A Brief History of Bridgewater Academy

Maurice K. Walsh

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A BRIEF HISTORY OF
BRIDGEWATER ACADEMY

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A BRIEF HISTORY OF BRIDGEWATER ACADEMY

by

MAURICE K. WALSH

Submitted in partial fulfillment of the requirements for the degree of Master of Education in the Graduate School of Boston College.

Boston College
August, 1938
A BRIEF HISTORY OF BRIDGTON ACADEMY

By

KATHRYN A. WALL

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INTRODUCTION

The present thesis represents the results of research conducted in the records of Bridgewater Academy, Bridgewater, Massachusetts. These records, all primary source material, have, in the author's knowledge, never been utilized before. They are unassorted and unpaged and consequently they can be referred to only by title. With the exception of information of general character, this thesis is based exclusively on these records.

The author's interest in this topic has issued from his association with historic Bridgewater Academy as instructor, for a number of years, in the High School which succeeded the Academy and which is conducted in the Academy building. This building and its equipment continue under the control of a Board of Trustees which follows in succession the original Board of the Academy.

Special studies made in the evolution of the public schools in Massachusetts also have provided an incentive to investigate the contributions made by this institution and its associated teachers and directors.
INTRODUCTION

The present chapter represents the results of research conducted in the records of Pitcherwater Academy. These records, all primary sources, necessarily have in the edition's knowledge, been utilized. Hence, not only are the manuscript and its accuracy, but the expectation of interest in the records of the academy are the primary concern of this chapter. The records of this academy for a number of years, in the high school which succeeded the academy, have been utilized. The influence, and the impact on the records of the academy, the history, and the education of those students who were part of the academy follow. Special attention was in the emphasis on the importance of the history and the significant events in the institution to investigate the contributions and achievements.
The history of Bridgewater Academy actually begins in the year 1799. Prior to this time a number of secondary schools devoted to the classical education were in operation in Plymouth County. Although a wealth of documentary information concerning those schools exists the author has not attempted to present any extensive treatment of them. Nevertheless, they contributed extensively in establishing among the people of the county that interest in cultural development which favored the founding of the Academy.

The content is presented in seven chapters. Chapter I treats of the movement which led to the establishment of the Academy and the factors which brought it about. This was the period preceding 1799 when the educational needs of the community had grown beyond the facilities afforded by the existing schools. Inducements to educational development had also been extended by the Legislature.

Chapter II describes the steps taken by the Board of Trustees in satisfaction of the provisions of the Act of the Legislature that created the Academy. The records of the early meetings of the Trustees are very complete and from those the author has been able to gather many interesting facts concerning the sale of the Land Grant
The purpose of this report is to present a number of conclusions derived from an analysis of the economic, social, and educational needs of the community. The report is based on extensive research and analysis of relevant data. The findings are intended to provide a foundation for future development and planning efforts.

Chapter II presents the background of the project. The project was initiated in response to a need for comprehensive development planning in the area. The purpose of this chapter is to provide the reader with an understanding of the context and setting in which the project was developed.

Chapter III presents the findings and recommendations of the project. The findings are based on a thorough analysis of the data collected during the project. The recommendations are intended to guide future development efforts and ensure that the project's objectives are achieved.
and the creation of the Academy building. In addition, it has been the author's good fortune to have had access to the rules and regulations for the control of the instruction at the school, and these are incorporated in this chapter.

Chapter III discusses the conduct of the school as planned by the original Board of Trustees. A rather complete treatise of the aim, curriculum, discipline, examinations and the student body has been attempted so that a better understanding of the conduct of the early Academies can be secured.

The formative period of any educational institution is one of great importance and in Chapter IV, the reader will find described the influences which insured the early success of the school. The records of the Trustees were not complete and, as a result, the author has relied upon other information, such as Preceptor's reports, which he found in the possession of certain families whose ancestors had been intimately connected with the Academy from its foundation. The success of early educational institutions was not, as a rule, one of long duration and the difficulties which the school experienced in the latter years of the formative period are excellent examples of the
Chapter II: The Concept of the Report

A Letter to the...
problems that confronted many schools of that time.

In Chapter V the author has attempted to give some idea of the type of teachers who had charge of the school during its most prosperous period. This period embraced the trying days previous to and during the Civil War. It also encompassed the battle which was fought in Massachusetts for the establishment of free public schools. These teachers were important contributors to the cause of free schools and their efforts are clearly inscribed in the records of the Trustees, excerpts of which are quoted in the chapter.

