater than it had been in the Latin grammar school, many of them being in their early twenties. This, along with the character of the studies, no doubt made disciplinary measures less severe than formerly. A system of fines imposed for such things as defacing a book or talking at meals seems to have had considerable vogue.

These academies also had their student activities which included debating and literary societies, and occasional drama in some form. Annual exhibitions were the outstanding social events of the year, where educational accomplishments were shown to an admiring public. On occasions considerable time was given to sports which later developed to large proportions.

Each of these schools was organized almost en-

tirely through private initiative. Many were established under the auspices of religious denominations. Some were business ventures but these were in the minority. In general, a tuition fee was charged. In every case among those academies which survived, each was incorporated by an act or the legislature.

In order to receive State aid in Massachusetts it was specified that an academy should serve a community of a certain number of inhabitants, that grants should be distributed to schools in all parts of the State, and that all grants should be in the form of permanent funds; again the State might specify that a certain amount must be raised before the school could participate in State aid. The last provision is similar to the one so frequently made today by private philanthropists or the educational foundations in the drives for funds by collegiate institutions. As a rule, actual oversight of the academies was left to self-perpetuation boards or other forms of local control.

As will be pointed out more specifically later, the chief purpose behind the establishment of these academies constituted one of the important contributions of the institution: it gave to boys and girls not desirous of going to college an education usable in the affairs of daily life. In doing this it introduced new subjects and new methods of teaching, and in addition to this it acquainted the population in general with the idea of secondary education for all.

There is no doubt that with the academy rose certain movements which have had far-reaching effect upon American education. The academies which were established in the Western part of Massachusetts played a prominent part in these movements. It first opened its doors to girls, a step which resulted in co-educational high schools and in higher education for women. It gave attention to the preparation of teachers for the lower schools and was thus the forerunner of the normal schools. It built upon the curriculum of the elementary schools, instead of running parallel to it as the Latin grammar schools had done, and so contributed in the final evolution of the "educational ladder." Similarly, the academies represented a transition in religious affairs.

None of these academies, it seems, made any demands for funds through local taxation. Except for those which later developed into high schools, they grew steadily for several years after the establishment of the first high schools, and for several years after they competed for supremacy with the high schools.

The general history of each of these academies taken individually is most interesting. Each has a history all its own. These histories will be discussed separately because of the varied influences that were brought to bear not only in their origination but in their maintenance and upkeep as well. Evidence will also be presented in each individual case of the working of those factors

of influence that are the guides and reasons for this study. These will be taken up in the following order: Founding; Organization and Trustees; Course of Study; Teachers; Attendance; Graduates; and Maintenance. Amherst Academy, being first on the list will be fully discussed in the next chapter.

CHAPTER III

AMHERST ACADEMY

FOUNDING. The town of Amherst is perhaps as well known as any town in New England. It is the educational center of the western part of the State of Massachusetts and has two colleges within its borders.

The founding of Amherst Academy, which in time was to develop into Amherst College, was an event the significance of which was little appreciated at the time. It marked an era in Amherst history, determining the lines along which the town was to find its broadest development. Amherst, even in the earlier years, was the home of learned men; therefore, it was but natural that they should desire for their children better educational advantages than were furnished by the district schools, with their school-dames and masters who themselves possessed but little learning and less faculty for imparting it to others, with school terms of uncertain length, dependent sometimes upon the supply of firewood and always limited by small appropriations.

The subscription for Amherst Academy was started by Samuel Fowler Dickinson and Hezekiah Wright Strong. The land on which the building was erected was donated by Doctor David Parsons, who was also active in raising funds for the institution and was the first president of its Board of Trustees. Among others who were prominent in the work were Calvin Merrill, and Justus Williams of South Amherst. The subscription was started in 1812, and the building was erected in 1814. The charter was not obtained until 1816. The petition to the General Court and the charter granted are in the manuscript archives in the State House in Boston.

The petition was made under the date of January 17, 1816, and is given herewith to show the purpose which the petitioners had in mind.

"To the Honorable Senate and House of Representatives of the Commonwealth of Massachusetts, in General Court assembled, at their winter Session, A. D. 1816, Humbly shews, the subscribers, that they have, at the expense of about five thousand dollars, purchased in a commanding and central situation in the town of Amherst in the county of Hampshire, one half acre of land, and erected thereon and thoroughly finished, for the purpose of an academy, a brick building fifty feet long, thirty eight feet wide, and three stories high, with a cellar under the whole, one part of which is used for a family kitchen. The whole is designed to accommodate two schools; one for males; and the other for females; and also a family to superintend the building, and keep a house for boarding. The situation is inviting, and the air pure, and the town healthy. It is also in the midst of a rich country and a flourishing population, naturally centering at this place, and no town in the Commonwealth, perhaps, is better situated, or offers greater encouragements for an institution of this kind. Your petitioners would further state, that more than one year ago they established a school in this building; under the care of a preceptor; assisted during the two summer quarters, by a preceptress; that the average number of scholars in the winter has not been less than sixty; and during the two summer quarters, more than ninety. And the

prospects of usefulness therefrom are such as to excite pleasing anticipations in the patrons and friends of science and useful literature. But in order to secure the blessings in prospect, which the youth of both sexes so much need; and the good of society so much requires, funds and the public patronage of the Government are necessary. Your petitioners, therefore, respectfully ask the assistance of the Legislature, to aid them in their benevolent designs of educating, and training for usefulness the rising generation. And they humbly pray that their school may be established by law, as an academy; under the care of such Trustees, as the Legislature shall see fit to appoint; with such endowments as the Government have equally bestowed on institutions of this kind. And as an inducement, therefore, your petitioners offer to release, and do hereby release, each for himself, all his right, title and interest, in and to the land and buildings above mentioned; with all their appurtenances; to such Trustees as the Legislature may appoint; to be used forever as an academy, and for no other purpose. And as in duty bound will ever pray." ⁹

This petition was signed by David Parson, Elijah Clark, Henry Weeks, Inos Baker, Robert Cutler, Samuel F. Dickinson, Rufus Cowls, Calvin Merrill, Elijah Boltwood, William Neill, H. Wright Strong, Joseph Church Jr., Thomas Hastings Jr., Justus William Jr., and Sylvanus Church, and was granted by the General Court the same year as presented.

Such was the beginning of an educational institution destined to become famous throughout Massachusetts and New England. The academy building was constructed of

brick and was three stories in height. It had a small tower in the center of the roof and spacious chimneys at the East and West ends. It was considered at that time an imposing structure. Although the building was constructed in 1814, it was not dedicated until the following year. With the exception of the Hopkins Grammar School at Hadley, Amherst Academy would seem to have been the first institution devoted to classical education established in the present limits of Hampshire County.

ORGANIZATION AND TRUSTEES. The first board of trustees as given in the act of incorporation was comprised of the following members: David Parson, Nathan Perkins, Samuel F. Dickinson, Hezekiah W. Strong, Rufus Cowls, Calvin Merrill, Noah Webster, John Woodbridge, James Taylor, Nathaniel Smith, Josiah Dwight, Rufus Graves, Winthrop Bailey, Experience Porter, and Elijah Gridley.

In a letter written by Reverend Nahum Gould, a graduate of the academy, and of Amherst College in 1825, it is stated that the piety of the students at the academy was far in advance of that of his own and that perhaps there never was a people that took such a deep interest in the welfare of students. None needed to leave on account of pecuniary embarrassments. Tuition was free to any pious student who was preparing for the gospel ministry. Board was one dollar a week and if this could not be afforded, there were families ready to take students for little services which they might render in their leisure hours. Their

liberality was spoken of through the land, and it was an inducement to persons of limited means, preparing for the ministry, to come to Amherst. To such the church prayer meeting in the village was a school as well as a place for devotion. Daniel A. Clark, the pastor, was greatly beloved by the students. Noah Webster resided in Amherst while preparing his dictionary. He took an interest in the academy and opened his doors for an occasional reception, which was prized very highly. Colonel Graves was a successful agent for the academy and a help to the students. It surely must have been a pleasant task to have managed a school where there were so many pious students seeking qualifications for usefulness, who felt that they were in the right place and were establishing a Christian Character of high standing.

The "Laws of Amherst Academy", published in 1827, contain a number of interesting provisions. Every student on admission to the academy received a printed copy of the laws, charged in his term bill, and was obliged to sign the following agreement: "I hereby promise that I will observe all the laws and regulations, made by the Government for the Students of this Academy." If any student unnecessarily neglected attendance on religious exercises, he was held liable to reproof, privately or before his class, and in case he persisted in such neglect he might be suspended or dismissed. The study hours from April to October were from 8:30 A. M. to 12, and from 2 to 5 P. M.; from October to April, from 9 A. M. to 12, from 1:30 to 4:30 P. M. and

7 to 9 P. M. No student could be absent from his room after 9 P. M. without permission of the instructors. Every student was held accountable for injury done by him to the academy building and its appurtenances, and if the offender could not be discovered the sum was assessed equally on all the students and charged in the term bills. If any student should leave the school, or go out of town without obtaining permission of the instructors, he was subject to a fine of one dollar and a like sum for every week he was absent. Students were not permitted to drink wine, spirits, or liquors of any kind at any tavern or inn in town, or to keep such articles in their rooms, or to indulge in their use at any time, on penalty of admonition for the first offence and suspension or expulsion for the second. They were also prohibited under like penalties, from using any fire-arm in the town, either in shooting at game or at a mark, or for amusement in any manner.

What discipline, and what a reaction would take place on the part of the student if such rules and regulations were introduced in our secondary schools of today! Certainly no one suffered as a result of it and it is possible that many benefited from it.

The catalogue of 1827 shows a number of changes in the board of trustees, Rufus Graves being the only one of the original board.

In 1832 the academic year consisted of four quarters of eleven weeks each, beginning in September,

three weeks from the fourth Wednesday in August. The aim of the teachers' department was to fit young men to take charge of elementary schools. The Amherst Academy was the first educational institution in the United States to attempt to prepare students for the teaching field by providing separate courses for them. In 1834 the teachers' department had been changed to a teachers' class which was formed in the fall term.

The quarters began on the fourth Wednesday of May, August, November, and February; there was a vacation of one week at the end of each quarter except the one beginning in November at the end of which there was a two-weeks' vacation.

In 1858 there were 72 pupils in the classical department, 70 in the English department and the academic year was divided into three terms, one of thirteen weeks, one of fourteen and one of fifteen. The spring term began April 21, the fall term August 25, and the winter term December 8. The tuition was the same for any or all branches taught. For a term of fourteen weeks, those who came from a distance and hired board were charged \$7.00; for others, the tuition varied from \$7.00 to \$10.00 according to the number of students.

COURSE OF STUDY. According to a sketch which was written by Miss Sarah H. Strong, who was a teacher in the academy at the age of sixteen, the government and instruction was under such superior teachers, the academy obtained a reputation second to none in the state and the ladies' depart-

ment was in advance of the same department in other institutions, as might be shown by simple comparison of the studies pursued and textbooks used by the young ladies. Among these may be specified chemistry, which was then just beginning to be studied in schools outside of colleges, but was taught in Amherst Academy with lectures and experiments by Professor Graves, who had been lecturer on Chemistry in Dartmouth College, rhetoric, logic, history, moral philosophy, astronomy with the calculation and projection of eclipses, Latin and French. On Wednesday afternoons the students were assembled in the upper hall for reviews, declamations, compositions and exercises in reading in which both ladies and gentlemen participated. Spectators were admitted and were often present in large numbers, among whom Doctor Parsons and Mister Webster, president and vice-president of the board of trustees, might usually be seen, and often the lawyers, physicians, and other educated men of the place. Not unfrequently gentlemen from out of town were present, as for instance Doctor Packard, who early became a trustee, and was much interested in the prosperity of the institution. Once a year, at the close of the fall term in October, the old meeting-house was fitted up with a stage and strange to tell, ministers went with lawyers and doctors, and all classes of their people to witness a theatrical performance given by the students of the academy.

According to a catalogue printed in 1847, the course of instruction in the English department included

reading, grammar, declamation, rhetoric and composition, ancient and modern geography, sacred geography, general history, history of the United States, intellectual and written arithmetic, algebra, conversations on natural philosophy, intellectual philosophy, practical mathematics, including navigation, surveying, mensuration, and astronomical calculations. The class of school teachers, in addition to their other studies, received a course of familiar lectures on the subject of school teaching. Class reviews were held weekly, by the instructors, with general reviews at the close of each term by the examining committee.

From a catalogue of the academy which was printed in 1839, it appears that the members of the school were required to give particular attention to orthography and reading. There was an extra charge of \$2.00 per term for instruction in surveying, and a like sum for French. A course of 15 lessons in penmanship, including stationery, cost 50 cents.

From the information which has been presented, one should be convinced that the course of study was adequate and included many of the subjects which we find being offered in our present high schools, and a knowledge of which qualified the student for college entrance.

TEACHERS. Among the teachers in the earlier years were Francis Bascom, Joseph Estabrook, John L. Parkhurst, Gerard Hallock, Zenas Clapp, David Green and Ebenezer S.

Snell. At a later date, among the principals and assistant teachers were Elijah Paine, Solomon Maxwell, Story Hobard, Robert E. Patterson, William P. Paine, William Thompson, Simeon Colton, William S. Tyler, Evangelinus Sophocles, Ebeneza Burgess, George C. Partridge, Nahum Gale and Lyman Coleman. Among the lady teachers, while the academy was co-educational, were Lucy Douglass, Orra White, Mary Ann Field, Sarah S. Strong and Hannah Shepard.

The majority of these teachers succeeded to higher positions after leaving the academy. They were superior in both their government and instruction and as a consequence gained a reputation which created a desire in the minds of other Boards of Trustees to offer them greater inducements. This was looked upon as a loss for Amherst Academy, but was, no doubt, a gain for the other institutions that obtained their services.

ATTENDANCE. The academy opened with more students than any other academy in Western Massachusetts, and soon attracted students from every part of New England; it had at one time ninety pupils in the ladies' department and quite as many, usually more, in the gentlemen's department.

For the first ten years of its existence the academy received pupils of both sexes. This was long before the era of colleges for women, and the only avenue open to women who were in search of a higher education was found in the "select family schools" which were a feature of New England's educational system from an early date. Among the students at Amherst Academy in 1811 was

a young woman who, later on, was to solve an educational problem for her sex in such successful fashion as to win for herself fame and the gratitude of generations yet unborn. That pupil was Mary Lyon, who will be referred to quite fully in the chapter on Deerfield Academy.

From the pages of academy catalogues such interesting and valuable information concerning the institution is gained. The earliest catalogue known to be in existence bears the date of 1818. It is a single sheet of paper, a copy of which has been framed and placed in the town library. The list of students numbered 182, of whom 70 were boys and 76 were girls. From this list it has been noted that 73 students, or nearly one-half the entire number, had their homes in Amherst. Of the remainder, a majority were residents of Massachusetts towns; a few came from Vermont and Connecticut, and one each from Virginia and Canada.

In 1827 the students' names were arranged in three divisions, under the following headings: "In the Languages", "School Teachers", "English Studies". The number of students in the languages was 45, school teachers 22, in English studies 25, a total of 92; at this time there were no females in the institution.

In 1832 there were 92 students registered in the Classical department; in the English department there were 79; and in the teachers' department there were 32, a total of 203. This shows that the registration had doubled since the opening of the institution.

The catalogue of 1839 shows that the academy had again adopted the co-educational feature. The students

in the different departments were separated into two divisions; in the classical department were 40 male students, in the English department 74; and in the female department 103.

GRADUATES. Unfortunately no information is obtainable as to the individual successes of the graduates of this institution but if a list of men who fitted for college and for business at Amherst Academy could be compiled, it would contain the names of many who became famous in after life. It was among the first of the great preparatory schools, attracting students from all over New England. The reputation and success of its classical department became so great that in time the female department was abolished, and the entire energies of the institution were directed toward the preparation of young men for entrance to college. For many years after the change was made there were usually from seventy-five to one hundred students in the classical department. The academy prospered greatly, and, during the days of depression at Phillips Academy at Andover, and before the founding of Williston Seminary at Easthampton, was, without doubt, the leading academical institution in the Commonwealth of Massachusetts. Certainly their influence was felt as a result of the training which they received and the success which they achieved.

MAINTENANCE. From a study of the catalogues it appears that the period of decline for the academy began soon after the founding of Williston Seminary in Easthampton in 1841. The establishment of high schools in many towns, and the rise

of normal schools, drew largely from its attendance, and although it retained the services of superior teachers and returned to the admission of both sexes in order to increase the number of its students, it became gradually more and more of a local institution being finally superseded by the Amherst High School.

From the catalogue which was printed in 1850, it is stated that previous to the opening of the spring term the building was to be "thoroughly repaired within and without, and made in all respects not only convenient, but pleasant and tasteful." There are no indications in subsequent catalogues, however, that this plan was carried out. Neither does there seem to be any information regarding the institution's support except by income from the academy fund, and the amounts received from board and tuition. It is evident that the trustees endeavored to make it self-supporting.

The old academy building was torn down in 1868, to make way for the Unity-Street school building. Thus disappeared an old and honored institution of learning.

CHAPTER IV

DEERFIELD ACADEMY

DEERFIELD ACADEMY

FOUNDING. In the Town of Deerfield, which is located only about twenty miles north of Northampton, Deerfield Academy was established March 21, 1797. Incidentally, the act establishing this institution was approved by Samuel Adams who was then Governor of the Commonwealth. The men of the old corporation who were named in this act were John Williams, Seth Catlin, Joseph Stebbins, and Joseph Barnard. It seems that all the money for construction the school building was raised by general contribution in sums ranging from \$20.00 to \$150.00, making a total of approximately \$1300.00. At about the same time \$1400 was raised by subscription as a permanent fund. This was in sums ranging from \$20.00 to \$150.00 secured by bonds at 6% interest. The amount paid for the land on which the building was to be located amounted to \$333.44. This was purchased from Seth Nims and was a part of his home lot. The amount of this land was only about one acre, but was sufficient at that time to serve the purpose for which it was needed.

ORGANIZATION AND TRUSTEES. The first Board of Trustees consisted of Reverend Roger Newton of Greenfield, who was President; Reverend John Taylor, Vice-President; Deacon Jonathan Arms, Treasurer; and Doctor William S. Williams, Secretary. At the first meeting of the Board which was held in April, 1797, a committee was chosen to report the plan of a building. In June of the same

year this committee reported in favor of a brick building 60 x 20 feet, two stories in height, with a piazza at one end, and a cupola on the roof. This report was accepted. John William, Esquire, Joseph Barnard, and Major David Dickinson was chosen as a building committee. At a later meeting it was concluded not to include a piazza on the building and at the same meeting it was decided to increase the width of the building to 28 feet. It was built the same year in this form. The fund of the academy during the year was increased by a grant from the Massachusetts Legislature of one-half of a township of land in Maine but no account of the disposition of this land seems to be available.