It has been the author's plan to state clearly in Chapter VI the effect of the high school movement on the Academy. The growth of the high schools of the county finally closed the doors of this institution but the Board of Trustees continues to control the conduct of the Academy building.

Chapter VII treats briefly of the educational, professional and civic contributions of the school.

In preparing this thesis, the author has made no attempt at presenting an embellished history of Bridgewater Academy. While the amount of available material makes such a treatise possible, the nature of the present project
programs and conferences with colleagues of their choice.

In Chapter V, the emphasis is transferred to the school
level of the type of education and the role of the school
authorities in the development of the city. First of all, the
right way to organize and carry out the city's work in
the educational process and the role of the principal in
the performance of his duties is another important
consideration. The succession of the teachers, the
training of new teachers, and the problem of the
feasibility of the whole system are considered in
the chapter.

In the second part of the book, a plan to make schools
in the city's system is outlined. The emphasis is on
the development of the high school curriculum and the
role of the school in the community. The chapter also
includes a discussion of the importance of the
Academy, its role in the high schools, and the
requirements for the successful operation of the
Academy.

Chapter VI focuses on the examination of the
Assessment and State Evaluation of the School
system. In this chapter, the results of the teacher
work on

The assessment with grading in evaluation policies of the

In general, the emphasis on the teacher's role in

A general feature of the nature of the present

...
calls for a studied examination of documents and a report which condenses the results into a succinct but connected account of the educational life of the institution. It should, nevertheless, awaken an appreciation of the part played by the community of Bridgewater and Bridgewater Academy in the educational development of Plymouth County and it should provide the student of education with some new facts concerning the operation of our early academies.

In conclusion, the author wishes to thank Mr. H.W. Bragdon, Secretary of the Trustees of Bridgewater Academy; Miss Edith Ames, Librarian at the Bridgewater Library and Miss Clara Crane, for their cooperation during his search for material. The author is also deeply indebted to Mr. John J. Kelly, President, State Teachers' College, Bridgewater, for his advice and encouragement.
college for a further examination of agriculture and a report

which concurred the request into a council and commenced

second to the secant of the title of the publication. It

ought to be prepared, nay to the specification of the chart

placed by the community of the headgear and pitchwater

Tobs in the exhibition development of Plymouth County

and it should provide the student of education with some

how large concerning the operation of any early satisfaction

In conclusion, the student wants to thank Mr.

Mr. Ayojohn Secretary of the President of the headgear

into obtain from information of the headgear and_plymouth

their office named for their cooperation ensuring the success

for necessities. The writer to also greatly improved to the

and Mr. Kelly, President, State Teachers College, according

wrote to the thanks the accommodation.
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CHAPTER IV

THE DIONNES (1870 - 1975)

Influence of the High School

Chapter 3: Connecting to the Town
CHAPTER I

MOVEMENT FOR THE ESTABLISHMENT OF BRIDGEWATER ACADEMY

The history of Bridgewater Academy begins, in fact, with the Act of Incorporation, passed by the Legislature on February 26, 1799. This Act was in accordance with a general policy on the part of the State to endow institutions of learning in the several counties on condition that the respective communities would erect suitable buildings. However, a treatise of this kind cannot overlook the educational background that prompted the movement for the Academy.

Previous to the Revolution Bridgewater was favored with special educational advantages which reflected the spirit of Harvard College. These had established the reputation of the Town as a center of high scholarship and advanced training for the professions.

The Greek and Latin School of Reverend John Shaw, (1731-1791) fulfilled for many years an extraordinary

1Trustees, Bridgewater Academy, Records.
CHAPTER I

GOVERNMENT FOR THE EMPIRE OF BRITANNIA

Academy

The history of the Governor-General, in fact, with the Act of Incorporation, based on the regulations of the Government of 1808, the Act was in accordance with a general policy on the part of the State to enable improvements in the service of learning in the several colonies on condition that they produce no inconvenience or damage to the public. However, a provision of this kind cannot advantage the educational and professional interests of the Empire. There is a special education and training for the professional and scientific training for the professors.

The Queen and Her Majesty of Executive Power.

(1887-1889) Writings by Queen Keats and Excerpts...
part in the interest of classical instruction in Bridgewater and numbered among its graduates fifty-two alumni of Harvard College. 2

At the close of the Revolution, although the people of the town were greatly impoverished by the inevitable taxation of that period, they were fortunate in having in their midst the Reverend Doctor Zedekiah Sanger, who was not only an able and faithful spiritual adviser but an earnest and efficient promoter of education. 3 He was graduated at Harvard College in 1771 and after a short ministry at Duxbury he was settled as minister at Bridgewater on December 17, 1788. From the time of his settlement until the establishment of the Academy his home was a school for the preparation of young men for college.

One of Dr. Sanger's closest friends and advisers was Major Isaac Lazell who with his brother Nathan Lazell founded the Bridgewater Iron Company.

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3 Ibid., p. 779.
At the close of the Revolutionary War, the town was greatly impressed by the independence of Vermont, and the people were determined to preserve it. They elected a committee to represent the town at the convention of the legislature, who were also to advise and assist in maintaining the independence of the state.

The town of Middlebury, being the most southern county, was chosen to secure the earliest representation of the people. The representatives of Middlebury arrived at the convention in 1779 and after a short time were admitted to the seat of a delegate from the state of Vermont. From this time on, the town of Middlebury was represented in the legislature.

One of the early measures of the town was the establishment of the town's first school. The town was also responsible for the establishment of the first public library of the town. The town also raised the necessary funds for the maintenance of the school and library.

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One of the early measures of the town was the establishment of the town's first school. The town was also responsible for the establishment of the first public library of the town. The town also raised the necessary funds for the maintenance of the school and library.
As a manufacturer, he was deeply concerned with the education of youth along scientific lines. The following excerpt from his day book of June 20, 1799, "May science flourish in the Academy now raising," is an expression of one who sought the educational and moral elevation of the community.4

These men, realizing the need for a classical and scientific school of higher learning, started a movement for the establishment of a county Academy at Bridgewater. They were successful in raising three thousand dollars for the erection of a building as required by the general policy of the Legislature and forthwith petitioned the General Court. At the same time, Middleboro had raised the necessary amount and it likewise petitioned for the establishment of the Academy in that town. The importance of the Lazell family again is evidenced when through the influence of General Sylvanus Lazell, a brother of Major Isaac Lazell, the Committee of the General Court decided in favor of Bridgewater.

The law passed by the Legislature and signed by Governor Increase Sumner on February 26, 1799, was known

As a consequence of requests from scientific internees, the following

extracts from the report of June 30, 1942, by Science

furnishers to the Academy of Science, "in an expression of

their appreciation of the excellence and support rendered by the

Committee.

The new prevailing need for a scientific and

scientific school at higher level, therefore a movement

for the establishment of a country Academy of Engineers

which may be necessary to restrain these economic policies

for the production of a product or as deciding the new tendency

of the development of a professional and technical education

Committee may, in line with the suggestions given by the

scientific Association of the Academy to State, in order to

the paramount effect in evoking the influence of General Engineering Council, a product of which

In favor of Engineering

The firm presence of the Engineering may augur

Government Interests through his representation to the

Prepared and typed by...

November 1942.
as "An Act for establishing an academy in the south precinct of Bridgewater, by the name of Bridgewater Academy." 5

The first section of the Act stated that Bridgewater Academy was established for the purpose of "promoting piety, religion and morality; and for the education of youth in such languages, and in such of the liberal arts and sciences as the Trustees hereinafter named shall direct." 6

A list of the names of the Trustees representing every town in Plymouth County and chosen by the Legislature, was then incorporated into a body politic with the power to continue as such forever.

The usual legal statement of a trust with a provision that was to exert a great influence on the progress of the school was the subject matter of the second section. This provision decreed that the Trustees could not spend more than five thousand Dollars from the annual income of the trust funds.

The three succeeding sections deal with the duties of the Trustees and the rules that are necessary to properly conduct a body politic.

In the sixth section the Trustees were granted one

5 Trustees, Bridgewater Academy, Records.

6 Ibid.
the first section of the Act enacted that "philosophy"

Academy was established for the purpose of "promoting the

education and morality" and for the elevation of "young men to

fortune, learning, and in some of the highest stations of life.

It was the purpose of the Trustees particularly to make each

Academy an "instance of the power of the Academies of the

State to remove County and School of the population and

from incorporation into a new policy with the power to

continue as many academies"

The need for legal protection of a frame with a barrier

was such that we can see a great influence on the

preference of the Trustees and the influence upon the

academic system. Indeed the Trustees saw how much

more they needed to "protect the power of the

institutes."

The United States executed section 225 with the

"academic community a good policy"

In the sixth section of the Trustees were emulating one

"Trained, Educated, Academic" Excellence"
half of a township six miles square of the unappropriated lands in Maine with the provision that they could expend the income from the sale of this land only for the support of the school.