The academy was formally opened on January 1, 1799. This was a gala day for Old Deerfield, and an important era in her history. Enos Bronson was chosen as the first Preceptor of the academy. The keys of the building were handed to him by the President of the Board of Trustees on the day of its formal opening.

For the regulations of the school a code of bylaws which consisted of thirty-six articles was provided. Some of these were of interest and will be quoted.

Pupils of different sexes were not allowed to meet upon the grounds or within the walls of the academy except at meals and prayers, nor walk or ride or visit together, under a penalty of one dollar. None were allowed to be absent from meeting Sunday, Fast, or Thanksgiving day, under a penalty of one dollar, and a fine of one

dollar was sure if they didn't behave well while there. For walking in the streets and fields, or visiting, Saturday night or Sunday, there was a fine of one dollar. No playing cards, backgammon, or checkers in the building, without the loss of a dollar if detected. A close board fence was built from the south side of the academy across the yard to the road, to keep the boys and girls apart. Separate entrances to the building and separate schoolrooms were provided. According to Sheldon, "playing ball or similar games near the academy was prohibited under the penalty of six cents, and a fine of six cents for any found out of their rooms during study hours. The morning prayers were at five o'clock, or as soon as it was light enough to read, with a fine of four cents for absence and two cents for being tardy; study hours commenced an hour later. Fines were imposed for damage to library books or books belonging to each other, at the rate of six cents for a blot, six cents for each drop of tallow; for every leaf torn six cents an inch, for every letter written on it, inside or out, two cents, for every mark or scratch two cents. After numerous other offences were provided with suitable penalties, the preceptor seems to have had a general commission to impose a fine of fifty cents whenever he had the toothache, or the wind happened to be in the east." It is hoped that the students were well supplied with pocket money, otherwise there must have been a commotion amongst the Fathers when

general "expense" money was requested.

COURSE OF STUDY. In a faithful search of the records there appears no definite course of study. It is known, however, that those subjects which were considered to be essential and fundamental were Natural History, Natural Philosophy, and Logic. These were emphasized and encouraged. At the opening of the academy in the fall of 1809, the preceptors and ushers, besides teaching the arts and sciences were directed to instill into the minds of the students moral and Christian principles, and form in them habits of virtue and love of piety. The standard of admission was raised, the study of natural history, natural philosophy and logic encouraged, and no student was allowed to study painting, embroidery, or any other of the ornamental branches to the neglect of the essential and fundamental parts of education. From this, one might safely conclude that the subject matter offered was such as would warrant sufficient preparation for college entrance.

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TEACHERS. For the first ten years of the academy's existence, the Preceptors had short terms of service. Mr. Enos Bronson, the first, served but one term. John Williams served with him as usher. His successor, Claudius Herrick, was a graduate of Yale as was his predecessor. Mr. Herrick delivered several orations one of which was printed. His son, Edward Herrick, was the librarian of Yale College from 1842 to 1858 and contributed to the American Journal of Science valuable papers on etymology, meteorology and astronomy. Elijah Alvord of Greenfield

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was usher.

Samuel Fisher, who was also usher under Mr. Herrick, was promoted to the position of Preceptor, to be followed in one year by Henry Lord of Killingworth, Connecticut, who was a graduate of Yale in 1801. He
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later became a minister.

John Hubbard, who succeeded Mr. Lord, was a graduate of Dartmouth in 1785. Mr. Hubbard was a man of considerable note. He was Judge of Probate for Cheshire County, New Hampshire, from 1798 to 1802, when he came to Deerfield. He left the academy to become Professor of Mathematics and Natural Philosophy at Dartmouth, was author of Rudiments of Geography, American Reader and other publications.

Mr. Hubbard's successor, Allen Greeley, was a graduate of Dartmouth. He served only three terms when he became a minister.

Mr. Greeley was followed by Avery Williams who served two terms.

The next Preceptor was John Chester of Wetherfield, Connecticut, a graduate of Yale in 1804, a classmate of John C. Calhoun. He began to preach at Hartford and later became a Doctor of Divinity.

Mr. Chester was succeeded by Hosea Hildreth, a graduate of Harvard in 1805. He later became a minister. His son, Richard Hildreth, became a celebrated journalist and historian. Mr. Hildreth's assistant was Israel Wells of Shelburne.

In 1807, a new departure was made under the pressure of the times, to add a professorship to the curriculum. Major Epaphrus Hoyt was engaged to teach "Theoretical and Practical Arts of War," with instructions in the field, in geometry, the elements of fortification and the construction of small works.

The first Preceptress was Eunice Woodbridge. She was engaged for the summer term of 1802. She later married one of the members of the Board of Trustees.

Sally Williams of Deerfield succeeded Miss Woodbridge but met a similar fate as her predecessor after having served the academy for a period of two years.

Miss Jerusha Williams was the next Preceptress who served in this capacity from 1806 to 1811.

During this period the school had been prosperous, and proved by its usefulness, the wisdom of its founders, its right to be. It stood in the front rank of the academies of the land. With an established reputation, and enlarged facilities for usefulness, the trustees hoped by pursuing the same policy to place it, at the end of the second decennial, on a still higher plane.

The next preceptor, who succeeded Mr. Hildreth, was Reverend Edward Tucker from Heath. He lived in the building and boarded the students at \$1.50 a week, and charged for rooms from 75 cents to \$1.50 a week.

Aaron Arms, a resident of Deerfield, who was a graduate of the academy in 1809 and of Yale in 1813 was the next preceptor. He served the academy with credit for two years when he resigned to study law. He was

admitted to the Franklin County Bar in 1817.

Regarding other preceptors of the academy, the list is imperfect but it is known that the following served as such up to the year 1876:

Edward Hitchcock, Mary Bancroft, Sarah R. Goodhue, Jane Pidgeon, Martha Harding, Emily Draper, Charlotte Catlin, Hannah Ripley, Harriet R. Stone, Mary Willard, Mrs. Susan B. Lincoln, Lucretia Wilson, Eliza A. Starr, Martha Carter, Mrs. C. M. Crittenden, Ellen Gage, Mary Crittenden, Sarah B. Willard, Susan M. Lane, C. Alice Baker, Mary E. Young, Emily Poor, Mrs. V. M. Howard, Jona A. Saxton, Henry P. Kendell, Joseph Field, Frederick H. Allen, Zenas Clapp, Joseph Anderson, Charles G. Corse, Winthrop Bailey, Luther B. Lincoln, Samuel Willard, Jr., Cotton M. Crittenden, John M. Thompson, Henry K. Warriner, J. C. Brown, R. D. Smith, Benjamin S. Lyman, Horatio Alger,
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George W. Bartlett, Virgil M. Howard.

Many of these preceptors became prominent citizens at some time or other during their lives. Perhaps the most prominent among them was Edward Hitchcock, another Deerfield boy whose entire schooling was obtained at six winter terms at Deerfield Academy. Although for many years the moving spirit and President of Amherst College, and the recipient of high honors from Harvard and Yale, he was never a graduate from any other institution than this.

Sheldon tells us that while a student three months and farm laborer nine months in the year, he had developed an ardent love for studying the science of

nature that marked the coming man. His favorite study was astronomy, and this he pursued with an ardor which nothing but physical disability could subdue. When the Astronomical apparatus in the academy failed to meet his wants, his ingenuity was equal to devising and manufacturing instruments to supply his requirements.

In 1817, Mr. Hitchcock asked the cooperation of the public in collecting specimens of the minerals and compound rocks of the county, to be deposited in the academy. Thus was made an important addition to the museum.

It was while Mr. Hitchcock was at the head of this academy that he boldly entered the lists in a contest with the astronomers of Europe, and came off victor, after a sharp and prolonged contest, astonishing the magnates there by his skill and power. It is risking but little to say that but for a partial failure in his eyesight, Doctor Hitchcock would have made a place for himself by the side of the leading men of the world, in this, his chosen field.

While holding the office of preceptor he found time to make the necessary astronomical observations for the almanacs which he published in the years 1813 to 1817 inclusive. That he did not neglect his duties as a teacher, is proved by the fact that one of his pupils, Rebecca Jackson of Newton, in addition to the required "essential and fundamental parts of education", found time to learn the paths of the planets, and to calculate eclipses of
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the sun and moon.

Deerfield Academy is considered today as being one of the best preparatory schools in the country. The present headmaster has, without doubt, done more to bring this about than any other. This man is none other than Frank L. Boyden, A. M., who took over his duties as head of this institution in 1902. The academy as it exists today, as one author has put it, "is a monument to his genius". Mr. Boyden has never been a natural athlete himself but has always believed in athletics as an essential to the proper bodily development of boys. In Deerfield he was the first to work out successfully a system of compulsory athletics. He has also stressed the importance of social life and dramatics as a means of developing personality. It has always been his policy to teach not a bit of everything but to teach a few things well. The student in this academy is trained to think through a problem to the right conclusion. Through the introduction and maintenance of these policies, Mr. Boyden has developed from an old New England Academy one of the Nation's most notable schools for boys.

ATTENDANCE. The first quarter closed in March 1799, with 49 students. The average for the year was 67 to the term, a total of 269; of these 68 only were from Deerfield.

There were 19 from Northampton; Greenfield was represented by 18; Conway, 17; Northfield, 13; Hadley 11; Brattleboro and Suffield, each 10; Shelburne, 8; Amherst, Hatfield, Springfield, Vermont, and wilmington, Vermont, each 6; Ashfield, 5; Colrain, 4; Albany, Dalton, Ashby, Guilford,

Greenwich, Hawley, each 3; Hardwick, Longmeadow, Rowalston, Springfield, and Whateley, each 2; and one each from Brookfield, Buckland, Easthampton, Great Barrington, Heath, Lebanon, N. Y., Montague, New Salem, Putney, Vt., Southampton, Stockbridge, Warwick, Westhampton, Westfield, and Wethington. This is evidence that the academy was not only well patronized but that its introduction was appreciated, not only by the residents of Deerfield, but by the residents of many other towns as well. This is illustrated by the number of towns from which the students came.

In 1928 more than nine hundred applications for admission were received. Only a few of this number could be admitted as the accommodations allow for only one hundred eighty-five. It is against the policy of the institution to expand. The boys are all healthy and strong and seem to be instilled with good old-fashioned courtesy which is spontaneous and contagious. The rich and the poor are all treated alike. There are thirty scholarships of One thousand dollars each but none of the students know which ones are scholarship boys.

GRADUATES. Many prominent men have expressed their opinions of this school all of which have been of high order and praise, which in turn goes to show that the school has reached and maintained a prominent place in the educational world. A few extracts are given herewith to illustrate this point.

Robert N. Corwin, who is chairman of the Board of Admissions at Yale has said, "Deerfield Academy is one

of the best schools in a land of great schools."

Livingston Farrand, President of Cornell University, in a letter to Mr. Boyden had this to say: "I have been greatly impressed with your own broad conception of what a Preparatory School of high class should be."

George D. Olds, President Emeritus of Amherst College is quoted as saying, "Deerfield Academy is, in my opinion, one of the best of our fitting schools."

Kenyon L. Butterfield, former President, Massachusetts State College, said, "It is one of the most remarkable pieces of work in the entire country."

Henry Pennepacker, Chairman of the Board of Admissions, Harvard University, quotes, "I have the highest respect for the standards of work and of accomplishment provided at Deerfield Academy."

The institution is and always has been, undenominational. In 1930 there were nineteen candidates who took the College Board Examinations, and thirty students entered different colleges that same year. The academy has an Alumni body of more than one thousand and the school itself is approved by the New England
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College Entrance Certificate Board.

Graduates from Deerfield Academy have ranked high in sixty-three colleges and Universities and as a result College Presidents have selected Deerfield as a
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place to train their own sons. Truly, any school should be proud to hold such an enviable record.

MAINTENANCE. Larger accommodations became necessary in

1809 which prompted the trustees to enlarge the building by the addition of another story, and a wing thirty feet square on the northwest side. In the following year the enlargement of the building was completed. Twelve rooms were fitted up for boarders and Asahel Wright was engaged¹² for a steward.

The academy records are very incomplete during the second decade of its existence. From those that are available, it appears that the academy experienced a decline during this period. The income for tuition during 1819 was only \$89, and during the last two terms of that year was exclusively a girls' school.

The academy merged into a High School in 1859, and a high school was established in South Deerfield in 1860. Funds were transferred to the Trustees of Deerfield Academy and the Dickinson School to be used in connection with the bequest of Mrs. Esther Dickinson in¹² Deerfield as a town and the academy in 1924.

From the date of its establishment it may be seen that Deerfield is one of the oldest preparatory schools in the United States and until about the middle of the nineteenth century it drew students from all sections of the country. Free high schools were being established at this time and as a result many boys who otherwise would have attended the academy, made their preparations at home in the local high schools. Deerfield accordingly acted in the capacity of a local

high school for the students in Deerfield and continued a boarding school for those who came from a distance. Due to the State Law of 1922, which forbade the contribution of public funds to private schools, Deerfield lost the privilege of receiving any more money from the town. In spite of this handicap the school carried on and developed into one of the best of the preparatory schools.

The Academy is now heavily endowed due to the success of the school. The present tuition rate is \$1500 per year. The dormitories are splendidly equipped and a new Gymnasium and Academy Building have recently been completed.

CHAPTER V

HOPKINS ACADEMY

HOPKINS ACADEMY

FOUNDING. History informs us that the founders of Rad-
ley were imbued with a love of learning which was second
only to their reverence for their minister and meeting
house. Education in those days consisted largely of a
knowledge of Latin and Greek and it is obvious that the
object of education was to preach the word of God. Girls
could not become preachers and for that reason much ed-
ucation for them was not deemed necessary. The boys,
however, were obliged to attend school or the father would
be brought before the magistrate and punished for not at-
tending to his duties. Laws to this effect were made by
the General Court and were enforced by the Selectmen of the
town. In any instance where the parent proved obdurate the
Selectmen were authorized to take the child from the home
and place him with a suitable guardian. In addition to this
the Selectmen were ordered to make a list of all the chil-
dren between six and twelve years old, and to divide the
town into districts so that not one truant should escape
their notice.

Due to the law of 1647 which made it necessary
for every town of one hundred families to support a class-
ical grammar school, where children should be fitted for
college, it became difficult for the town to find enough
money to support both a minister and a schoolmaster. Most
parents felt that the children should be provided with the
opportunity of learning how to read and write but many could
not see the advantages derived from the study of the dead

languages. Parson Russell, who was a graduate of the college at "Newtowne" later Harvard University, encouraged the establishment of a Grammar School but the possibility of such a blessing at that time did not seem possible. In due time, however, through the legacy of Edward Hopkins, means were provided for the establishment of such a school.

According to Walker, Edward Hopkins was born in England in 1600. This young Puritan came to Boston in 1637 in company with his close friend, Theophilus Eaton, afterward the first and only Governor of the Colony of New Haven. Mr. Hopkins, although in very poor health, found himself pushed to the front and called upon to assist in the solution of problems of Church and State. He became the first secretary of the Colony of Connecticut and was six times elected Governor. While living in Hartford, Governor Hopkins continued his business as a merchant, pushed his trading stations up the river and into the wilderness and founded the trade in American Cotton and all the time he was "conflicted with bodily infirmities which held him for thirty years together." He married Anna Yale, the daughter of the second wife of Theophilus Eaton, the widow of David Yale, after whose grandson, Elihu Yale, the college was named. Mrs. Hopkins was a literary woman who soon became insane, as the record runs, by "occasion of giving herself wholly to reading and writing." Also, "her husband being loving and tender, was loath to grieve her, but he saw his error when it was too late. For if she had attended her household affairs and such things as belong to women and had not gone out of her way and calling

to meddle with such things as are proper for men whose minds are stronger, she had kept her wits and might have improved them usefully and honorably in the place God had set her." This sad effect upon the female mind of too much study furnished the wise men of that day with another argument against the education of women, and brought lasting grief to Mr. Hopkins whose body, as already stated, was wasted by disease.

In the midst of his career Mr. Hopkins was suddenly called to England by the death of his brother. Parliamentary duties detained him and his family later joined him there. He died in London in 1657, two years before the "engagers" betook themselves and their convictions to the wilderness of Hadley. His will, after making due provision for his "dear distressed wife" and other legacies, bequeathed the residue of his estate to Theophilus Eaton, John Davenport, John Cullick, and William Goodwin, "in full insurance of their trust and faithfulness in disposing of it according to the true intent of me, the said Edward Hopkins, which is to give some encouragement in those foreign plantations for the breeding of hopeful youths, both at the grammar school and college for the public service of the country in future times." ¹³

The will was made in England and the phrase "those foreign plantations" alluded to the New England Colonies, Mr. Eaton died soon after the will was made, as did also Mr. Cullick, so that the disposition of the will fell to Mr. Davenport and Mr. Goodwin. As Mr. Davenport was a Pastor in Boston, the chief burden fell upon Mr. Goodwin, who was a leader in

the movement which resulted in the founding of Hadley. It was through his action that so large a part of the legacy was secured by the new settlement.

Hadley's share of the Hopkin's fund was 308 pounds sterling. It was expected that more money would come from England after the death of Mrs. Hopkins, but for some unknown reason this was never received. The original amount obtained was not considered as being sufficient to warrant the establishment of the school so additional funds were solicited. Various parcels of land were donated and it is worthy of note that donations came in from citizens who, having no children of their own, desired to contribute toward so worthy an object for the benefit of future generations. John Barnard gave three parcels of land and Nathaniel Ward bestowed his house and house lot and a piece of meadow land. A few years later, Henry Clark left to the school a nine-acre lot in Hockanum, and his portion of the "Greate Meadowe." The town granted "two little meadowes next beyond the brooke commonlie called the Mille Brocke" for the support of the school, and appointed Henry Clark, Lieutenant Smith, William Allis, Nathaniel Dickinson, Jr., and Andrew Warner as a committee in charge. It is perhaps well to explain that these meadows were in the Northern part of the town, adjoining the river and were separated by a high ridge on which was located the Indian Fort. From this time on the school in Hadley was known as the Hopkins Grammar School, which was true to the intent of its benefactor,
18
Mr. Hopkins.