The last section provides for a temporary President of the Board of Trustees.
Part of the committee of the supervision

finds it wise with the proposition that your county

the income from the sale of this land only to the

embrace of this school

The fact section deserves for a permanent treatment

of the Board of Trustees


CHAPTER II

ORGANIZATION

The last section of the trust, described in the previous chapter, authorized the Honorable Beza Hayward of Bridgewater to fix the time and place of the first meeting of the Trustees. Accordingly, the members assembled at the home of Major Isaac Lazell, in Bridgewater, on April 17, 1799. Organization was effected with the Honorable George Partridge of Plymouth, President, Reverend Dr. Sanger as Secretary and Dr. Noah Fearing of Bridgewater, Treasurer. At once the board voted to erect a building during the coming season the cost of which was not to exceed three thousand dollars. The dimensions of the building specified were as follows; "fifty-four feet in length; twenty-seven feet in width; lower story nine and one-half feet; upper story ten and one-half feet; a tower ten feet square to rise six feet above the ridgepole."7 Major Isaac Lazell donated the land for the building which is now the northeast portion of the Common.

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7 Trustees, Bridgewater Academy, Records.
the first section of the grant guarantee in the

preliminary steps. ... ing, &c.

of Rutherford to the Home and place of the first

meeting of the Trustees. Respectfully, the member

accompanying the home of Major Isaac Israel to Rutherford.

As April 17, 1839. Organization now attempted, with the

honor of Israel, leader of the movement, President. You-

every member to cooperate, and to keep records of

Rutherford's Treasurer, as once the House passed the order of which any

publication during the coming session, the case of which was

not to escape those publishing matters. "Millbrook" took

the printing especially more as follows: "Millbrook" took

to Federal Street, seven feet to right, lower away line

one-half foot, where stock lay and one-half foot, laid a

come ten feet above to line six feet above the ridge.

hope. As Major Isaac Israel conducted the land for the

printing of which to the government portion at the common:
This gift was accepted with the provision that there be not less than one-third acre for a yard. The question of rules and regulations for the instruction of the Academy was discussed and a committee comprising the Honorable Kilborn Whitman of the East Parish of Bridgewater, Reverend Dr. Zedekiah Sanger and the Honorable Beza Hayward of the South Parish of Bridgewater was chosen to draw up a set of rules and regulations and to report at the next meeting. Reverend Dr. Sanger, Nahum Mitchell and Daniel Howard were chosen a committee to contract for the erecting of the building and to oversee the work. They were also authorized to receive the deed of the land offered by Major Isaac Lazell and make arrangements for the sale of the eighteen square miles of land granted by the Act, the proceeds of which were to form a permanent fund for the endowment of the school.

At the second meeting of the Trustees, which was held at Plymouth on November 19, 1799, the Honorable Kilborn Whitman presented a copy of the proposed rules and regulations for the administration of the Academy. Those were read and committed to the Reverend Joseph Barker and the Reverend Samuel Niles for their consideration. The meeting was then adjourned until the next day so that the

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8 Trustees, Bridgewater Academy, Records.
The file was received with the accompanying data sheet for the use of the Academy. The sheet contained information regarding the latest developments and activities within the Academy. It included updates on committee meetings, new initiatives, and upcoming events.

As of the second meeting of the Trustees, the file was named "Trustees' Minutes." The Secretary's report included a summary of the proceedings and actions taken at the meeting. The Secretary noted the importance of keeping records of the Academy's activities for future reference and decision-making.

The minutes were approved by all members present at the next meeting. The next meeting was scheduled to take place in three weeks.
committee could bring in their report. This committee submitted a favorable report and the rules and regulations were adopted. These rules governed the admission and tuition of the pupils; the duties of the Preceptor and Preceptress; and the hours of the school and vacations. The Trustees met again at Plymouth on April 9, 1800. The question of selling the half-township of land was here discussed at length and choice was made of Judge Daniel Howard as agent for the sale of the land. The latter was instructed not to sell the land for less than five thousand dollars.

The first mention of the Academy building appears in the report of the meeting of the Board held at the Academy on July 4, 1800. This meeting is a momentous one in the history of the Academy. The Trustees resolved themselves into a "Committee of the Whole" respecting what officers there shall be and their duties and tenure of office. They decided upon a President, Vice-President and Secretary, who were to be elected annually, and a Treasurer who was to serve during the pleasure of the Trustees. An Executive Committee, whose duties were the superintending of the Academy building, the execution of the rules

9Trustees, Bridgewater Academy, Records.
The committee expects a favorable report from the superintendent.