ORGANIZATION AND TRUSTEES. On March 30, 1869, the Hampshire County Court in probate, ratified an agreement whereby Parson John Russell, Jr., Samuel Smith, Aaron Cook, Jr., Nathaniel Dickinson, and Peter Tilton were constituted trustees to act with William Goodwin, and after his decease to have full power to establish the school in Hadley, and to manage its estates, including the Hopkins Fund and all other property coming into its possession. This was a huge task as will be seen as the story is unfolded. There was perhaps more controversy over the affairs of maintaining this school than any other in the Commonwealth. The town built its first schoolhouse in the year 1698. Its dimensions were rather small being only eighteen by twenty-five feet with only seven feet within the joists. The building itself was located at about the middle of what is now Broad Street.

At a town meeting which was held January 1, 1816, it was voted to ask the general court that the Hopkins fund should be devoted to the maintenance of an academy for the benefit not only of Hadley but of the surrounding towns as well. This petition was granted. The people were now united in their desire for a preparatory school, and the wisdom of Parson Russell's policy was vindicated by the descendents of those who fought so bitterly against it.

The Trustees at the time the academy petition was granted were: Seth Smith, Jacob Smith, Moses Porter, William Porter, and William Dickinson. After the incorporation of the academy was complete, these men chose Reverend Dan Huntington, Reverend John Woodbridge, Reverend Joseph Lyman, and

Isaac C. Bates as additional members of the board, and began to make plans for the new building. It was decided to locate the academy on a part of the home lot of Chester Gaylord. Many persons contributed building material, supplies and labor, and others gave small donations in money. The following year saw a commanding brick building of three stories in height which stood the ravages of time for a generation. The entire cost, according to the records, was \$4,354.90. This was considered a large sum of money in those days. The new building was dedicated December 9, 1817, although it was opened for classes the preceding September, 13.

The new building contained two class rooms on the lower floor and five class rooms on the second floor. The latter included a laboratory and a library. The third story, known as Academy Hall, was the prize meeting place of the town. This hall at one end was equipped with a stage four feet in height. It was on this that embryo orators read poetry and compositions at the Wednesday afternoon rhetorical exercises, to the edification of admiring friends. It was here that debates were held, exhibitions were given, lecturers spoke words of wisdom, and diplomas were awarded to those who had attained the rights to receive them. The days of prosperity for classical education, so fondly dreamed of by Parson Russell, were at last realized by Hopkins Academy, the offspring of the grammar school.

COURSE OF STUDY. In the school, which was kept in the house which was donated by Goodman Ward, only a few girls were in attendance, and those that were allowed to attend were permitted to read but not to write. This condition, therefore,

caused little worry on the part of the trustees in so far as a course of study for them was concerned. On the other hand, the boys needed attention according to their minds and saw that the young gentlemen of the institution were taught all the subjects which did not go far beyond the three R's. Arithmetic was taught by oral methods as textbooks in this subject at that time were rare. This was true of spelling as spelling books were unknown until about 1750.

In 1680 it appears that the trustees took a step forward in enlarging the course of study as the town voted this year to get a teacher "that shall teach the Latin Tongue as alsoe the English to any that are entered with writing and cyphering".

The only other factor which is mentioned in the records that pertains to subject matter is the fact that all pupils were required to attend church and prayer meetings, and the Bible was considered to be one of the most important textbooks.

TEACHERS. The first school master was Caleb Watson, a graduate of Harvard, who held his position until 1673, when, because of differences between him and Mr. Russell, he resigned.

In 1677, John Younglove was the teacher with a salary of thirty pounds a year, and a house lot on which to live.

In 1686 Samuel Partrigg was engaged to teach, and his salary was eight pounds. Warham Mather was followed by Thomas Swan of Roxbury, John Morse of Dedham, and Salmon

Treat of Wethersfield.

After the new school was constructed in 1697, its first teacher was Joseph Smith. Nathaniel Chauncey, the first graduate of Yale College, taught the school in 1702. The records are far from complete during this period but among those who succeeded Mr. Chauncey were Jonathan Marsh, John Partrigg, Aaron Porter, all Harvard graduates; and these were followed by Reverend Daniel Boardman, John James, and Elisha Williams of Hatfield, who afterwards became president of Yale College. Stephen Williams of Deerfield, Ebenezer Gay of Dedham, Nathaniel Mather of Windsor, Stephen Steele of Hartford, Solomon Williams of Hatfield, Daniel Dwight of Northampton, Benjamin Dickinson of Hatfield, follow on the list, until in 1724, Israel Chauncey for a brief period headed the school. Josiah Pierce was engaged in 1743 to teach the Hopkins School. He was a graduate of Harvard in 1735, and, unlike his predecessors, continued as head of the school until 1755. His salary was twenty-seven and one-half pounds a year. In addition to this he had the use of twenty-five acres of land and a pittance gained by serving as town clerk. Although he was not a minister he preached occasionally for which he received ten shillings a Sunday.

The first preceptor of the new building which was constructed in 1817 was Reverend Dan Huntington. Mr. Huntington was Preceptor until 1821.

Other preceptors were Reverend Worthington Smith, D. D., afterward the president of the University of Vermont, Oliver S. Taylor, who died in 1885 aged one hundred

years, Reverend John A. Nash, who established Nash's School in Amherst, George Nichols, afterward rector of Hopkins' Grammar School in New Haven, Timothy Dwight, Amherst College, class of 1827, and Reverend Ezekiel Russell, D. D., Amherst College, 1829, who later became pastor of Olivet Church in Springfield.

ATTENDANCE. Although only bits of information that have been picked up here and there seem to be available, there are sufficient indications that the school was well attended. During the second year of its existence, the enrollment reached ninety-nine, sixty-five of whom were residents of Hadley. This indicates that the academy was sufficient to attract approximately 1/3 of its enrollment from other towns.

It has been learned, too, that in 1831 one hundred fifty boys and one hundred twenty-one girls were enrolled in this institution. Of this number one hundred forty-eight were from out of town. Students entered from Ohio, Georgia, Virginia, Alabama, and Florida to prepare for college, which goes to show that the influence of the academy had already come to be far reaching; in fact, in 1831 the question arose as to the rights of the trustees to allow the benefits of the school to extend to so many students outside of town. So much controversy arose over this matter that it was finally taken into court and decided in favor of the trustees, and to the present day the Academy has continued this policy. The fact that through the ages this institution has been so far reaching, particularly in this respect, is

sufficient reason for its influence being allowed to continue.

GRADUATES. It is without doubt that the number and success of the graduates of any institution plays an important and influential part in the success of it. Hopkins Academy has been particularly favored in this respect for among the graduates of this famous old academy is found the names of Jeremiah Porter, who became a home missionary on the western frontier; Elijah C. Bridgman, who carried on missionary work in China; Dyer Ball who went to Singapore; John Dunbar who became a teacher among the Pawnee Indians; Dwight W. Marsh and Lyman Bartlett who were sent to Turkey; and Henry M. Bridgman who became a pioneer missionary in South
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Africa.

A long list of Ministers have been found as well as the names of thirty doctors, and twenty-five lawyers, all of whom are included in the honor roll.

Among the eminent educators appear the names of Levi Stockbridge, who became president of the Agricultural College at Amherst; Richard H. Mather, Professor at Amherst College; and L. Clark Seelye, President of Smith
13
College.

Thirty-eight ministers chose their wives from the alumni of this institution. The name of Miss Eunice Bullard is among them. Miss Bullard married none other
13
than Henry Ward Beecher.

Major General Joseph Hooker and General Joseph B. Plummer are among those alumni who served their country

13
in the Civil War.

Here we learn that this institution has furnished ministers, missionaries, doctors, lawyers, generals, and teachers some of whom became eminent educators. These graduates became famous men and women and no one will question that their influence has been felt for the general welfare of society.

MAINTENANCE. The trustees of the Hopkins fund at the beginning were at a loss to find a way in which to invest such a large sum that would prove profitable. The building left by Goodman Ward could be used for a schoolhouse, and the meadow land given by the town and citizens would yield abundant crops, which could be handed over to the master. Mr. Goodwin and his trustees had many arguments over the matter but he finally ruled the day and with the money built a gristmill on Mill River, south of the school lands, and the town granted a home lot for the miller. Several difficulties were encountered because of this undertaking. The mill was burned in 1677 during the Indian War; the site was sold to Robert Boltwood for ten pounds sterling and the mill was rebuilt in 1678. The court ordered the town to buy the mill and return it to the trustees in 1680, but it was not restored until 1685. In 1692 a flood swept the mill downstream. It was again rebuilt and the funds as heretofore, obtained from the rental thereof, were used for the support of the school. Tuition was twenty shillings a year for every Latin scholar and every English scholar had to pay sixteen shillings. In 1817 the

funds were increased the year the new school opened by a grant from the General Court of half a township in Maine which was sold and the proceeds turned into the school treasury. Tuition was from three dollars to three dollars and a half a quarter. Board and room including washing was one dollar and a half a week. Those whose necessities required it found work to help defray their expenses.

As free high schools became common, the Hopkins Academy suffered along with the other academies in a general decline. The final controversy over the Hopkins fund began in 1851, when in town meeting a committee was appointed to see if the academy could not be made free to the town. For several years the matter was brought up each year and discussed but was always left undecided. In 1860 fate seemed against the trustees, for the academy building, on which no insurance had been placed, was destroyed by fire. This gave the town an exceptional opportunity and on March 26, 1860, it was voted:

"Whereas, in the Providence of God, the Academy building has been destroyed by fire, and thereby a favorable opportunity presented itself to the town for an effort to make available to all the inhabitants of the town the benefits of the school fund which was given by the town and by benevolent individuals for the promotion and advancement of learning; therefore, voted; that the town will erect a building suitable for the accommodation of a Free High School, provided the trustees will enter into an arrangement and agreement with the town that they will appropriate the annual income of the fund to aid in support

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of such school."

The trustees, though at a disadvantage, hesitated to give up their charter, and clung to the same "Hopkins Academy". They were finally persuaded but insisted that the new high school should be built on the old academy site. The town objected as did a board of arbitration which was appointed and to which the matter was submitted. For two years the students met in the basement of the church. In 1862 an offer was made that if the town would pay \$300, the school would be free to Hadley pupils for one year. This proposition was accepted. In 1867 the subject of a high school building was cautiously introduced, and at last it was voted to erect it on the site of the old academy. Though it took years to reach an agreement the triumph of the trustees was thus made complete. Hopkins Academy of ancient birth was thenceforth to be a school free to all pupils of the town who were able to meet the requirements for entrance.

Due to a change in the course of the river an island was created. This was later added to the main land, and thus the sixty acres first given by the town became in 1844 a hundred and fifty-eight acres, which the trustees were granted leave to sell, thereby increasing the fund to \$57,325. The mill privilege at North Hadley was sold for \$300.

To summarize, the trustees in 1890 owned ten acres of land on Mount Holyoke, eleven in Hockanum Meadow, four and a half in Aqua Vitae Meadow, five in the great

upper landing, two in the great lower landing, besides
sundry investments in stocks and mortgages.

The words of Alice Walker should be remembered:
"verily old Parson Russell and his colleagues, who estab-
lished and maintained the integrity of the grammar school
in Hadley, builded better than they knew." And, it should
not be forgotten that, the dogged determination with which
these conscientious guardians of a sacred trust, with
Parson Russell at their head, in the midst of poverty,
discouragement, and Indian Alarms, fought to keep the Hop-
kins school true to the spirit of its founders has been an
object lesson for all trustees of public institutions since
those strenuous days of struggle and of victory.

CHAPTER VI.

NEW SALEM ACADEMY.

FOUNDING. In 1737 a band of hardy and energetic men and women from Salem, Danvers, and other towns in the eastern part of the state settled the township of New Salem which comprises the southeast portion of the county of Franklin. This was formerly a part of Hampshire county but by the organization of Franklin county in 1812, the town became a part of the new county of Franklin, and was its most populous town. The town rapidly advanced in business and population, the farmers cultivated their lands with profit, the merchants kept large stocks of goods, receiving trade from the surrounding towns. Numerous manufacturing plants were established in various parts of the town and large families of children could be seen at almost every house.¹⁷

It was due to this rapid growth and prosperity that the question of the organization of an academy in New Salem began to be agitated. For several years the subject was discussed in all its phases. Among those who were prominent in taking part in this discussion were Reverend Joel Foster, Deacon Samuel Wendall, Varney Pierce, Esquire and Ezekiel Kellogg, Jr., Esquire. Finally, at a meeting, that was held at the hotel of Deacon Samuel Wendall, on October 24, 1784, a committee was chosen to present a petition to the General Court asking for the incorporation of an academy in the town of New Salem, and at a town meeting duly called it was voted to move the old meeting house to the northeast corner of the common and make alterations and repairs upon it so as to make it suitable for an academy and town house. The part devoted to the use of business for the town was on

the first floor and the academy was to be located on the second. The Act of Incorporation was duly drawn up and presented. It was approved and signed by the Governor, Samuel Adams, on February 25, 1795.

ORGANIZATION AND TRUSTEES. In accordance with the Act of Incorporation the New Salem Academy was established for the purpose of promoting piety, religion, and morality, and for the instruction of youth in such languages and in such of the liberal arts and sciences as the Trustees should direct. The first board of trustees included the names of Reverend Joel Foster, Reverend Solomon Reed, Reverend Joseph Blodgett, Reverend Joseph Kilburn, David Smead, Esquire, John Goldsbury, Esquire, Jonathan Warner, Esquire, David Sexton, Esquire, Ebenezer Mattoon, Jr., Esquire, David Bigelow, Esquire, Martin Kingsley, Esquire, Ezekiel Kellogg, Jr., Samuel Kendall, Varney Pierce and Asa Merriam.

It was further enacted that all grants or donations which had been or should thereafter be made for the purpose of the academy should be confirmed by the trustees and their successors, and that they should be further capable of handling any property by gift, grant, devise, or otherwise any land, tenement or other estate, real or personal, provided that the annual income of the whole should not exceed the sum of one thousand pounds, for the sole use of said academy.

It was also enacted that the trustees should have full power to elect such officers as they might judge necessary and fix the tenure of their respective offices; to remove any trustee from the Corporation, when in their opinion he

should become incapable, through age or otherwise, of discharging the duties of his office; to fill all vacancies by electing such persons for trustees as they should judge best; to determine the time and place of meetings; the manner of notifying said trustees; the method of electing and removing said trustees; to elect preceptors and teachers of the academy; to determine the duties and tenure of their office; to ordain reasonable orders and by-laws not repugnant to the laws of the Commonwealth, with reasonable penalties for the good government of the academy; and to ascertain the qualifications of the students requisite to their admission; and the same rules, orders, and by-laws at their pleasure to repeal.

It was specified in the Act that the number of the board of trustees and their successors should not at any time be more than fifteen nor less than nine, nine of which should constitute a quorum for the transaction of business. ¹⁴

The first meeting of the board of trustees was held on August 5, 1795. At this meeting they organized, electing Reverend Solomon Reed, President; Reverend Joel Foster, Secretary; and Varney Pierce, Treasurer. The following regulations for the government of the school were adopted:

1. The school at New Salem Academy shall be ever under the instruction and government of a Preceptor of good and liberal education, and of unblemished reputation and morals.

2. The students who are admitted to the school shall be able to read without spelling and advance the tuition

money for the term for which they propose to enter to the Treasurer for the time being, who shall certify the same to the Preceptor.

3. It shall be the duty of the Preceptor to keep an accurate account of the time any student enters the school and goes out from it, and of the amount of tuition which he shall return quarterly to the Secretary.

4. No student shall be admitted to the school for a less term than one quarter, except such as wish to be taught in one branch only, such as Geography, Mathematics, English Grammar, etc., in which case they may enter for six weeks; if they be members of some college and wish to be improved in Classical Studies, in which case they may enter for any time not less than one week.

5. The studies to be pursued in said school shall be English, Reading, Grammar, Writing, Arithmetic, Geography, Philosophy, and the exercises of speaking, according to the intention of the student, and the discretion of the Preceptor, together with the Latin and Greek classics when desired.

6. There shall be a public exhibition and one week's vacation at the end of each quarter, reckoning from the commencement of the school under each new Preceptor. This article, however, shall be subject to such alterations as to the particular time as shall in the judgment of the Preceptor and any five trustees be deemed best.

7. Every student shall be required punctually to attend at the hours of school for the purpose of joining in public prayers and pursuing his studies; and no one shall be

allowed to be absent from the school, but with the express leave of the Preceptor.

8. No deduction shall be made from the tuition bill on account of absence for the term for which any one entered except in case of sickness.

9. Strict attention shall be paid to the government and morals of the students, the better to further and promote which all gaming and every unlawful diversion shall be strictly forbidden and the students required to be at their respective boarding houses before nine of the clock in the evening.

10. Every student shall be required when able to attend the public worship on Lord's day and with sober and regular deportment.

11. The students will be required to observe the strictest decorum in their conduct toward the Preceptor and the males to keep their heads uncovered when in communication with him, unless bidden to cover them, and shall observe the same rule with regard to any of the trustees, at the times of their meetings. It shall also be enjoined upon the students to treat all people and one another with true civility and politeness.

12. The laws of the academy so far as they respect the government and conduct of the students, shall be read by the Preceptor or someone appointed by him, to the whole school from time to time, as often as may be necessary to preserve the knowledge and remembrance of them among the students.

13. To enforce these laws and secure obedience to them, no corporal punishment shall be inflicted, but admonitions shall be administered at the discretion of the Preceptor, in private or public, as the nature of the case in his judgment may require. When admonitions are unsuccessful, fines may be laid to punish crimes and neglects, to be paid into the treasury for the use of the school, and reasonable notice thereof given by the Preceptor to the parents or guardians of the pupils, not exceeding fifty cents or less than five cents; and in case of obstinacy they may be expelled after reasonable notice given to the parents or guardians, in which case the consent of five trustees with
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the Preceptor shall be necessary.

Among those who were prominent in the establishment of the academy was Varney Pierce. He was for many years one of the trustees and for twenty-six years the Secretary of the Corporation. He at different times, being a resident of New Salem and popular as well as able, at different times held all the offices of the town. To assist in the sale of the eastern land owned by the academy he was one of the largest purchasers. His time and his money was always ready to be spent for the good of others. He was elected to the Legislature in 1796-7 and served from 1799 to 1823, making in all Twenty-six years, which was a longer period of service than has been held by any man in this state, and probably not exceeded by any one in the United States. He died while a member of the Legis-
17
lature on July 7, 1823.

Other prominent members of the board of trustees

were Willard Putnam, Daniel Ballard, Lyman E. Moore, William A. Moore, George R. Paige, Alpheus Harding, Alpheus Harding, Jr., Edwin F. Stowell, Ernest H. Vaughn, Eugene Bullard, Asahel Paige, Oscar T. Brooks, William H. Hemenway, Henry C. Ellis, Clinton C. Cook, Charles H. Cogswell, Nathan H. Hunting, Harry W. Fay, and others. It is wished that space permitted a short biography of each of these men to show the prominence which they have experienced and the influence they have exerted and are in some instances still exerting in the maintenance of the old academy. They succeeded not only in obtaining and holding the respect and confidence of the community in which they resided, but the great work of their lives was that which will perpetuate the memory in the generations to come was their unending work and their love

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for New Salem Academy.

COURSE OF STUDY. No student was permitted to be admitted to the school for less than one quarter of a term except that he wished to be taught in only one branch, such as geography, mathematics, English Grammar etc., in which case a student might enter for six weeks. If the student were a member of some college and wished to be improved in the classical studies, he could enter for a period of not less than one week.

The required studies for a full time student were English, reading, grammar, writing, arithmetic, geography, philosophy, and the exercises of speaking, according to the intention of the student, and the discretion of the Preceptor. The Latin and Greek studies could be studied when desired.

These were what we would call today under a similar arrangement, elective subjects. The higher mathematics and the sciences were taught when they were requested by the student for preparation for college entrance. Although these subjects were elective as were the subjects of Latin and Greek, it was the aim of those in authority to give the student a well-rounded program. It is evident that this idea was successful because of the success of the graduates who entered college and took up other pursuits in life.

TEACHERS. When the first term of the academy opened September 3, 1795, Fowler Dickinson, who was a graduate of Dartmouth college, was chosen as the school's first preceptor, which position he held for a period of two years.

Mr. Dickinson was succeeded by Proctor Pierce who was a graduate of Dartmouth College. Mr. Pierce remained at New Salem only one year when he removed to Greenfield and taught for several years in a school under his own management. In this school he prepared young men for college entrance as well as for a business life. His reputation as a teacher soon spread to different parts of the state, and brought him many pupils, among them many men who in later years were prominent in this state. The late Honorable George Grinnell, Chief Justice Daniel Wells, Judge Franklin Ripley, Reverend Preserved Smith, and many others were among his pupils. Mr. Pierce later taught in Lynn, Boston, Cambridge, and other places.

Andrew J. Lathrop became principal of the academy in 1859. Mr. Lathrop was a graduate of Harvard College from which he received the A. M. degree in 1862. He later became

principal of the high schools in Athol, Westboro, and Waltham. He later became graduated from the Boston University Law School which profession he has followed ever since.

Virgil M. Howard became principal of the academy in 1853 and held the position three years. Mr. Howard was a graduate of Yale College. After leaving the academy he became a teacher in the Barre schools. He later accepted the position of principal of Deerfield academy which position he held for a period of fifteen years. After leaving the Deerfield school he was for two years superintendent of schools in Athol; then he came back to New Salem, and was principal of the academy from 1881 to 1884.

Lorenzo White was principal of the Academy from 1869 to 1873 which was a period of great prosperity in the history of the school. After his resignation from this position, he was for several years principal of the seminary at Montpelier, Vermont. Mr. White was a diligent student during his whole life and he sought to cultivate the same studious habits in the thousands of his pupils. He always had a great interest in all young people who came under his influence, and his students will always remember how ably he performed his work as a teacher and how he inspired them to make the best of themselves. For this they will always hold him in affectionate remembrance.

The Principal of the academy during the year 1858-1859 was Joseph A. Shaw. He was also principal from 1863 to 1868 during which time the academy enjoyed a good degree of prosperity. Mr. Shaw's work at New Salem was only a prepara-

tion for the great work of his life which was to come. For more than forty years he was principal of the Highland Military Academy at Worcester. Those of his students and those citizens who knew him will ever have a kind and warm remembrance of him and his.

John Stacy, who was a graduate from Yale College in the class of 1837, was principal from 1840 to 1850 inclusive. He later became a manufacturer in Syracuse, N. Y. It was during the long administration of Mr. Stacy that the academy enjoyed its greatest period of prosperity. Although firm in the discipline of the school, he was held in high esteem by the students, by the patrons of the school, by the trustees and by the citizens of the town.

Emerson L. Adams was the forty-fifth principal of the academy. Mr. Adams was a graduate from Bowdoin College. He came to New Salem in 1892 and was principal for ten years which were spent in working for the upbuilding of the school, and for the good of the students under his charge. After his retirement from the academy he was for several years superintendent of schools in New Salem and neighboring towns after which he was engaged in educational work elsewhere.

Frederick B. Stratton, who was the principal from 1873 to 1876, was a graduate from Williams College. From New Salem Mr. Stratton went to Powers Institute, Bernardston. Later he was a teacher in Boston for a few years, then for ten years principal of the high school in Ikenport, Iowa; then he was at Carleton College, Minnesota. In all the positions which Mr. Stratton held he was a worker and he always impressed for-

cibly upon the minds of his pupils the fact that they were there to work, and that they were there for a purpose.

The names of these principals are given to show the high type of men that were employed. The assistants who taught in the academy were of similar qualifications and were worthy of the positions which they held which goes to prove that the influence which they were in a position to inculcate in the minds of the pupils which was their duty to mold, could not be otherwise than far reaching and lasting in its effect.

ATTENDANCE. From the beginning the patronage of the school was large, not only from New Salem but from many others. During the first decade of the academy the number of students gradually increased, the greater part of the increase coming from the nearby towns. In the first years of the academy many of the students of the academy only attended the school one term, others two terms, and but few more than one year. During those years the fall terms and spring terms were much larger in attendance than the winter and summer terms. Previous to 1800, the record of only one graduate is found; namely, Charles Wellington of Templeton who graduated in the class of 1798. He became a minister and later a trustee of the New Salem Academy.

In the years from 1805 to 1835 there was a slow but steady increase in the number of students, the increase coming mostly from distant towns; during many of these years the number of students attending the different terms was about one hundred. Previous to the destruction by fire of the first academy building, the male and female students occupied differ-

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ent rooms and recited separately.

From 1836 to 1848 were the most prosperous years in the history of the academy according to the records. The fall term had one hundred and forty-seven students in the year 1842, and many other terms largely exceeded one hundred. These students came from Fitchburg, Cambridge, Chelsea, Worcester, Springfield, New York City, various towns in Vermont, and from many of the smaller towns in this state. In the years from 1855 to 1870 there was a reduction in the number of students, one reason being a large reduction of the population. Another reason was the establishment of high schools in all of the large towns of the Commonwealth which took away from the academy a large share of its patronage, leaving to the academy such students as the town of New Salem furnished with a few from the neighboring small towns, and occasionally some from far away towns. Although the record of attendance at the academy is not large, and the number of graduates are fewer than some other academies, the New Salem Academy, amid many discouragements, has been ever at its work, without a single break, of fitting young men and women for the duties of life to which they may be called. Here is another instance where rugged determination on the part of those in authority combined with the reputation of the school itself has been sufficient to keep the doors of the academy open.

GRADUATES. The records of New Salem Academy, like many others, are far from complete. There were no catalogues of the school printed previous to 1820, and various catalogues are missing

during the period from 1820 to 1840. From 1840 to 1890 the files are nearly complete, while from 1890 to 1907 no records of the academy were kept at all. It has been, therefore, impossible to obtain a complete list of the graduates of the institution. From the records that are available some two thousand six hundred twenty-one names are listed as those who have at some time or another attended the academy. Through investigation it has been found that a great many of these students graduated and have become prominent in various walks of life. A number of these have been chosen to illustrate this point and a short sketch of each is given herewith.

19 Beriah W. Fay, class of 1846, was awarded the valedictory. After graduating from the academy, he taught writing schools and select schools in Orange and Athol, being in Athol eleven winters, and at one time in the lower village having a school of eighty-three pupils, ranging in age from ten to twenty-one years, without an assistant. He afterward turned his attention to surveying which he practiced for about forty-five years.

Besides being administrator of many estates, Mr. Fay held many other offices and always took an active interest in town and county affairs. For thirty-nine years he served as a member of the New Salem School Committee and at various times was one of the selectmen, assessors and overseers of the poor. In 1865 he represented the towns of Orange, Warwick, and New Salem in the Legislature. In 1860 he was appointed a justice of the peace and in 1872 he was elected special or associate commissioner of Franklin County, both of which offices he held until he died.

Robert Andrews, class of 1820, was a teacher in the public schools for a period of about ten years. He later graduated from the Dartmouth Medical College and took up the practice of medicine in which he was very successful. Dr. Andrews was for many years a member of the school committee of New Salem and 1842 and 1852 was the representative of the town in the Legislature. He was also a delegate to the Constitutional Convention in 1853.

Elisha H. Allen graduated from the academy in 1819. He studied law, went to Portland, Maine, was elected to the State Senate, and later was elected to Congress, where he served six years. After his services in Congress, he emigrated to the Sandwich Islands, and became the chief Justice of the Kingdom. In 1870 he was appointed a special representative and envoy, by the king, to make treaties and exchange greetings of good will between the island kingdom and the United States.

Collins Whitaker, class of 1813, was in 1838, appointed by President Van Buren United States Consul at St. John, N. B., which office he held for twenty-three years and performed his duties to the satisfaction of all, both British and American. In 1862 he moved to Des Moines, Iowa, where for several years he was extensively engaged in the real estate business. His last years were spent in retirement at the home of his daughter at Des Moines in the enjoyment of the large fortune he had accumulated.

James O. Wilson, class of 1844, later graduated

from Dartmouth College and accepted a position with the Treasury Department at Washington, D. C., where he remained for eighteen years. Mr. Wilson served for eight years on the Board of Education, and in 1870 was appointed Superintendent of Schools. He was always identified with educational interests in Washington, introducing industrial drawing, manual training, domestic economy, military training, and was instrumental in having those subjects adopted by many of the schools in this country.

Willis E. Sibley, after finishing his course at the academy, studied law and was admitted to the Worcester County Bar in 1858. He opened an office in Worcester which still survives. Mr. Sibley has been identified with many of the business and other corporations of Worcester, among which may be mentioned Director of the Merchant's National Bank, Trustee of Worcester Five Cents Savings Bank, Director of Worcester Electric Light Company, The Worcester Law Library Association, The Young Men's Christian Association, Trustee of Memorial Hospital, and member of the Worcester Board of Trade.

Randolph B. Marcy, after leaving the Academy, entered West Point from which after graduating he entered the army of the United States in the Fifth U. S. Infantry. In the Mexican War he was chosen Captain in the same regiment and held that post for thirteen years. In the Civil War he held a Major's commission and at its close that of Brigadier General and Inspector General, having been highly honored for meritorious and gallant services in the field.

Several other men of equal prominence could be

discussed here which would perhaps strengthen the argument pertaining to the influence these people had, but those sketches which are given should be sufficient to prove that the academy at New Salem not only had worthy attendants but prepared them for the further steps which they were to take in life's ambitious pathways.

MAINTENANCE. During the year 1795, the year the academy was opened, and the following year, the sum of \$5,800 was subscribed for the benefit of the academy, mostly by people living in New Salem, the subscribers giving their notes and paying the interest annually. In later years some found it difficult and others impossible to pay these notes, and the Trustees were obliged to cancel them.

In 1801 \$5,000 was received from the sale of the land in Maine which was given to the academy by the Commonwealth of Massachusetts. In 1838 the sum of \$4,000 was given in money, work, and lumber for the construction of a new academy building, to replace the one that was destroyed by fire. In 1835, \$1,000 was received from Ira Stratton of Cambridge, and in 1870 the Commonwealth gave to the academy \$10,000, and the amount of \$5,000 was given in small sums by people in New Salem and surrounding towns.

In 1820, by the will of Mrs. Parmelia Butterfield, the amount of \$1,000 was received. In 1906 the sum of \$1,000 was received from the estate of Miss C. Mason of Dana. In 1807 and 1808 there was received from a large number of subscribers \$11,000 for the construction of a new academy building, and by the will of Azariah Barber of Bernardston the academy received

\$10,000.

Ira Stratton of Cambridge gave in his will the sum of \$15,000 to the academy, and from the estate of Lyman E. Moore, the academy received \$15,000.¹⁸

In addition to the sums received from board and tuition and the above sums mentioned, credit must be given to the large number of friends of the academy, who, from time to time, during the many years of its existence, have contributed, some in larger, some in smaller amounts to sustain and improve the work of the institution. Prominent among these men were Varney Pierce, Alpheus Harding, and Willard Putnam.

Many families have settled in New Salem that their children might benefit by this academy. They have given freely of their time, energy, and money for its support. And, had it not been for this academy, founded through the wisdom of our forefathers, guided and directed by their ever watchful eyes and helpful hands through more than a hundred years of prosperity and diversity, many of the boys and girls whose names are honorably enrolled upon her records would have ended their school days in their respective districts. They came, diamonds in the rough, and went forth polished and fitted for responsibility and trust. And best of all, these students have ever held in grateful remembrance their Alma Mater so faithfully served them in their hour of need.

CHAPTER VII

SANDERSON ACADEMY

SANDERSON ACADEMY

FOUNDING. The town of Ashfield is located in one of the upland meadows of the Eastern Berkshire Hills twenty miles or more to the Northwest of Northampton. In this region of low mountains, forests of mixed hard and soft woods, clear air--keen in winter but delightfully tempered in summer by the fifteen hundred feet of altitude, there had been assembled a community of several hundred people when Reverend Alvan Sanderson came to be their minister. A sturdy, keen people of unusual intellectual stamp made up his congregation.

Until 1816 it is doubtful if there was any school in the town of higher grade than a common school. In that year Reverend Sanderson resigned his pastorate of the Congregational Church because of failing health and opened a private higher school. This was true to the tradition by which the educated ministry became the tutors of the intellectually ambitious youth. After one year of such labor the minister-teacher died at the age of thirty-six.

After his death it was found that he had left a will bequeathing a fund of approximately \$1500 for the support of the school which he had founded. The devotion and self-sacrifice of Reverend Sanderson was not lost upon his people. A Board of Trustees was soon organized to carry on the school and in 1821 was incorporated under the name of "The Trustees of Sanderson Academy and School Fund."

ORGANIZATION AND TRUSTEES. The Trustees of incorporation were Esquires White and Williams, town magistrates, Dr. Enos Smith, State Senator, Reverend Joseph Field of Charlemont, Reverend Joseph Spaulding of Buckland, Esquire Billings of Conway, and General Thomas Langley and Esquire Paine of Hawley. ²¹ The control of the new academy was definitely local and shows that the early expectations of patronage and influence were local also, and the records of attendance bear this out. Other names appear on the roster, particularly those of ministers in neighboring parishes. Such selections were perfectly in accord with the times both ideally and practically. Ideally because the minister was yet the best and sometimes the only college-trained man available as a guide of education.

There seems to have been a continuous representation of home-town folks on the Board and many of these family names of those earlier days are now known and respected far beyond the local boundaries--such names as Belding, Hall, Clark, Hitchcock and others. That the school had a place in the hearts of these men is evidenced by the fact that H. S. Ranney Esquire, served continuously on the Board for forty-five years--twenty years as its President.

Indications in the records are that the school was beginning a decline in 1830 but there is a continuous record to Trustee meetings from 1834 to 1866 when there occurs a skip to 1877. The reason for this gap is not

evident. In 1877 Professor Charles Elliott Norton and George William Curtis succeeded in reorganizing the Board. The school had been through a period of uncertainty since 1834 with some part-year sessions. The reorganized Board in 1877 provided for raising funds for repairs by a subscription plan. The house was put in order and full-year sessions established again in 1879.

As a factor of influence the membership of the Board of Trustees of Sanderson Academy must have been very important. With their devotion to high ideals in the education of the young mentally and spiritually; occupying as they did, important places in their respective communities it must be conceded that the entire region about Ashfield felt the presence of Sanderson Academy and what it stood for.

COURSE OF STUDY. It is uncertain as to what subjects were included in the first course of study. The records do not seem to be clear on that point. An advertisement which appeared in the Hampshire Gazette of October 24, 1827 throws a little light on this and is quoted as follows:

"Sanderson Academy-The winter term of fourteen weeks in this academy commencing on the tenth of December next, will be devoted exclusively to the instruction of females, under the care of Miss Mary Lyon. The course of instruction will be essentially the same as was pursued the last winter, with the addition of Chirography. The price of board, including fuel and lights, from \$1.17

to \$ 1.25. Tuition for the whole term of fourteen weeks, \$3.50 to be paid at entrance.

As the course of instruction, though short, will be systematic, it is important that the pupils should enter at the commencement."

Another statement of interest in this respect has been gleaned from a catalogue of the school which bears the date of 1829. This statement was made by Mr. Robert A. Coffin who was principal of the academy at that time. This statement reads as follows:

"In the course of instruction pursued in this institution, the three principal objectives of attention are, fitting young gentlemen for college, furnishing well qualified instructors for our common schools, and disciplining the minds and increasing the information of those who connect themselves with us, without intending to pursue extensively a literary course." This information goes to show that somewhere between the years of 1827 and 1829 the school was changed from a girls' school to a boys' school. Whether the course of instruction remained the same is uncertain. Judging from the statements made by Mr. Coffin, although no subjects are listed, it would seem that the proper kind of instruction was given. In any event it is symbolic of the instruction for an institution of its kind at that time.

TEACHERS. It is generally conceded that any school is as the teacher is. From all appearances in the study of the records, it would seem that the first decade of the

academy was a very prosperous one. We may, therefore, conclude that this was at least due in part to the character and ability of the teachers who are employed.

It has been mentioned that the first teacher of the school was Reverend Alvan Sanderson. He served a period of only one year.

Mr. Sanderson was succeeded by Elihu Burritt who came to the school in the year 1817. Mr. Burritt was an excellent teacher and a man of high scholarly attainments. While he was the head of Sanderson Academy he became the author of "Logarithmic" and Burritt's "Geography of the Heavens" which was an excellent class book on astronomy.

It was during Mr. Burritt's principalship that Mary Lyon entered the school as a pupil. Miss Lyon had the distinction of having been the first pupil to have graduated from Sanderson Academy. Her worth was discovered early and she was employed as preceptress in 1822, where she continued as an assistant or principal for a portion of the time until 1828. It is doubtful if any teacher in Sanderson ever created such a moral and intellectual awakening as did Miss Lyon. The impetus which she gave to education was very marked, and teachers from surrounding towns by recommendation of several friends of education came to her school in order to learn the best methods of instruction. It is evident that her best efforts were put forth, and that she was highly interested in her work.