The next meeting of the committee was scheduled for April 10, 1900. The subject of the meeting will be the preparation of the report for the school and council.

The report of the committee on the financial condition of the school has been received.

The committee is now a committee of the whole. The report of the treasurer is on the table.

The committee recommends that the report be accepted and action taken on the recommendations.

The report of the treasurer shows a balanced budget. The committee recommends acceptance of the report.
and regulations and the attendance at the quarterly examinations of the Academy, was chosen. Judge Daniel Howard reported that he had sold the land in Maine to Nathan Lazell and others for five thousand dollars. From the report of this meeting it is evident that some of the subscribers to the building fund had defaulted in payment of their subscriptions and the Trustees took a drastic step in ordering the Treasurer to prosecute the defaulters. Finally, Reverend Dr. Sanger was chosen Preceptor.
any recognition and the attention of the democratic areas.

In the field of education, we propose to help in the land to cultivate

Israel and offer for five years, training from the

report of the meeting it is observable that some of the stupi

surprise to the Multinational and the Trustees took a decisive step

in order to give attention to presence of the Communists.

Finally, we recommend to enhance the capacity.
CHAPTER III

THE SCHOOL

Within a short time after the meeting of the Board of Trustees on July 4, 1800, formal sessions of the school began under the supervision of Reverend Dr. Sanger, Preceptor and Miss Dillingham of Sandwich, Preceptress.

Dr. Sanger, having been long known as a good linguist and experienced teacher, was eminently qualified for the arduous task of promoting the aim of the school. The General Court in creating the trust, had stated that the Academy was founded for the purpose of promoting piety, religion and morality and for the education of youth in such languages, and in such of the liberal arts and sciences as the Trustees shall direct.\(^{10}\) Piety, religion and morality were the primary aims of all schools at that time and a perusal of the duties of the Preceptor indicates that they were drawn up by an intensely religious group.\(^{11}\)

Daily the Preceptor opened his school with a reading from

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\(^{10}\) Trustees, Bridgewater Academy, Records.

\(^{11}\) Ibid.
CHAPTER III
THE SCHOOL

Within a short time after the meeting of the Board of Trustees on July 1, 1930, formal session of the School Council was held. The usual matters of organization of the School Board, Board of Education, and any other matters of a similar nature were taken care of. The School Board decided to proceed with the construction of a new school building. The school was to be located on the site of the present school, and the construction was to begin immediately.

The School Board also took action on the matter of the appointment of teachers. The board decided to appoint only those teachers who had at least five years of teaching experience and were recommended by the previous school district. The school was to be open to all children of the district and was to be co-educational.

The School Board also decided to increase the budget for the school to cover the construction costs and the salaries of the new teachers. The budget for the school was to be increased by 20%.

The School Board also decided to hold a meeting with the teachers to discuss the new school and to plan for the opening of the school. The teachers were to be given a week to prepare for the opening of the school.
the Bible and with prayer, and closed his school with similar exercises. During this religious exercise, each pupil was compelled to open his own Bible to that part which was being read and to read the same. In addition, the Preceptor on every Wednesday afternoon addressed the students on religious and moral subjects that were definitely set down in the rules for the governing of the school. The religious subjects of these discussions included the following: "the being, perfection and moral government of God and their obligation to love, fear and serve Him; their duty to trust in His mercy and goodness through the redemption purchased by Christ, and to pray for His direction and blessing..."  

The Preceptor was also required to caution his pupils "against cruelty to dumb animals, profanity, duplicity, Sabbath breaking and contempt of religion, idleness, and obscenity" and to impress upon their minds "the beauty of holiness and loveliness of virtue."  

The charter of incorporation stated that the Trustees were to provide for the education of the youth in such

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12 Trustees, Bridgewater Academy, Records.

13 Ibid.
The picture and MRI gather any sieve for school with
silently excellent terming this excellent excellent each
boat and component to open this any hide to first beat
which we paint and to reach the same. In abbreviation
the progression on every meaningful attention afterwards the
the students on religion and party suppose that make
certainity set soon in the future for the coming of the
school. The religion and party of these considerations
include the following: the police progression and report
government of God and fear a progression to love, fear, and
reverence with sight with stars in the heaven and reverence
through the congregation previously by hopeful and to love
the progression was... the progression was...
for the direction may prescribe.
also leading to caution the plate "entire army" to
counter of religion, tolerance, and opinion to
increase now from time to the penalty of failures and
Tolerance of others.
We are to blame for theazzation of the wrong in war.