In 1823 when she was assistant at Sanderson she wrote:

"The academy in which I am now engaged is an infant institution. The founder, Rev. Alvan Sanderson, was governed by the purest motives and I consider it a privilege to aid in carrying out his benevolent design. Many of its present guardians are my friends and from them I have received many favors. This is the school where I was principally educated, and to which I feel to no small degree indebted." Upon leaving the school five years later she wrote: "I find that this academy, where I have received so much instruction and where I have labored so much from time to time, has taken a firmer hold of my affections than I had supposed. It seems like bidding an old friend farewell whom I do not expect to meet again." Miss Lyon was that prominent in the educational field that several biographies have been written of her life. Among them are those three which were written by Fidelia Fisk, Dr. Edward Hitchcock, and that of Miss Gilchrist. In these, full accounts are given of her life in Ashfield.

It should not be left unsaid that Miss Lyon has left an imperishable monument to her memory at South Hadley--Mount Holyoke College. It is the development, under her leadership, of Mount Holyoke Seminary, founded by this remarkable first graduate of Sanderson Academy.

After Miss Lyon's withdrawal from the school, Mr. Robert A. Coffin taught for a period of about two years. According to all reports Mr. Coffin was an ex-

cellent teacher and was the author of a very practical textbook on "Natural Philosophy".

The records of the academy are not complete for quite a portion of the time up to the year 1879, when the Board of Trustees was reorganized. The names of nearly, if not all the teachers, however, are given up to that time. Some were employed for one term, others for several. The list is submitted as follows:

Reverend Alvan Sanderson, Elihu H. Burritt, Abijah Cross, Mary Lyon, Amasa Converse, A. Clark, B. B. Edwards, Horatio Flagg, Hannah White, Joseph Ladd, Robert A. Coffin, Reverend Lot Jones, Reverend Silas Blaisdell, P. Emory Aldrich, Mr. Humphrey, Ephraim Leonard, Reverend Francis Williams, Mr. Bonney, Horatio M. Porter, Henry L. Dawes, W. W. Mitchell, Reverend Hyman A. Wilder, Alden Porter Beals, Reverend Wilbur F. Loomis, Reverend William A. Lloyd, Abner T. Sherwin, Doctor E. R. Wheeler, Doctor Daniel M. Priest, Fredrick G. Howes, B. Ellsworth Smith, Miss Sarah Stone, Miss Nettie Wilson, Miss Sarah Forbes, Mrs. W. E. Ford, and Miss Lydia Hall.

The late United States Senator Dawes taught in the Spring and Fall of 1841. Mr. Dawes has the record of being a good disciplinarian. It has been related by one of his students that when one of the boys attempted to play one of his favorite tricks upon the teacher, an arm seized his collar and laid him in a horizontal position so suddenly that, as he afterwards expressed it,

he didn't know how he came there. After Mr. Dawes, came Mr. W. W. Mitchell, afterwards a creditable teacher in the Chicopee High School and Hopkins' Academy of Hadley. It is very evident that Mr. Dawes and Mr. Mitchell appreciated at least a portion of their school for each of them married one of his pupils, Senator Dawes marrying Electa, daughter of Chester Sanderson, and Mr. Mitchell, Lucy, daughter of Anson Goodwin.

Later Hyman A. Wilder, who afterwards went as a Missionary to South Africa; Alden Porter Beals, since a successful teacher of High Schools in Connecticut; Wilbur F. Loomis, a popular and much loved teacher for several terms, afterwards pastor of the Congregational Church at Shelburne Falls; W. A. Lloyd; Abner T. Sherwin and others were employed. In 1871 Mr. Mitchell assisted by Miss Lydia Hall taught a successful school, the fall term numbering sixty pupils.

From this information it may safely be concluded that the teachers of Sanderson Academy were of a high type and must have had a proper influence on the minds and activities of the pupils.

ATTENDANCE. It is unfortunate that the records of Sanderson Academy are so incomplete as to make it impossible to determine at least an approximate attendance during the various periods of prosperity and decline. It has been found that up until the year 1832 nearly one thousand students had attended the academy, these pupils coming not only from the town of Ashfield but from the surround

ing towns as well. During the year 1830 interest in the school began to decline but from all appearances it would seem that the first decade of the academy was a very prosperous one. A note in one of the treasurer's bills at the close of the year 1826 said: "620 students have entered this school". Of this 215 were from out of town; 17 had fitted for college; and 45 had become teachers. There are no records giving the attendance of the school beyond 1832. It is, however, reasonable to assume, considering other factors which have been stated, that the academy has had approximately the same enrollment each year up to the present time. The academy now serves as the local high school of the town.

GRADUATES. It is by its graduates and other successes that we in the long run measure the worth of a school. Sanderson Academy need not shrink from this test. If the names of all the graduates had to be recited, it would be like reading the census list for one hundred years. It would embrace at one time or another and cover a large proportion of the men and women who have made the town of Ashfield what it is. These graduates have been scattered all over the world. The list includes those who have become ministers and missionaries, lawyers and doctors, educators, journalists, authors, farmer, and business men. Among those from Ashfield who became preachers were: Alvah Lilley, Willaim Bement, Rufus B. Bement, Elijah Paine, William P. Paine, John Alden, Melzar Parker, Hart

Pease, Adiel Harvey, Charles S. Porter, Morris E. White, Francis Williams, and Oliver M. Sears. Among those who became successful lawyers also from Ashfield were Leonard Bement, Willis Ranney, and Francis Gillette. Other graduates include Joseph Hall who for twenty-five years was principal of the Hartford High School; Reverend Henry C. Perry who became a missionary to Turkey; Eugene C. Gardner, Springfield's esteemed architect; and Dr. G. Stanley Hall, Clark University.

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At the Ashfield Centennial, which was held in 1865, there were many kind and appreciative words expressed for Sanderson Academy by men who had been its students. At this meeting the Historian, Dr. William P. Paine, gave a very good summary when he said: "Many residents of this and other towns, in the early and palmy days of the institution, availed themselves of its privileges, and a speedy change in good order, intelligence and intellectual aspirations were marked. Many were prepared for college who have served in the various professions and in business with honor and success. The good influence of this enterprise has been quite manifest in the town for the last half century. It now has many sons and daughters ready to rise up and do homage."

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MAINTENANCE. To revive the interest in this honored institution and to place it again upon a more permanent footing was a problem over which Messrs. Norton and Curtis were very much concerned. To repair the now old

dilapidated academy building which stood opposite the hotel, seemed to be the first thing to do. A subscription paper was left at the local store to receive donations for that object. After remaining there for several weeks with only a few dollars subscribed on the paper it was sent for by Messrs. Norton and Curtis and when returned, had on it their names for \$300 each, provided an equal sum be raised from the citizens of the town in two weeks. The trustees and others interested got busy, the town was canvassed; the money was raised in the specified time; and the academy building was thoroughly repaired. Mr. Norton was soon chosen one of the teachers and plans were formed for raising a fund for the institution which should make it self-supporting for three terms in the year. Circular letters were sent to sons and daughters of Ashfield, and other means adopted for raising funds. Among these were the Ashfield Academy dinners. These became somewhat noted and write-ups of the speakers at these dinners were published in the Greenfield and Boston Newspapers.

Professor Norton, being aware of a failing health and vigor, after a close of a quarter of a century of the dinners, decided it was best that he sever his connections with them. The cessations of these dinners caused an expression of general regret and some pressure was brought about to have them continued, but the trustees felt that without Professor Norton at the head, it would be very difficult to maintain their reputation. There were

many people from out of town who attended most of these dinners during the twenty-five years they were held. It may be said that the people of the town grew to feel a pride in the reputation of the dinners and when the town was annually convassed for supplies, gave freely what was asked, and in addition went to the dinner and paid a dollar a plate for the privilege.

The trustees who were active with Professor Norton in making the general arrangements for the dinners were Reverend Lewis Greene, Esquire Ranny, A. D. Flower, Alvan Hall, and Charles A. Hall. The total net receipts from the twenty-five dinners and the triennial fairs which had been held in the meantime were about

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\$7,400.00

When the academy was first located there were only the dwellings on that side of the street West of the corner, so that the students had sufficient playground without disturbing the citizens of the town. But as time passed, and as the population of the village increased, houses were built near the lot, and trouble grew between the occupants and the pupils, so that at times the Selectmen were called upon to prohibit ball playing and other games in the street fronting the academy.

In 1885 Mr. John W. Field of Philadelphia, who had made Ashfield his summer home, having heard of the trouble with the boys, investigated the matter and

finally bought a lot of three and one-half acres near the village which he presented to the academy as a playground for the students. This was named by the trustees the "Field of Ashfield", in honor of its giver. Two years later Dr. Field died. He was buried in the cemetery near his summer home. Soon after this the trustees received a letter from Mrs. Eliza W. Field, the wife of Mr. Field, in which she said:

"Desirous that there should be in Ashfield a permanent memorial of My dear Husband, of such character as to promote the best interests of the community, and to connect his name with its permanent life, I propose to present you in trust, the sum of \$7,500 for the following objects: I wish with this sum a memorial building, to be called the Field Memorial Hall of the Sanderson Academy, should be erected under your charge, suitably designed and arranged to afford proper accommodations to the academy for the library, for the existing museum and such other collections as may be added to it, and for such other cognate objects as it may seem wise for you to provide for. I trust that arrangements may be made by which the library shall be free to all who may wish to make use of it, and shall be open whenever in your judgment it can be of service. My husband had very much at heart free libraries. I propose at some future time to add to the library the bulk of the collection of books belonging to my husband and myself, a large collection of photographs, many interesting oil

paintings and our collection of bronzes."

The trustees did not hesitate to take immediate action in the matter. After thorough consideration as to the site of the new building, they decided to locate it upon the lot which had already been donated by Mr. Field. It was thought that the new location would not perhaps be as convenient, but would have the advantage of ample and pleasant playgrounds for the students, at such a distance from the street and dwellings as would not be a disturbance to the citizens. The building was designed by Howard Walker, a Boston Architect. The plan submitted by him was approved by the trustees. By advertising for bids, it was found that no contractor was willing to complete the building for the sum called for. It was then proposed to leave out the gymnasium building and shed, but Mrs. Field was unwilling to agree to this, and advanced \$1500 more, making a total of \$9,000 for the buildings. The contract was awarded to H. Worden of Hoosac Falls who was the lowest bidder. The building was completed by him in the fall of 1888. Mrs. Field gave other sums towards enlarging the grounds and furnishing the building which raised the total amount to more than \$10,000. The building was formally dedicated July 24, 1889, and in September of that year the school was opened in the new building.

Mrs. Field was not satisfied to have the institution remain as an academy, partly supported by tuition paid by the pupils. It was her desire to make

it free to all children of the town. In order to do this she proposed to pay over to the academy annually for two years the sum of \$500 provided the town would raise a like sum and make the school free; afterwards she would place a sum on trust, the income of which would equal that amount. Besides the sums received from the fairs and dinners, there came frequent gifts from Curtis and Norton's Families, from friends, from Mrs. Field and from natives and citizens of the town. Mrs. Field also deeded her cottage to the trustees which was afterwards sold to Mr. Farragut and Mrs. Curtis for \$7500.²¹

In 1903 Alvan Sanderson, who was a nephew of Reverend Alvan Sanderson, the founder, died and left the academy by will about \$5,000. Through the efforts of Professor Norton, every cent that could be spared above the annual expenses was added to the permanent fund. This fund has grown steadily and now amounts to more than \$25,000, and is cared for by the "Trustees of Sanderson Academy."²¹

Mr. C. L. Judkins, the Superintendent who was elected in 1907, after thoroughly satisfying himself of the worth and advantages of the academy and high school in the town, took pains to acquaint the surrounding towns with these advantages, resulting in an increased attendance. Two years later he became satisfied that if the capacity of the building could be increased, and certain improvements made, the number of pupils could be increased even further. To obtain funds with which to do

this, he opened correspondence with all who were supposed to be interested in the academy, with the result that nearly \$6,000 was raised. Mr. M. M. Belding gave \$2,000, the town voted \$1,000, and the trustees \$500, and about \$2,500 was raised by Mr. Judkins in contributions from outside parties, ranging from \$25 to \$200.²¹

As a result of this the library was moved to the lower room of the town hall, so that the whole building could be utilized for the school, giving in the upper story an assembly room and a physical laboratory, while in the lower part are two recitation rooms, and a chemical laboratory. Modern plumbing and steam heat were put in the building.

It should not be forgotten that the Fields were the greatest benefactors of the academy, having given over \$20,000, and that the academy was erected by Mrs. Field as a memorial to her husband who had previously donated the land on which the academy now stands.

CHAPTER VIII

SMITH ACADEMY

SMITH ACADEMY

FOUNDING. It was through the thoughtfulness of a woman that Smith Academy came into being in the town of Hatfield. This woman was none other than Sophia Smith. Due to the fact that the influence and the ideas of the founder usually follow through in such an institution, it is well that a brief description of Miss Smith be given. According to the Hatfield Book, Sophia Smith was descended from Lieutenant Samuel Smith, who came to this country from England in 1634 and was one of the leading men in the early history of Hadley. She was related to Mary Lyon, who was also a descendent of Lieutenant Smith. She was born in Hatfield, August 27, 1796, which was only a short time before Mary Lyon was born in Buckland. Her Grandmother on her Father's side was Mary Morton, the mother of Oliver Smith. The Grandmother, who was a woman of great energy, thrift and piety, exerted a strong influence upon Sophia Smith. Miss Smith's father and mother were persons of excellent standing in the community. Her mother's name was Lois White. She was a woman of earnest Christian Character, a member of the Hatfield Church, a faithful mother and a good housekeeper. Miss Smith's father was a soldier in the Revolutionary war and was one of the richest men in the town.

The house in which Miss Smith was born and in which she lived until she was sixty-eight years old is still standing. It is a plain structure and stands a

little below the church on the opposite side of the road, next to the beautiful residence which Miss Smith built not long before her death. Here Mr. Austin Smith and his two sisters, Sophia and Harriet, lived together for many years. After the death of her brother, Austin, Miss Smith built the new residence in which she spent the last years of her life and where she died, June 12, 1870. In Sophia Smith's girlhood Dr. Joseph Lyman was pastor of the Hatfield Church. He was a preacher of great ability; was for a time president of the American Board of Commissioners for Foreign Missions, and held a foremost place among the ministers of New England. His influence over Miss Smith in the formative period of her life was very great. He doubtless inspired her with a serious purpose in life and imparted to her something of his own patriotic spirit and breadth of views. She was handicapped by not having the opportunity of obtaining an education which, no doubt, had much to do with her attitude toward the importance of higher institutions of learning. At the age of fourteen she attended school for a term of twelve weeks in Hartford, Connecticut, and at the age of eighteen she enrolled as a student at Hopkins Academy in Hadley but did not complete the course. Her home in her girlhood was supplied with such books as were usually found in the better class of New England Homes of that period. There was diligent study of the Bible in her home. The expounding of the Bible in that day had much to do with the making of a

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man like Oliver Smith, or a woman like Sophia Smith.

Dr. John M. Greene, Miss Smith's pastor from 1857 to 1868, has written this of her: "I knew Miss Smith intimately the last thirteen years of her life. No one could know her and not respect her. Her course of life was quiet, thoughtful and uneventful. There were no startling episodes, no wild romances in it. She built few castles in dreamland or in loveland. Life was serious, real to her. She walked with her feet on terra firma, not in the clouds. She was a woman of high sentiment, but not sentimental. She never uttered diatribes against married life, but she always commended it; yet she was content to remain unmarried, fully persuaded that was the life God meant for her." This is a portrait which was drawn by one who knew her intimately and is doubtless true.

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On October 15, 1866, Miss Smith wrote in her diary: "It is a cloudy, stormy day. I did not go to church this forenoon, but I hope to go in the afternoon for the purpose of contributing to the American Missionary Society, which labors among the poor people in the South. I desire to give where duty calls." An entry such as this throws much light upon Miss Smith's character. Her ideas of dress are revealed in an entry in her diary August 20, 1867: "Things must be simple to be elegant; the greatest ornament is of a meek and quiet spirit."

A heavy responsibility fell upon Miss Smith at the death of her brother Austin. She already possessed

all the money she cared for and now her brother's large fortune came to her. Her brother left no directions in regard to what use he desired to have made of the money which he left. Miss Smith was not one to receive such a large fortune lightly. The idea of Christian stewardship prevailed in her. Wealth was not something to be wasted in extravagant living or vain show, but a trust. She would no more have thought of misusing the means left to her by her brother than she would have been disposed to tell a falsehood or commit a crime. She regarded it as her duty to make a wise disposition of her fortune. There was nothing in her training to fit her for such a burden as had suddenly been placed upon her. It was natural that she should turn to her pastor and friend for help. This she did. Her course was a wise one and in Dr. Greene she had a competent and faithful helper in the solution of her problem. He was a man of liberal education and broad views. He possessed great foresight and well understood the tendencies of his times. After some deliberation he consented to give the aid she asked for. The conferences which followed resulted in the founding of Smith College which still bears her name in Northampton, and a trust fund to the amount of \$75,000²³ to endow an academy in her native town of Hatfield.

²³ The academy was formally opened December 4, 1872 with ceremonies which were in every way fitting for the occasion. The fond hopes and dreams of those who had been looking forward to such an institution thus

became realized.

ORGANIZATION AND TRUSTEES. In the will of the founder the Trustees of the fund of \$75,000 were Joseph D. Billings, George W. Hubbard, Jonathan S. Graves, Alpheus Cowles, Silas G. Hubbard, Frederick D. Billings, William H. Dickinson, and David W. Wells. It has been noted that all these men were leaders and occupied important positions which leads one to believe that much thought was given to the choosing of them. The academy is still existing under the management of its Board of Trustees which is self-perpetuating.

Another important feature of the will was that paragraph in which it was specified that the school should be co-educational and that the female teachers should be equal in numbers or be within one of the number of male teachers, and that the former should have a voice in the management of the institution.

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These instructions have been and still are being carried out and no doubt have had an influence for the good of the academy.

COURSE OF STUDY. The will of the founder of the academy included no specifications as to the course of study to be inculcated, except the desire that it be a higher institution of learning. The Board of Trustees, therefore, took it upon themselves to include in the courses of study those subjects the pursuit of which would fit students for college. These included Latin, English, Mathematics, Natural History, and Natural Philosophy.

The course of study was changed from time to time as was prompted by the demands of the colleges through their entrance requirements.

TEACHERS. The first principal of Smith Academy was Wilder B. Harding. He was a graduate of Westfield State Normal School and Yale College, class of 1867. For the first five years he was ably assisted in his work by Mrs. Harding, who was a woman of great personal charm and excellent ability as an instructor. Mr. Harding continued as principal until June, 1885. He was a scholar, a thorough educator and a good disciplinarian.

Among others who have been at the head of the academy are William Orr, Sanford L. Cutler, Ashley H. Thorndike, Howard W. Dickinson, Clayton R. Saunders, Albert J. Chidester and Arthur L. Harris, all of whom left the institution to occupy higher positions.

ATTENDANCE. When the academy was opened in 1872, it had an attendance of thirty-two boys and twenty-five girls. This number gradually increased until more than one hundred were enrolled. During the first years of its existence, it had a large number of students enrolled from out of town, but with the growth of high schools in the neighboring towns or provisions made by them for secondary education, their numbers grew less and the academy, as in many similar instances, has come to supply the place of a high school for the town of Hatfield.

GRADUATES. The first class graduated from Smith Academy in 1876. The members of the class were Carrie E. Graves, Antionette Morton, Emma E. Porter, Charles A. Wight, and Fannie E. Woodard. From 1876 to 1909 inclusive the total number of graduates was 177. Of this number 118 were women. Of the total number 47 became teachers, while many others took up their life-work in other fields of endeavor. Many of the graduates have gained prominence in the social world at home and abroad.

To show the diversity in occupations and the prominence that some of these graduates have achieved, names taken from the records at random are given herewith.

It seems altogether fitting and proper that Reverend Charles A. Wight should head the list. He graduated in the class of 1876, the first class to be graduated from the institution. He was the first male to graduate from the academy as well as the first graduate to enter college. He chose to enter Yale from which institution he was graduated in 1892. While at Yale he was the editor of the Yale Literary Magazine and was a member of the Yale Varsity crew. He became the pastor of churches in Michigan, Kansas, Missouri, Wisconsin, Maine, and Massachusetts. Mr. Wight also gained some prominence as a writer having been the author of "Doorways of Hallowell", "The Hatfield Book", and frequent magazine articles.

Anna H. Billings, Class of 1879, graduated from Smith College in 1891. She received the Doctor of

Philosophy Degree at Yale in 1898. Miss Billings, has been a teacher in Smith Academy, the University of Southern California, and the State Normal School in San Diego, California.²²

George W. Hubbard graduated from the academy in the class of 1899 and from the College of Physicians and Surgeons, Baltimore, Maryland, in the class of 1894. Dr. Hubbard began his practice in South Hadley. He later moved to Springfield where he became very successful.

Rose Fairbank, class of 1891, graduated from Smith College in 1895. In 1900 Miss Fairbank was awarded the degree of Doctor of Medicine at John Hopkins University. She went to India as a missionary and later married Dr. Lester Beals. They reside in India.²³

William H. Leary, class of 1899, graduated from Amherst College in 1903, and from the University of Chicago Law School in 1907. He became a successful lawyer in Salt Lake City, Utah, and was clerk of the District Court in the years 1904 and 1905.²³

C. Edward Graves graduated from the academy in 1900, and from Wesleyan University in 1908. Mr. Graves later studied in Paris, France, and returned to his Alma Mater where he became Professor of Romance Languages.²³

Charlotte Woods, class of 1904, graduated from Mount Holyoke College in 1909 and became the Supervisor of Music in the towns of Hatfield, Hadley, and Bernardston.²³

Thus it may be seen that these graduates not

only chose different institutions in which to further prepare themselves educationally but chose different kinds of work. All that they have accomplished had its beginnings in the Smith Academy where they began their preparations.

MAINTENANCE. The academy still flourishes. Although in reality it serves as the high school of Hatfield, it still retains its name and is governed by a board of trustees who furnish the larger part of the funds necessary for its support; the town, each year, furnishing the comparably small amount of \$500. Here is another instance in which an academy has survived and is continuing to do its part in the education of the youth of the land.

It should be remembered that the founding of this institution was an indication of the wisdom of both Miss Smith and her pastor, Doctor Greene. It was, indeed, the very time for the undertaking of such a project. But some of the ablest and wisest people of the day pronounced the plan visionary. It is very easy now to see that the time was ripe for such an institution as was planned by this Hatfield woman and her pastor. The growth and prosperity of Smith Academy have been far beyond what anyone anticipated at the time of Miss Smith's death. It met a real demand of the times and such has been the wisdom of those who have guided its affairs that its present usefulness is beyond estimation.

CHAPTER IX

WESTFIELD ACADEMY

WESTFIELD ACADEMY

FOUNDING. It appears in the town records that in 1793 it was "voted that the town raise the sum of three hundred pounds as a fund for the support of an academy in the town of Westfield provided an act of incorporation can be obtained from the general court for that purpose." A committee was appointed to apply for the act of incorporation. This committee consisted of the following members: William Shepard, Esquire; Samuel Fowler, Esquire; and Jno Phelps.

The following May a vote was passed to raise three hundred pounds, "for the purpose of erecting a suitable building for the accommodation of an academy in the town of West-
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 field. No other action was recorded for a period of four years. It is noted, however, that on April 3, 1797, a vote was passed providing a committee of nine to report on the most eligible situation on which to erect the buildings for an academy. This committee was made up of the following members: Samuel Fowler, Esquire; General Parks; Colonel Taylor; Daniel Fowler; General Shepherd; Major Whitney; Joseph Lyman, Esquire; John Phelps, Esquire; and Major Douglass. It is not clear as to what was contained in this committee's report. It is noted, however, regardless of what the report consisted, it was rejected.

In consequence another committee was appointed to confer with Mr. Aaron King to see whether or not he would sell land on which to locate the academy. This committee, after conferring with Mr. King, agreed to accept the land if Mr. King would sell it. Mr. King in turn agreed to sell one-

half acre for the sum of eighty pounds and also to donate twenty pounds, that the sum be deducted from the eighty pounds, the price of the land. This proposition was not accepted. At the same meeting, Samuel Fowler, Justin Ely, and Warren Parks were appointed to inquire about and if possible locate the half township of land granted by the General Court the preceding year. This land was finally found to be located in the State of Maine. This land was sold to John Barrett, Esquire, of Northfield, for \$5,000. Samuel Fowler was also chosen at this meeting to "superintend the building for the academy." Five directors were chosen to direct him in the project. They were: General Parks, Major Whitney, Major Bush, Colonel Taylor, and Samuel Mather, Esquire.

In December, 1799, Colonel Taylor, Warren Parks, Esquire, and Lieutenant Silas Bush were appointed to settle with the agent. This Committee's report, as recorded on the Town Book of Records, is as follows:

"We, the subscribers, appointed by the Town of Westfield to settle with Samuel Fowler, Esq., Agent, to build the Academy, having attended that service and after carefully going over each and every account which said Agent had opened with sundry persons that furnished the said Agent with Labor and materials and carefully cast up the same find them right cast and well vouched. We find the whole expense and cost of said Academy to be Nine Hundred Twenty Nine Pounds ten shillings and eight pence. The said town of Westfield have paid

towards this Grants or in discharge of them the sum of Five Hundred and thirty one pounds & one shilling and when the taxes that have been assessed have been Collected there will remain but Sixty Nine Pounds & nineteen shillings to complete the whole sum of two grants they being Six Hundred Pounds. That as soon as the Committee that have been appointed by the Town to convey to the Trustees of said Academy the two Town Lots the Town will have fully paid and discharged themselves of any Demand the said Trustees of said Academy may have against said Town by virtue of the said Grants of Six Hundred Pounds. We would further report as our opinion that the said Agent in prosecuting said trust has performed it with faithfulness and uprightness and he is hereby discharged from any further trust in said Academy." ²⁴

The building was of wood and was of two stories in height. The lower floor was divided into class rooms while the upper story was used as an assembly hall. The academy was formally opened January 1, 1800. Honorable Samuel Fowler gave the dedication speech which he concluded with:

"May this institution long flourish; may it become more and more reputable for virtue and science; and may it continue to afford an opportunity for acquiring every branch of learning which is useful to the individual and beneficial to the community." Mr. Fowler's speech might well have been a prophecy for each of his statements was later fulfilled.

ORGANIZATION AND TRUSTEES. In the year 1800, the year in

which the academy was opened, a Board of Trustees was selected. This original Board consisted of Honorable Samuel Fowler; Honorable William Shepherd; Samuel Mather, Esquire; David Mosely; Jonnathan Judd, Jr., of Southampton; Justine Ely of West Springfield; Abel Whitney; Joseph Lathrop, D. D., of West Springfield; Solomon Williams of Northampton; Bezaleel Howard, D. D., of Springfield; Isaac Clinton of Southwick; Joseph Badger of Blandford; Honorable Samuel Lyman of Northampton; and Colonel James Taylor, all of whom were men of wisdom and whose influences were felt in no small degree as will be revealed.

At a legal meeting of the trustees which was held on the same date the academy was opened, the following by-laws were established:

Article 1. A Committee of three shall be annually chosen, who shall be entitled the standing Committee of the Academy, whose duty it shall be to assist the Preceptor with their advice in all cases in which it may be needed.

Article 2. The Preceptor and standing Committees shall have the care and inspection of the building.

Article 3. Youths of both sexes who can read and write in a decent manner, and only such, may be admitted to the Academy.

Article 4. The expenses for fire wood shall be equally borne by the Scholars during the time of their continuance at the Academy.

Article 5. Seventeen cents shall be quarterly

paid.

Article 6. The Scholars shall settle their accounts quarterly.

Article 7. When damage is done to the Academy, or anything belonging to it, by any Scholar, or scholars, it shall be estimated by the Preceptor and standing Committee, and charged to those by whom it is done.

Article 8. The Scholars belonging to the Academy shall be in subjection to the authority and government of it. They shall be orderly and studious - seasonable in their attendance - peaceable among themselves - and particularly attentive to all the exercises on which they shall be directed to attend.

Article 9. The Scholars shall not absent themselves from the studies and other duties of the Academy, without leave from the Preceptor or an Usher.

Article 10. The Scholars on the Lord's Day, as well as on other days, shall be under the inspection of their Instructors, and shall be required to attend, as they shall have opportunity, upon the publick worship of God.

Article 11. The Preceptor and Ushers shall be men of good moral character, as well as men of learning and abilities, and they shall declare to the Trustees, or to their Committee, their belief of the Christian Religion, and their firm persuasion of its truth.

Article 12. The Preceptor and Ushers in addition

to their literary instructions, shall frequently and very particularly impress upon the minds of their Pupils the importance of religion, and shall endeavor to bring them to the love and the practice of it, pointing out to them the indispensable duty which lies upon them - of living soberly, righteously and godly - of remembering their Creator in the days of their Youth, and of seeking first the Kingdom of God and his righteousness.

Article 13. The punishments inflicted on offenders shall be private admonition, publick admonition, degradation, suspension, and expulsion, according to the nature of the offence. The Preceptor shall be authorized to admonish at his own discretion - to degrade with the advice of the Ushers - to suspend and expel with the advice of the Ushers and Committee.

Article 14. It shall be the duty of the Instructors to take all prudent care that their Pupils behave decently, not only in the hours of study, but at all other times - that they keep themselves from loose and low company - and that they shun Publick Houses and places of temptation.²⁴"

It may be seen that the matters of Virtue and discipline were emphasized which was very typical of all the academies in their earlier days.

COURSE OF STUDY. No pupil was permitted to enter who did not have the ability to read and write the English Language. Upon entering the student had his choice of selection of the Languages which included Latin and Greek;

English Grammar and Rhetoric; the Mathematics, both elementary and advanced; Natural Philosophy as well as Moral Philosophy and Religion which included a study of the Old Testament. The student had the privilege of taking up or continuing any or as many of these subjects as, in the minds of his instructors, he could safely handle. The study of Religion and church attendance was compulsory on the part of all concerned which again shows the emphasis that was laid on the matter of moral fortitude.

TEACHERS. It has been said that a school is as its teachers are. It appears that the academy had a good teaching staff.

Peter Starr of Middlebury was elected as the first Principal and his salary was seventy pounds a year. From the records it does not appear that Mr. Starr had an assistant. His successor the following, Henry C. Martindale, who afterward became a lawyer in New York and represented that State in Congress, had as his assistant, Abijah Bisco, who was a graduate of Dartmouth College. Luke Collins also served a part of the year, but whether or not they both served at the same time does not appear.

In 1802 Lyman Strong was Preceptor. He was assisted by Abel Whitney and Miss Parnell Fairchild.

During the first twenty-three years of its existence the academy had seventeen instructors, all but one of whom were graduates of Williams College. Among the earlier ones appears the name of Miss Emma Hart, who became Mrs. Emma Willard, founder and promoter of the famous

seminary for young women in Troy, N. Y., an institution which later came to occupy a magnificent suite of buildings given by Mrs. Russell Sage of New York City, a former pupil.

It appears that Lucy Douglass was Preceptress in 1819. It has been learned that she later became the wife of Honorable James Fowler, whose former homestead became the property of the Westfield Atheneum, as a gift of the Academy Trustees. Her daughter became the wife of Honorable Edward B. Gillett, one of Westfield's most worthy citizens. Their son, the Honorable Frederick H. Gillette, has represented the Springfield District in Congress for many years and in 1919 was speaker of the House.

Marcus P. Knowlton, who was at one time instructor at the academy, later became Chief Justice of Massachusetts.

Perhaps one of the most prominent Preceptors the academy ever had was Doctor Emerson Davis. Doctor Lockwood states that probably not another man of his generation was more deeply interested in, devoted to, or exercised a more wide and beneficent influence over the cause of education than Doctor Davis.

In 1837, he was appointed by Governor Edward Everett one of eight members of the first State Board of Education, to serve for eight years. He was elected a Trustee of the academy in 1836 and served as President of the Board from 1845 until 1866. He served as Preceptor of the academy fourteen years and for thirty years was pastor of the First Congregational Church. He wrote for various publications and was the author of "Lessons

in Botany" a textbook which was intended for use in schools and academies. From this review it may be seen that the instructors of Westfield Academy were not only capable of instructing their youthful charges, but were influential in other walks of life as well as having met with success in all their endeavors.

ATTENDANCE. The number of different students registered during the first year was 187. Ten of this number later became college graduates. One became a Doctor of Divinity and one became a Judge. The smallest number of pupils in attendance in any one year was 128.

According to the records the academy reached its highest point during the year 1846 at which time there was a total of 441 students registered. The average number attending the academy each year during its period of existence was approximately 250.

Records of the old academy are most incomplete but an account has been found for the year 1846 in which it is stated that the number of boys in attendance that year was 180, only 48 of whom were residents of Westfield. The number attending from other towns in Massachusetts totaled 71; those whose residence was in Connecticut numbered 49; and there were 7 who resided in New York. There was one each from Vermont, New Jersey, Pennsylvania, Delaware and Georgia. The number of girls in attendance during this year was 246. Of this number Westfield furnished only 69; other towns in Massachusetts furnished 82; Connecticut furnished 68; New York, 5; and New Hampshire, 2.

The above information is indicative of the far-reaching influence which the academy had.

GRADUATES. There is no way of knowing the number of graduates of this institution as the records are most incomplete in this respect. It is noted, however, that many of the graduates became missionaries and served in the Sandwich Islands, Asia Minor, Persia, India and other places where their duties became varied.

Many of the graduates of the academy became prominent men. Mention is made of one who continued to reside in Westfield; namely, Henry B. Smith, Class of 1838, who was responsible for the H. B. Smith Company, manufacturers of steam radiators. Mr. Smith founded this business which has continued and is still flourishing.

Mention is also made of Euben Noble, also of the class of 1838, whose donations made the founding of Noble hospital possible. This institution has done so much good in the lives of the residents of Westfield and adjoining towns it would be hard to estimate its value.

If the list of graduates of the old Westfield Academy included the names of only the last two mentioned, it should be sufficient to say that the academy had served its purpose.

MAINTENANCE. As has been true in most instances of this kind, the chief means of support was through the tuition of its students. The institution was co-educational which in itself helped in that a larger attendance was thus obtained which in

time made the total amount collected for tuition larger.

The rate of tuition as established at the opening of the school was \$2.00 a quarter for reading and writing and English Grammar, and \$2.50 for the other branches.²⁴

In 1823 the building was extensively and thoroughly repaired. The desks in the various rooms were rebuilt and newly arranged in 1828. In 1841 an addition was made to the building which provided a laboratory and a philosophical room.

A new building was erected in 1858 and dedicated August 25 of the same year. The sum of ten thousand dollars was raised by subscription to support this venture and the old building was moved back and a brick building was erected in front and attached to the old building. It is interesting to note that this new building was erected only three years after the establishment of a high school in the town of Westfield and only nine years after this, on April 5, 1867, to be exact, it was voted to sell the property of the Academy to the town and the amount received for this property was \$35,000.²⁴

The Westfield High School was the descendent as well as the legatee of the old academy. For a short period the two schools were conducted simultaneously, for another period they were coordinated, and for many years past, the high school has enjoyed the benefit of a generous addition to the respective salaries of its teachers from the income of the academy fund which is still in existence and now

totals approximately \$150,000.

Here is pictured another instance where an academy has had the influence to warrant the introduction of another institution of higher learning; namely, the high school. It seems doubtful if the town of Westfield would have encouraged the building of a high school when it did had it not been for the influence which the old academy created. The Trustees of the older institution were all influential men with broad minded views toward those factors which were related to education. Many of its teachers later became nationally known as men of wisdom and much of this became inculcated in the minds of the students who in turn made themselves worthy of notice. The institution itself became reputable for science and virtue and afforded an opportunity for acquiring every branch of learning which was useful to the individual and beneficial to the community.