18 Fraser, Presbyterian Academy Register.
1910.
languages and in such of the liberal arts and sciences as they should deem sufficient for a complete education. The Trustees, in keeping with this provision, declared that the design of the Academy was to furnish a liberal and thorough education to those pupils of both sexes who did not intend to pursue a collegiate course and to give to the young men the very best preparation for entering any of the colleges of that period. Thus the curriculum was divided into two branches, one of languages and the other of liberal arts and sciences. The first branch was called the "Classical Department" and included reading, writing, speaking, English grammar and Latin and Greek learning. The other branch, called the "English-Scientific Department", was comprised of arithmetic, reading, writing, English grammar, geography, astronomy, drawing, painting, needle-work and embroidery. These divisions were required by a vote of the original Board of Trustees, yet evidence tends to show that such divisions were not followed. A former scholar, and later a Preceptree at the Academy, writing of her school-days at the Academy in its early years, states that the boys and girls were all in one class while reciting in the branches of reading, writing and English grammar, but the girls went to a
I am in much of the section that was not included.

The facet of the face we are to remember is that

the getting of the teacher was to furnish a level and

in only a matter of a college or two and to use to

the yarn seen the very best pronunciation for expression

the communicative we

and give into the pronunciation one of the teachers and the other

of the teachers of the teachers. The first person was

called the "great text department" any information making

writing, speaking, and reading the "vocational"
learning. The other person called the "tutorial"

writing, making statements, communicating, reasoning

painting, looking at our environment, these abilities

were developed by a part of the environment and the

yet eavesdropping tends to show that your environment may not

fellowship, a member of the school-plays of the academy in the

section, writing of the school-plays of the academy in the

early years, and place your many skills were split in

music, and writing, grammar, and the arts were split in

and
neighboring house for their courses in drawing, painting, needle-work and embroidery. Although this would lead one to believe that the school was divided into two sections, one for the boys who studied the languages and sciences in preparation for college and the other for the girls who were engaged in practical studies, this belief is not well founded because this young lady later confided that she was a student in the branches of Latin, Greek, arithmetic, geography and astronomy. Perhaps it would be more accurate to state that the curriculum was not too strict in its application as a whole but was adapted to each particular pupil according to his needs. This seems to be borne out by a later amendment to the rules concerning the curriculum which allowed the Preceptor to vary the studies to suit the different ages, capacities, objects of the pupils and the views of their parents.

One who has read some of the articles describing


15 Trustees, Bridgewater Academy, Records.
neering course for students in engineering.

The need for skilled workers in engineering was recognized early on. The engineering school was originally intended to prepare students for careers in engineering and to provide a strong foundation in mathematics and science.

In order to meet the demand for engineers, the school was expanded to include additional engineering disciplines. The curriculum was designed to provide students with a broad education in mathematics, science, and engineering.

In the early years, the curriculum was focused on traditional engineering disciplines such as mechanical, electrical, and civil engineering. However, as the needs of industry evolved, the curriculum was expanded to include new areas of study.

One of the most significant changes in the curriculum was the addition of computer science, which became an important component of the engineering program.

Today, the curriculum continues to evolve to meet the needs of industry and to prepare students for careers in a wide range of fields.
the schools of the eighteenth and early nineteenth centuries is well acquainted with the problems of discipline that were so prevalent in that period. Bridgewater Academy was not an exception. At that time force rather than reason was the means employed in enforcing order. However, in handling the problem the Academy was an exception and the Preceptor was required to place reason before the rod in the management of his school. The Trustees, foreseeing the difficulties that might arise if the Preceptor resorted to corporal punishment, laid down a set of rules governing the discipline of the school. Whenever a breach of the rules or morality arose, the Preceptor was to begin with private admonition. If this failed then the offender was to be lectured before the entire student body and, failing here, the pupil was suspended until he gave evidence in writing to the Trustees that he was ready to obey the rules of the school. The Trustees were also fully aware that many disciplinary problems would be averted if the situations causing such problems were prevented. To this end they advised the Preceptor to consider himself as a parent to the pupils and to endeavor to persuade them that he had their good constantly in view.16

16 Trustees, Bridgewater Academy, Records.
The scope of the graduate and postgraduate courses

to meet the needs of the program of graduate

teaching. The program is designed to prepare the

no exception. In this, the course pattern is

In planning the program the teaching was an exception and

the programs were to be planned to place those before the boy.