CHAPTER X

WILBRAHAM ACADEMY

WILBRAHAM ACADEMY

FOUNDING. At a preachers' meeting held in Newmarket in 1815, first consideration was given to an educational institution which later became Wilbraham Academy. A committee was duly appointed and instructed to decide on a location for such an institution. The matter was again taken up at the annual New England Conference which was held in Bristol, Rhode Island, June 22, 1816. At this conference a committee was appointed consisting of John Broadhead, Martin Ruter, and Caleb Dustin, "to take into consideration the business of an academy proposed to be built under our direction at Newmarket." This committee reported the next day in favor of the design but presented no plan. A new committee consisting of Joshua Soule, Joseph A. Merrill, and John Broadhead was appointed, "to direct a course proper for this conference to pursue in relation to the academy." This committee's report recommended the appointment of five, "to make such arrangements with the subscribers at Newmarket as they think best as agents of the conference." The report was accepted and Charles Virgin, Caleb Dustin, Philip Munger, and George Pickering were named as the committee. Their power was limited by the following proviso:

1. The said academy, if built, to be placed under the control and direction of the New England Conference of the Methodist Episcopal church.
2. Provided the academy shall be built by the tenth of May next and permanently placed under the direction and control of the conference, as above, the New

England Conference on their part engage that they will furnish a preceptor for five years. Yet it is to be understood that all monies arising from tuition shall be at the disposal of said conference.

The acceptance of these conditions by the people of Newmarket closed the transaction. The bond bound them to the performance of the conditions.

The people of the town furnished the site but a large part of the \$755 for the erection of the building was contributed by the preachers, many of them living at a distance. John Broadhead was extremely helpful in completing the subscription.

The building was of two stories and was of wood construction. The lower part contained a single room. The upper story was of two rooms, one of which was unfurnished and used for storage. This building, which served its purpose for many years, is now used as a dwelling.

ORGANIZATION AND TRUSTEES. Like all other similar institutions a board of trustees was necessary to run the affairs of the school, and in accordance with this idea the following members were appointed on the first board to represent the academy:

Amos Binney, Daniel Felmore, Alfred Metcalf, John Broadhead, Benjamin Mathews, John Clarke, Ruben Peaselee, John Mudge, and Joseph B. White. The first three members named served in the capacities of President, Secretary, and Treasurer respectively, and it is interesting to note that they were annually re-elected and served in this capacity

during the entire existence of the academy at New Market. ¹⁷

The school was successful at the beginning, so much so in fact, that a branch academy was started in Kingston shortly after the beginning of the one at Newmarket, but this venture proved a failure and the property was transferred back to the citizens of the town in 1822.

In spite of this failure, it is quite apparent that no discouragement was felt as the academy at Wilbraham, according to the records, was incorporated in 1824 which was only two years later. The funds necessary were obtained through pledges made by the citizens of the town which aggregated \$2693, while other pledges from various sources raised this amount to \$5567. Work was begun on the new building immediately and it was ready for occupancy in November 1825.

The first Board of Trustees were Amos Binney, President; Abel Bliss, Secretary; Abraham Every, Treasurer; Calvin Brewer, Enoch Mudge, Jr., Wilbur Fisk, Joshua Crowell, William Rice, John Lindsay. It should be noted that only one member of the original Board of Trustees of the academy at ¹⁷ Newmarket was retained on the new board. This would indicate at least that the broad influence of Amos Binney was recognized in awarding him the presidency of the Board.

From the records, information has been obtained to the effect that the school year consisted of four terms beginning the first Mondays of September, December, March, and June. The fall term was preceded by three weeks' vacation. The other terms were preceded by one week each. Upon entering the insti-

tution students were required to possess a knowledge of reading, spelling, and the four simple rules of arithmetic. No pupil was admitted until he had reached his tenth birthday. This is the first instance where it has been discovered that there were entrance requirements to one of the academies. At this institution it is interesting that there were not only certain requirements to be met in so far as knowledge was concerned, but there was also an age requirement, which leads one to believe that the Trustees intended to be thorough in the performance of their duties.

COURSE OF STUDY. After much deliberation on the choice of subject matter, the Trustees decided upon the following plan of instruction:

1. The first class shall embrace reading, writing, arithmetic, and English grammar.
2. The second class shall embrace geography and astronomy.
3. The third class the Latin, Greek, and French languages.
4. Mathematics and the rudiments of natural philosophy.
5. The Hebrew and Chaldee of the Old Testament and the Greek of the New.
6. Divinity together with logic, rhetoric, and moral philosophy.

Here again we not only have the fundamentals but subjects of higher order. The languages, mathematics, and sciences were emphasized. Particular attention was, of

course, given to the study of religion which was typical of the academies at that time. It may readily be seen, however, that the course of study was well balanced and afforded materials which were sufficient to prepare students for entrance to college.

TEACHERS. Much deliberation was exercised in choosing the first instructor for the academy at Newmarket. Much was expected of him. A man was required who could discipline as well as instruct his pupils. After much controversy, Moses White, a graduate of the University of Vermont, was selected as instructor. According to Reverend David Sherman, D. D., "then, as now, intemperance was prevalent and in the absence of all restrictive laws Mr. White set his face against the approaches of the evil. The students were warned of the danger and so far as possible kept from places of temptation." Mr. White's salary was \$400.

After the transfer of the academy to Wilbrahan, Mr. White was succeeded by Wilbur Fisk, A. M. who, when the conference in 1829 gave consideration to the possibility of a college, which later became Wesleyan University at Middletown, Connecticut, became its first president. Here he was awarded the Doctor's Degree after which he served the University for many years.

Dr. Fisk was succeeded to the principalship by Rev. William McAndrews Bongs who served only one year 1831-32. The next principal was Rev. John Foster, A. M. who served during the years of 1832-1834. Dr. Fisk had been so successful that it was very difficult to find a man to succeed him who would

prove satisfactory.

Finally Rev. David Patten, A. M. took over the principalship and made a success of it. Mr. Patten was considered as being one of the best principals of his time.

Rev. Miner Raymond served as principal from 1848 to 1864. His election to the principalship marked a new and important era in that institution. His term of sixteen years was the longest and most fruitful in important results. Space does not permit the relating of all his accomplishments. It is suffice to say that the academy flourished under his leadership and the knowledge which his students obtained under his direction was of the best and contributed largely to their success in later life.

Other principals of the academy were Reverend Edward Cook, D. L., Reverend Nathaniel Fellowes, A. M., Reverend George M. Steele, D. L., Reverend William Eice Northall, A. M., and Gaylord W. Douglass.

These men were all of high caliber who took their daily tasks seriously and applied themselves wholeheartedly to the problems which confronted them with the results that their accomplishments lived after them.

ATTENDANCE. The building at Newmarket was completed in mis-summer and school opened September 1, 1817 with ten students enrolled, five boys and five girls.

The school opened at Wilbraham with 7 students. During the winter this number increased to 44 and during the year there was a total of 104 who had become registered with

the institution. There were 286 pupils registered during the second year and during the year of 1828 the number of students reached 494. The attendance during 1834 was 760 students which was an advance of 214 over the preceding year. In 1837 the attendance had reached 934. During the next ten years the attendance in the academy decreased. The reasons were chiefly the panic of 1827; the slavery agitation which caused the southern students to withdraw; the founding of other academies; and the new educational revival which came about through the influence of Horace Mann.²⁵

The academy continued under the able leadership of its Board of Trustees and instructors and eventually developed into one of the finest preparatory schools of the country and has maintained its prestige to the present day.

GRADUATES. While at Newmarket the academy although a failure was a great success in that it was a good school and benefited families as well as the locality. It trained several hundred students, a large number of whom came to occupy influential positions in society. Students trained at Newmarket were found in all the professions. Whichever department of society or business they entered, they proved a benediction because they imparted their own inspiration to those with whom they became associated.

Among them were: William C. Larrabee, who was awarded the valedictory at Bowdoin College and became a preacher, author, and teacher; Edward T. Taylor, well known preacher; John M. Broadhead, who studied medicine and later became chief controller of the treasury in Washington, D. C.

and was retained in office under many administrations; and J. W. Merrill, who became President of McKendree College.

The names of some of the students who studied under Dr. Fisk are given as follows:

Osman C. Baker, elected to the Board of Bishops of the Methodist Episcopal church; John C. Keener, elected a bishop in 1870; Rufus P. Stebbins, who graduated from Amherst College and became a theological professor at Meadville, Pa.; Zenos M. Crane and James B. Crane, who became authorities in the manufacture of paper, and the paper business which they founded now manufactures practically all the paper used for United States currency and government bonds; Edward F. Merrick, who became Chief Justice of the State of Louisiana; William A. Slater and John F. Slater, who donated a \$1,000,000 fund for southern education. They were both students in the academy in 1828.

Some of the students that attended the academy during Doctor Raymond's term of service are listed as follows: John H. Buck, who became a member of Congress; John E. Reed, who became a college president; Charles Pratt who became a millionaire; Alvin P. Hovey, who became a member of Congress and Governor of the State of Indiana; Harriet C. Merrick, who became the wife of Doctor William F. Warren, President of Boston University; Harriett M. Sikes, who became the wife of Reverend John H. Mansfield; and Olivia M. Olmstead, who became the wife of Reverend George W. Mansfield. ²⁵

The number of students who have graduated from this institution reaches into the thousands. This academy

claims the honor of being the oldest existing literary institution under the patronage of the Methodist Episcopal Church in America, which in part accounts for its large patronage. Although it is apparent that it was the original intention of the initial board of trustees to prepare students for the ministry, and although a great many have followed out these desires, a greater number of its graduates have sought other fields of endeavor with no small amount of success. This academy has won its place among the better secondary institutions of learning and it is hoped and believed that it will continue this work of high order.

MAINTENANCE. While the academy was located at Newmarket, in the absence of a boarding house, pupils were taken into families at \$1.25 per week. The expenses of the school were met by tuition which was \$3.00 per quarter or \$12.00 per year. After the academy was opened at Wilbraham, a change was made in the tuition rates which varied according to the subjects studied. To illustrate, the tuition for the English branches was \$3.00; for Astronomy and the higher branches, \$3.50; for Latin and Greek, \$4.00; and for ornamental branches, \$5.00. A boarding house was constructed and completed in 1826 at a cost of \$1500. The cost of board per student was \$1.25 per week, which was at the same rate as was charged in families before the boarding house was constructed.

During Mr. Raymond's term of service Fisk Hall was erected in 1851. In 1854 the old Laboratory was removed and Binney Hall took its place. On January 4, 1856, the boarding house took fire and was entirely consumed. A sub-

stantial brick building was begun in August of that year and completed in 1857, when it was again destroyed by flames. After nearly two years' delay, another building to take its place was commenced, and was ready for the students at the fall term in 1861, and has been in use since that time. It was named Rich Hall in honor of one of the principal donors of the fund for its erection. In 1896, the Smith Memorial Gymnasium was erected, at a cost of approximately \$45,000. This was given by Horace Smith, or his estate, for that purpose. In June 1911, the school was closed as a co-educational institution, and extensive changes and alterations were made in Rich Hall, and some improvements in other buildings, and was opened in September, 1912, as a school for boys.

Tuition has played an important part in the general support of the school from the beginning. As time passed endowments were made so that now it has a large fund which aids very materially in its support. It should not be overlooked that the fact that these endowments were made by those who were interested in the school is sufficient proof that the academy has had sufficient influence to warrant these actions being taken.

CHAPTER XI

WILLISTON ACADEMY

WILLISTON ACADEMY

FOUNDING. It is a bit out of the ordinary for an academy to have two founders but this seems to be true of Williston Academy. These founders were Samuel Williston and Emily Graves Williston. Samuel was the son of Reverend Payson Williston, the first pastor of the first Church at Northampton while Emily was the daughter of Deacon El Nathan Graves who was a farmer in Williamsburg.

Because it is thought to be in keeping with the subject a brief biography of these two people will be given that the reader may obtain a better insight as to the real background of the founding of this educational institution. After receiving the primary instruction offered in the public ungraded schools of the town, Samuel Williston continued his studies under the tuition of his father, and laid the foundation of preparation for his entrance into college. But the opportunity did not soon appear and his school days in the public school ended when he was ten years old. The sessions of study in the parsonage were limited to the winter season for during the summer both father and son were otherwise occupied; the one with the care of the parish, and missionary tours abroad; the other with the urgent demands of self-support, in order that he should not be a burden in the home. He worked each summer on the farms in the neighborhood, and after a time, with increased strength and knowledge, he earned seven dollars per month.

At the age of eighteen Samuel entered the Westfield Academy for a part of the year, then, hearing that at Phillips

Academy in Andover there were funds for aiding such as he was, he decided to go there. Funds were not available for his fare on the public stage coach so he was carried by his father in a gig as far as Brookfield from which he had to make his way as best as he could. Through a letter of introduction which he carried he was able to find lodging and entertainment along the route at the homes of ministers. Upon his arrival in Andover he presented his letter of introduction to John Adams who was then principal of the school, and was accepted. He found employment and a boarding place which was more than a mile from the school. It was then that a struggle began the severity of which can be imagined only by those who have striven to maintain a creditable standing in school while earning enough at the same time to keep out of debt. His studying was done mostly at night, with use of poor lamp light, the only artificial light then obtainable. This resulted in a bad case of eyestrain and his physician ordered him to return home for rest and recovery. He returned home on foot with all his possessions tied in a bundle which he carried on a stick slung over his shoulder. At the end of two years, from his own experience, and the repeated diagnosis of physicians, it was decided that all thought of a college course must be abandoned because his eyes could not endure the labor they would be required to do. It was, therefore, necessary that he change his plan for life. Like many others he had recourse to school teaching. Off and on, in intervals from other employment, and later in connection with what for a time he considered would be his life work, he taught school; ungraded and elementary country

school, and later "select school" and grammar school. This teaching was done in Easthampton, Southampton, Northampton and Springfield. He worked on farms, and was a clerk in a store in West Springfield and later in New York. It was this experience that undoubtedly prompted him to make the resolve to become a producer of values. He decided to become a farmer and was aided by his father who helped in purchasing the land adjoining the parsonage farm and stocking it with sheep. All the accumulated wealth of both was invested in this venture, and in the purchase of the necessary implements, a debt was incurred.

It was only five years later that Mr. Williston married Emily Graves. Business reverses had delayed the marriage and their effects were long felt. The struggle to pay interest and taxes, to provide family support, and gradual payment of the debt, was made a subject of daily prayer that God would open to them a way by which an honorable competence for themselves and a means for their aiding others could be earned.

The way was opened, as they believed, in direct answer to their prayer. Farming was exchanged for the manufacture of cloth-covered buttons. The flock of sheep was increased, and the price of sheep had arisen. The sheep were sold for an amount which enabled Mr. Williston to pay all his debts, and hold his land free. In the meantime Mrs. Williston was carrying on the business of manufacturing cloth-covered buttons which was originated in the parsonage. She was the employer and employee as well as the business manager and office

force. She was doing everything in the business and for the business all by herself and liked it. But the demand for her buttons soon exceeded what her tireless industry and nimble fingers could produce. Here her husband joined her, leaving farming in order to become a producer of values through manufacturing. Mr. Williston proved to be a good buyer and a successful salesman. His house was the pioneer house in the manufacture of buttons in this country. The honesty of his product was seen and acknowledged. A reputation, which was itself, the best investment, was established, and the business grew rapidly. His business trips extended beyond New York to Philadelphia and Baltimore, and in New England to Boston.

A partnership was soon formed with Joel Hayden who was the founder of Haydenville, and the manufacture of lasting cloth-covered buttons began in Haydenville. Later Mr. Williston bought Mr. Hayden's interest and moved the business to Easthampton. The business grew rapidly and the manufacture of elastic goods and cotton thread was added. This required the building of four mills, all of which, with the exception of one, flourished profitably.

To found the academy Mr. Williston gave in the beginning, \$30,000. This was increased before expiration of the second year of the life of the school, and increased thereafter from time to time, until at his death he had given in all more than a quarter million. In addition to this he gave generously to Amherst College, Mount Holyoke Seminary, and Iowa College. He was the largest contributor toward building Payson Church as well as the Methodist

Church and when a Catholic Church was needed, he gave generous assistance to that people. Mr. Williston was also prominent in public life. In addition to being in demand as corporator and director and often president, in manufacturing companies, banks, railways, gas and water companies, he served in both branches of the Legislature. No words can more rightly express the ruling principle of his life than those which he wrote in the constitution of his school: "Goodness without knowledge is powerless to do good; knowledge without goodness is powerful to do evil; while both combined form the character that most resembles God and is best fitted to bless mankind."

The Act of Corporation of Williston Academy was granted February 22, 1841. The document bears the names of George Ashmun, Speaker of the House; Lancel P. King, President of the Senate; and John Davis, Governor, "Hon. John Davis". The incorporators were Samuel Williston, Heman Humphrey, Emerson Davis, John Mitchell, William Belmont, Luther Wright, Jr., and John P. Williston.

The corner stone of the first building was laid June 17, 1841, and was dedicated on December 1 of that year. It was a co-educational institution at the start and the first pupils were admitted on December 2 of that year. Thus another educational institution had its beginning---an institution which has been and still is worthy of its name.

ORGANIZATION AND TRUTH. When organization first took place Samuel Williston was to be the founder of the school, and was

a member of the Legislature which passed the act. John P. Williston, his brother, was a business man in Northampton; Heman Humphrey was president of Amherst College; Luther Wright was a fellow townsman of the founder; the other three were pastors; Mr. Davis in Westfield, Mr. Mitchell in Northampton, and Mr. Bement in Northampton.

After much consideration it was finally decided to locate the school in Easthampton which was no doubt due to the influence of Luther Wright. At the first meeting of the board of trustees the following members were elected to the board: William Bowdoin, a prominent business man; Mark Hopkins, widely known as president of Williams College, and William S. Tyler, who was a professor at Amherst College.

During Mr. Clark's administration the board of trustees included the founder as president; his brother, John P. Williston, a business man in Northampton; his brother-in-law, Joel Hayden, a manufacturer in Williamsburg; Honorable William Bowdoin, a lawyer in South Hadley; Reverend William Bement, pastor of the local church; Reverend Sumner C. Clapp, pastor of the church in Cabotville (now Chicopee); Reverend Solomon Lyman, a retired clergyman living in Easthampton; Professors William S. Tyler of Amherst, and Mark Hopkins of Williams College; Reverend George E. Day, pastor of the Edwards Church, Northampton; and the principal of the school.

Among those who became trustees during the decade 1850-1860, and gave many years of service to the school were Reverend S. G. Buckingham, pastor of the South Church, Springfield; Reverend J. S. Bisbee, pastor of the church in Northampton;

ton; Reverend A.M. Colton, pastor of the first church, Easthampton; Reverend Gordon Hall, pastor of the Edwards Church, Northampton; Reverend Nehemiah Adams, of Boston; Reverend Rollin S. Stone of Easthampton; and Honorable M. B. Hubbard of Amherst.

Others who served for shorter periods were Reverend G. C. Partridge, of Greenfield; Reverend David Coggin of Westhampton; Professor Noah Porter of Yale; Honorable William Hyde of Ware and Wellington H. Tyler, A.M., of Pittsfield.