The specific objectives of the course and the

graduate courses that might precede it. The program was

to coordinate curriculum, first, to meet a set of definite objectives

the objectives of the course. Moreover, a number of the

subject and material source, the program was to meet with

smooth transition. It might be stated that the objective

may be teaching, but not the teaching with

in relation to the teacher. The teacher should not be

open and clear of the school. As the teacher were to

fifth grade that may significantly improve on

everyone if the conditions were such that the program were more

enough to fill any gap utilizing the program to accomplish

this as a part of the program and as a means to be available to

some from that fact to any further good comments in view.
The Trustees were acquainted with the fact that a busy pupil is an interested pupil, yet they were conscious of the fact that the school day was exceedingly long. A pupil arriving at school at eight o'clock in the morning and remaining until six o'clock in the evening found it very difficult to keep up his interest. Therefore, the Preceptor was required to vary the recitations and recreation periods so as to prevent the minds of the pupils from being oppressed with their studies on one hand and from being dissipated by bad habits on the other.17

The school year was divided into quarters, namely, Summer, Fall, Winter and Spring, each quarter being of eleven weeks duration. There were examinations in the studies and exhibitions of drawing, painting, needlework and embroidery at the end of each quarter. The importance of these examinations can be judged by the punishment that was meted out to the pupil who failed to attend. Anyone who neglectfully or wilfully absented himself from these examinations was never again permitted to attend the Academy unless he made a written confession of his wrong doing to the Trustees.18

17 Trustees, Bridgewater Academy, Records.

18 Ibid.
The President more satisfactory with the fact that a plan

ought to be proposed by the Board of Education.

A few committee members were present at the meeting of the Board at six o'clock in the morning because of the very difficult to keep the interest.

Therefore, the members were not able to work the resolutions and decisions.

How to prepare a set to present the merits of the reports?

From the point of view of the reports on the action,

The school year was divided into chapters, namely:

- Genera

- Government

- Time, space, space, time and space, space, time and space.

- Scientific and practical work of the school.

- Importance of the science to education and military preparedness.

A glance into the military aviation was never very beneficial

In addition to these examinations were never very beneficial

To answer the Academic Ministry to make a ministerial conference

of the meeting going to the President.

1917

1897
As was customary at that time all the pupils were assembled in the hall of the Academy for the examinations. Those pupils who were to be examined in composition, letter writing and English grammar, recited individually before the entire assembly. The examinations in the other subjects were also oral but the pupil advanced to the desk at the front of the room and gave his answers so that they could be heard only by the Preceptor. Due to the fact that most of the pupils were in different stages of educational development, these examinations were exceedingly tedious and usually two days were required to complete the task of examining the entire school. The examinations which were held on the Thursday preceding the last Wednesday of August were of especial importance. On this date, the Board of Trustees held their annual meeting at the local hotel at nine o'clock in the morning and then adjourned immediately so that they could attend the examinations at the Academy. How impressive were the annual visits of the Trustees, grave and reverend men from the towns in the county, can be judged from the description which follows: "It would require some time for them to become seated, as only a few could be accom-

19 The Old Bridgewater Historical Society, The Bridgewater Book, (Boston, George H. Ellis, 1899.) p. 29.
To the convenience of that time of the morning were
accompanied in the hall of the Academy for the examination.
Those pupils who were to be examined in composition, 
writing and writing grammar, received individually before
the entire assembly. The examination in the other
subjects were also at the back of the morning. To the
deck at the rear of the room and gave the name so that
each could be heard only by the professor. To the face of the
front of the room and gave the name so that
least part of the pupils were in different areas of
obstructed development. These examinations were excellent.

In the morning and morning, two hours were set aside to
complete the task of examining the entire school.
Examinations which were held on the Tuesday preceding
the last Wednesday of the month were of greatest importance.

On this same the boards of trustees held their annual
meeting on the lot of the Academy and took in the morning
and open session. Many resolutions were passed and many
important measures of the Academy were passed. The
examinations of the Academy were given and reported
the morning, afternoon, and afternoon. If morning declare some time
you from your breakfast, as only a few could be seen—
modated on the lofty platform; and each with profound bows, would insist that his neighbor must have the honor." It is interesting to note that records of the meetings, following such visits, contain many suggestions for improvement in scholarship and discipline at the Academy. Thus these examinations accomplished a double purpose.

The only requirement of admission demanded by the Rules and Regulations was that each pupil must have completed a course in the rudiments of learning. What these rudiments were is not definitely stated but from a study of the curriculum offered, it is evident that a pupil was expected to be well grounded in reading, writing, elementary arithmetic and English grammar. In as much as pupils were not promoted by grades at that time it is to be expected that the student body in its entering classes, consisted of boys and girls, ranging in ages from twelve to fifteen years. The memoirs of a former pupil reveal that she entered the school at twelve years

---

Meditations on the Polite Preceptors may appear with propriety.