The board was ever composed of men of recognized scholarship and ability and men of safe and sane business judgment. They were strong and outstanding and ranked first among the leaders in their chosen fields of labor. It was due to their good judgment and influence that the school became successful from the beginning to the present time.

COURSE OF STUDY. Due to a peculiar chain of circumstances which was finally decided by the principal, no fixed schedule of studies was announced or adhered to, but the classes were organized to satisfy the changed demand with each new term. The school year was divided into four terms of eleven weeks each, and two departments were recognized- the classical and the English. The subjects which these departments included were mental and moral philosophy, rhetoric, English Grammar, mathematics, natural philosophy, astronomy, chemistry, French, Latin, Greek, botany, geography, music, penmanship and Religion. There were no electives, and science, literature, in fact all knowledge, was subordinated to Religion.

The school now has a definite purpose and plan

which was sought in the beginning. This plan includes two courses of study, the classical and the scientific. In the classical course mathematics and science are most prominent and instruction is carried beyond the requirements of entrance into college. These two courses exist on a parity, held in equal esteem, and pursued with equal thoroughness. Mental discipline and increase of mental power are sought in each course which means that Williston is strictly a cultural school which is in direct accord with the ideas of the founder.

TEACHERS. The board of trustees chose Luther Wright as the first principal of the academy. Mr. Wright was a boyhood friend and schoolmate of Samuel Williston which perhaps had something to do with this choice. He was graduated from Yale College in 1822 and after two years as principal of an academy in Maryland, he returned to New Haven in 1824 for a course of study in Theology and as a result was licensed to preach in 1828. He became principal of Leicester Academy in 1833 which position he held until he came to Easthampton in 1839 to become with others the advisor of Samuel Williston in maturing and executing his plans for the employment of his benefactions. Mr. Wright's influence prevailed for the location of the school, and he was chosen principal upon the organization of the board of trustees in March, 1841. Principal Wright served the academy eight years successfully, and retired at the close of the school year in 1849.

Josiah Clark, M. A., was the second to be chosen to head the school. Mr. Clark graduated from Yale College in 1833 and held the Master's degree when he came to Easthampton. He

was principal of Westminster Academy until 1835; teacher in the University of Maryland until 1837; student in Andover Theological Seminary four years, until 1841; principal of Leicester Academy until 1849. He was a scholar and a successful teacher. He retired from the principalship in 1863 after fourteen years of service.

The third principal of the academy was Marshall Henshaw who assumed his duties in 1863. Mr. Henshaw was a graduate of Amherst College. New York University conferred upon him the honorary degree of LL.D. the year he came to Williston and Amherst College honored him with the degree of I. D. in 1872. Dr. Henshaw had a wide reputation for scholarship which was, no doubt, deserved. He was of strong physique, a tireless worker and a great drill master. He resigned in January 1876 and retired at the close of the school year. He was soon called to Amherst College to assume charge of the Physics Department where he remained for ten years until the end of his working days.

Reverend James M. Whiton, Ph.D. succeeded Dr. Henshaw. He served the academy only two years when he resigned to accept a pastorate in Newark, N. J. He afterwards became a member of the editorial staff of the Outlook Magazine, where his industrious pen was congenially employed.

Dr. Joseph W. Fairbanks followed Dr. Whiton in the principalship coming from Worcester where he was employed as principal of the local high school. Dr. Fairbanks resigned in 1844, at the close of his sixth year in the principalship. He afterward became the treasurer of Amherst College which position he held until his life ended.

Other principals were William Gallagher and Joseph H. Sawyer, both of whom rendered a splendid service.

The review of the men and women who were associated with these principals in the labor of teaching are too numerous to mention here but it should be said that the instruction which they gave was low in cost, but not cheap in quality. They were all scholars of high standing in college and afterward. They were men and women of power and consecrated service.

Several of them became eminent preachers while others became lawyers, college professors, and even presidents of colleges. The schools that profited by the instruction of these people were indeed most fortunate.

ATTENDANCE. Upon the opening day of Williston Academy there was an attendance of ninety pupils and before the school year ended there was a total enrollment of one hundred ninety one. In the classical department sixty-three were registered while in the English department there were one hundred twenty-eight. Of the total enrollment, one hundred thirty-eight were boys and fifty-three were girls. Local pupils totaled one hundred seventy one, the remaining twenty coming from New Hampshire, Connecticut, New York, Pennsylvania and Canada, also from the Sandwich Islands. The school increased rapidly in numbers. The second year had an enrollment of two hundred seventy-six; the third year three hundred thirty-four; the fourth year four hundred eight; the fifth year five hundred forty-two; the sixth year four hundred fifty-three; the seventh year four hundred eighteen and the eighth year three hundred seventy-six.

It is doubtful if any other New England Academy has

had a growth in attendance during its first five years so rapid or so large as Williston Academy had. This was due to the belief that it offered opportunity that had not been offered before and also to the low rate of charges which placed this opportunity within the reach of so many.

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Unlike many academies, Williston has not suffered for the lack of pupils. It has had a steady growth and has maintained its usual enrollment each year. During nearly a century of its existence the school has enrolled more than ten thousand pupils while more than one-third of these have been prepared for courses of study in higher schools of learning and have entered some college, or school of science or technology, or professional school.

GRADUATES. During Mr. Wright's principalship seventeen hundred or more students were enrolled. From among the pupils who graduated during this time approximately two hundred completed a college course. From this number, forty-five became clergymen, nine became college professors (two of these later became college presidents), thirty-five became lawyers and thirteen became physicians. Among the journalists were A. L. Train of the New Haven "Palladium", and H. S. Gere of the Hampshire Gazette.

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The classes which graduated under Mr. Clark's instruction furnished Yale College, Williams College and Amherst College with ten students of Valedictorian rank, eight salutatorians, and thirty philosophical and first class orators, six college presidents, sixteen college professors, one Secretary of the Navy, one Commissioner of Patents, three State Supreme

Court Judges, one United States District Court Judge, one United States Senator, one Congressman, ninety-seven lawyers, sixty-four ministers, thirty-seven physicians and six journalists have also been found who received instruction under Mr. Clark at Williston.

Similar instances, space permitting, could be cited during the later decades of the academy's existence which would emphasize the fact that the academy was influential from the beginning. In each decade of its history young men have gone forth from the academy with purposes to serve. In the years to come it seems certain that Williston will continue to emulate this work of the past in making contribution to the cause of education to the end that goodness and knowledge shall not be separated in the thought and plan of those who aspire to be educated men.

MAINTENANCE. The sources of income for the school have been dividends from invested funds, and tuition and rent payments by pupils. Whenever given in the records of the trustees, the rate of dividends is usually seven per cent. The tuition charges in 1849-1850 were \$21 per annum for higher grades, and \$15 per annum for lower grades. In 1856 these rates were increased to \$25 and \$20 respectively. In 1859 the rates were changed to \$9 and \$6.50 per term. An extra charge was made for French, German and Music. In 1849-1850 room rents varied from \$6.25 to \$7.12 per term.

In 1858 the present South Hall having been built (called Chapel Hall at first), the rents for that building were fixed at \$7 for single rooms and \$14 for double rooms per term.

In 1859 the rents in the older buildings were changed to \$6 and \$7.50 per term, and in the newer building to \$7.50 and \$15 per term. In 1849-1853 table board was offered at \$1.17 to \$1.67 per week but lower rates might be obtained in clubs. This rate was raised in 1853 to \$1.42 and \$1.75; and again in 1854 to \$1.60 and \$2. Again in 1855 the rates changed to \$1.60 and \$2.25, but board in clubs could be obtained at \$1.25 to \$1.75 per week. In 1857 the single rate, \$1.80 is given, but in clubs could be had for \$1.50. In 1863 board in the hall was offered for \$2 and in clubs for \$1.60. Each pupil furnished his fuel and the fuel used was wood.

The total gifts of the founder were given in 1850 as "not less than \$55,000, and of this total \$20,000 was a 'cash fund'". Additions to the realty and endowment were made from time to time, and were given in 1863 as "not less than \$82,000, of which the 'cash fund' was \$30,000." ²⁶

In a catalogue issued in 1864 appears an inventory of the property as given by the treasurer: Productive funds \$66,745; productive real estate \$28,900; unproductive real estate \$43,600. The productive funds were yielding annually \$4200.

In 1874 the total amount of funds given by the founder amounted to \$270,000. John Howard Ford, class of 1873, made a gift of \$100,000 in 1879 toward a \$250,000 fund, ²⁵ that was being raised by the Alumni, which made the raising of this fund assured. This fund made the erection of another building possible and increased the school fund to that extent that the school now, with its tuition, is on a paying

basis, and affords ample opportunities for boys to obtain
a proper and sufficient preparation for college entrance.

CHAPTER XII

SUMMARY

(The Influence of the Academy
and its Place in the Social World)

SUMMARY

FOUNDING. The establishment of these academies were in each instance, events, the significance of which was little appreciated at the time as compared with the appreciation which developed as they grew and the results which they obtained could be seen. These academies which were founded between the years 1765 and 1872 very largely determined the lines along which the respective towns were to find broadest developments. Fortunately these towns contained the homes of learned men and it was natural that they should have the desire that their children should have better educational advantages than was at that time being furnished the schools then in existence, with faulty instruction, terms of uncertain length and insufficient appropriations.

The movement for the establishment of an academy was usually started through the initiative of some one individual who had the ability to recognize the importance of such an undertaking, and in every instance his efforts met with success. Many of these academies were established under the auspices of religious denominations and a few were perhaps business ventures but in any event these were in the minority and in every case, among those which survived, each was incorporated through a special act of the Legislature.

The chief purpose in back of the founding of these academies constituted one of the important contributions of the institutions in that it gave to boys and girls not desirous of going to college an education which was usable in the affairs of daily life, and in doing this it induced new subjects and

new methods of teaching in addition to acquainting the population in general with the idea of secondary educational training for every pupil.

These academies which were established in the Western part of Massachusetts played an important part in having a far-reaching effect upon American Education. It was the first institution to open its doors to girls, which was a step that resulted in co-educational high schools and in a higher education for women.

It was the first educational institution to give any attention to the preparation of teachers for teaching in the elementary schools and was thus the forerunner of our normal schools which later developed into State Teachers Colleges. In addition to this it built upon the curriculum of the elementary schools, instead of running parallel to it as the Latin grammar schools had done, and in so doing it contributed to a very great extent in the final evaluation of the educational ladder. And, we should not lose sight of the fact that the good which resulted from the founding of these academies had its origination in the initiative which the instigators displayed while bringing about their establishment.

ORGANIZATION AND TRUSTEES. The original boards of trustees for each academy were appointed in the acts of incorporation which also included rules and regulations pertaining to their government. These men were chosen for their important tasks on the strength of their initiative, leadership and reputation. These men were outstanding in their respective communities and

performed their tasks faithfully and in such a manner that their good work lives after them. As time passed and their original numbers decreased, through old-age or death, the remaining members lost no time in choosing men of equal standards to carry on the work at hand.

In many instances some of their members, realizing the importance of their positions, served the larger portion of their lives on these boards for the benefit of mankind. With their devotion to high ideals in the education of youth, both mentally and spiritually, occupying as they did important places in their respective communities, it must be conceded that the entire region about the towns in which the academies were located must have felt the presence of these academies and what they stood for.

They were systematic and thorough in their organization, not only as pertained to themselves, but to the organization of the schools which were in their charge as well. Through the Acts of Incorporation the trustees had full power to elect such officers as they might judge necessary and fix the tenure of their respective offices; to remove any trustee from the corporation, when in their opinion he should become incapable, through age or otherwise, of discharging the duties of his office; to fill all vacancies by electing such persons as they should judge best; to determine the time and place of meetings; the manner of notifying said trustees; the method of electing and removing said trustees; to elect preceptors and teachers of the academy; to determine the duties and tenure of their office; to ordain reasonable orders and by-laws with reason-

able penalties for the good government of the academy; and to ascertain the qualifications of the students' requisite to their admission. They also had the power to obtain and convey land or anything else which was good for the academy.

Each of these powers involved a duty and it should be remembered that these men who established and maintained the integrity of these institutions builded better than they knew. And, the dogged determination with which these conscientious guardians of a sacred trust, in many instances in the midst of poverty and discouragement, fought to keep the schools true to the spirit of their founders has been an object lesson for all trustees of public institutions since those strenuous days of struggle and of victory.

These men succeeded not only in obtaining and holding the respect and confidence of the communities in which they resided, but the great work of their lives was that which will perpetuate the memory in the generations to come was their unending work and their love for the academies which they served.

COURSE OF STUDY. The definite purpose of most of these academies was to supply training demanded by the social and economic needs of the times. Those who wished to study merchandising, navigation, or surveying received especial attention. These academies, too, were depended upon to supply teachers for the lower schools; in fact, Amherst Academy was the first institution of its kind to introduce a course in teacher training. In spite of this the needs of the professional classes received due attention. The Bible was the chief text-

book but sectarianism never strongly influenced these schools. They were, for the most part, however, pervaded with a deep religious spirit which waned somewhat as the Church and State became more widely separated.

Due to the dependence of many of these academies on their ability to attract students, it was but natural for them to offer instruction in any subject for which there was a demand. This resulted in the offering of a large range of subjects. The list in most instances included various branches of science, English, social science, surveying, philosophy, law, ancient and modern languages, theology, business subjects, music, navigation, embroidery, painting, and the principles of teaching.

As has already been pointed out, there was freedom and experimentation in the matter of subjects taught, and there was also freedom and experimentation in the matter of teaching. Much stress was placed on the study of things rather than words, and many excellent teachers devoted their energies to the teaching of youths who attended these academies. Although there was perhaps some unproductive effort, it is certain that there was considerable advancement made in methods of teaching and in the development of more desirable textbooks.

In contrasting the academy with the Latin Grammar school, in so far as subject matter is concerned, in the latter the curriculum ran parallel with the elementary school, while the former added to or built upon the curriculum of the common school. In other words the academies received pupils who had completed an elementary education and gave them an education

of a secondary nature which fitted them for active participation in the affairs of daily life or for entrance to college. This was true to such an extent with these and other academies that they encroached upon the field of the colleges, so much in fact that the entrance requirements in the colleges were materially increased as a result of it. This was highly beneficial in that the academies thus made an important contribution in the development of a more articulated school system.

Another factor of influence which these academies had was the matter of opening their doors for the admission of girls. Before the establishment of these academies an education for girls was looked upon with disfavor. Those who received any educational advantages at all were usually taught at home but with the ascendancy of these academies, early provisions were made for the instruction of girls as well as of boys. In most instances girls were provided instruction in the so-called female department of the academy but this usually resulted in mixed classes such as is found in the modern high school of today. Thus it may safely be said that the academy was not only the forerunner of the high school, but for co-education, and in addition to this, higher educational advantages for women.

TEACHERS. It has been said that a school is as its teacher is. In considering the success of these academies as a whole, if this axiom is true, then the students in these institutions were blessed in having good teachers. The preceptor in nearly every case was a clergyman or one who had carried on an inten-

sive study in religion, and in every instance a college graduate. Many of these possessed advanced degrees and most of them went to higher positions after leaving the academy where they were engaged. Nearly all of them became college professors and many became college presidents.

The teachers were also of a high type and in consequence had a proper influence on the minds and activities of the students. They were not only capable in instructing but were later influential in other walks of life meeting with success in all their endeavors. They were men and women of a high caliber who took their daily tasks seriously and applied themselves wholeheartedly to the problems which confronted them, with the result that their accomplishments have never been forgotten. Several of them later became lawyers, ministers, college professors, and college presidents, and the academies that profited by their instruction were, indeed, most fortunate. Surely, the influences which these learned men and women inculcated could not have been otherwise than far-reaching and lasting in their effects.

ATTENDANCE. The number of students attending these institutions varied greatly not only among the various academies but in each school itself from year to year. In all many thousands of students have been in attendance at these institutions and approximately one-third of the number have graduated and have become immediate influential citizens or have continued their learning before entering upon a life work.

Every state in New England has been represented as well as practically all of the eastern states and those in the

in the middle west. Many have attended these institutions from foreign countries, and after graduating have returned to their places of residence to apply beneficially what they have learned in their chosen fields.

When consideration is given to these thousands of students who came to these institutions and later in life applied the knowledge which they had learned in the various ways that they did, the logical conclusion is that they exerted a tremendous influence for good. Recognition of their success served as an incentive to others to do likewise which in a large measure accounts for the large attendance which was the good fortune for these institutions to have.

GRADUATES. From the many thousands who were graduates from these academies there were thousands who continued their education through college, and many of them obtained advanced degrees. In many academies particular attention was given to preparing students for college entrance and have been rewarded with having their graduates rank high in the colleges and universities throughout the country where they have attended, which in turn has brought favorable comments from the presidents of these advanced institutions.

It seems certain that the number and success of the graduates of any institution plays a most important part, an influential part, in the success of it. These academies have been particularly favored in this respect for among the graduates has been found the names of those who have become missionaries, teachers, lawyers, doctors, and others who became successful in other lines of endeavor as well as generals in

the United States Army. Certainly no one should question the fact that these famous men and women have had a very decided and uplifting influence for the general welfare of society.

MAINTENANCE. It seems that none of these academies made any demands for funds through local taxation there being evidence that the trustees preferred obtaining the necessary income from other sources. In the majority of cases the origination of funds came about through private subscription, if not in money, then in the way of land, or labor and supplies for the building. Through Acts of Incorporation these automatically became recognized by the state as a proper kind of an institution of learning and and consequently the academies were placed in a position whereby they were entitled to receive aid from the state in the form of a Land Grant, usually located in the state of Maine. From the sale or rental of these lands the academies accumulated a fund which, together with money received from other sources such as board and tuition, made it possible for their continuance.

As the academies grew and additional funds became necessary various ways of obtaining them were resorted to. In one instance annual dinners were held and when the town was canvassed for supplies, the people gave freely, and in addition went to the dinner and paid a dollar a plate for the privilege.

The Alumni as well as others interested in the institution have become great benefactors in making gifts and remembering their Alma Mater in their wills to such an extent that now the academies are, through endowments, in practically every instance, on a paying basis. The fact that these endow-

ments were made possible by those who were interested is proof that these institutions have had sufficient influence to warrant these actions being taken.

It should not be forgotten that these institutions themselves became reputable for art, science and virtue and afforded an opportunity for acquiring every branch of learning that was useful to the individuals who attended them.

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