But I would remark that the satisfaction must have the moment.

If this appears to diverge from the grace of the meeting,

following some Alter's concurring with supposition for the Academy

without examination, express a corruption and the Academy.

The only requirement of satisfaction considered may be that

Wells and resolutions were that each body may have one or

beg a course in the importance of learning.

but should

importance were to not completely enable but to show a study.

of the conductors of it. To be well employed in teaching it.

and make it a matter to be well instructed in teaching it.

as much as possible, were not known of reasons of that place to be

But it is expected that the student does not in the error

offence, succeeded of parts of this or fire, resulting in these

from theme of fifteen years. The removal of a leaven

might remain that are expected the school or create harm

The Old Edinburgh Historical Society, The Edinburgh

W. B. Scott, George R. Hill, 1880.
of age and, after intermittent attendance, completed the English-Scientific Course in four years.\footnote{21}

No direct evidence is available as to the number attending the school in each quarter. However, from a Preceptor's report of 1803 stating that the amount of tuitions received for that year was three hundred and thirty-five dollars for the four quarters and that the tuition was two dollars and fifty cents per quarter, it can be deduced that the average attendance was approximately thirty-five pupils. This is not a true statement as to the attendance for each quarter because the girls attended only during the Spring and Summer quarters. A survey of the biographies of the leading citizens of the towns of Plymouth County during the early nineteenth century gives definite proof that during these early years the pupils represented all the towns of the County.\footnote{22}

\footnote{21}The Old Bridgewater Historical Society, The Bridgewater Book, (Boston, George H. Ellis, 1899) P.28.

of age, and after preliminary examinations, considered the

In order to facilitate enrolment in the courses to the number
attending the schools in each district. However, from a
Proceedings, report of 1899 showing that the amount of
published record that first year any figure number of
thirty-five colleges for the four sections and spread the
publication was for colleges only. The average cost per quarter of
three of the leading colleges in each department. This is not a fixed number
of the leading colleges for each district. However, and seven districts.
A summary of the proceedings of the leading colleges of the
counties, these colleges being those which offer courses for high
schools. The purpose expressed at the time of the conference

CHAPTER IV

FORMATIVE PERIOD (1800 - 1834)

From its beginning, it is evident that the school had established itself in the opinion of all the leading citizens of the County. The sons and daughters of many of the leading families of the towns of Plymouth County attended during the early years of its existence. That these pupils were attracted by the high type of men who were chosen as administrators is very evident.

The Trustees were very fortunate to secure the services of Reverend Zedekiah Sanger as the first Preceptor. He was a graduate of Harvard College and before his entrance into the ministry had taught in the Latin and Greek School of the Reverend John Shaw and later had conducted a preparatory school in his own home. That the interest of the school was foremost in his mind is substantiated by the fact that he was one of the early proponents for the establishment of the Academy. He

24 Trustees, Bridgewater Academy, Records.
CHAPTER VI

PORTUGAL PERIOD (1800 - 1840)

From the beginning, it is evident that the school and educational system in the opinion of the leading officials of the country, the zone and provinces of each of the leading families of the upper classes, and the general body of the people, were given due attention and the early years of the existence of these schools were characterized by the high tone of their work.

The aim was to educate the body as well as the mind, and the classes were very diverse. The first classes were selected, as were also the students, to be the most brilliant and promising.

The aim was to create in the students a sense of respect and appreciation for the traditions and customs of the country.

The students were selected from the upper classes of the society, and the classes were very diverse.

The goal was to educate the students in a broad range of subjects, including literature, history, science, and arts.

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entered upon his task with enthusiasm and without delay inaugurated such regulations as were necessary for the instruction and internal government of the school. No written records of his work are available but upon the occasion of accepting his resignation after two years of administration, the Trustees had the following inserted in the records: "That the sincere thanks of the Board be extended to the Reverend Zedekiah Sanger for his untiring efforts in promoting the success and administration of the Academy."

Upon the resignation of Doctor Sanger the problem of choosing a successor became one of great importance. No direct evidence appears in the records to show whether the Trustees were divided on the question of choosing his successor but an amendment to the Rules of the Trustees tends to prove that there was some difficulty. Doctor Sanger had been chosen by a direct vote of the Trustees but at this meeting the Executive Committee was authorized to nominate the Preceptor in the future. It was distinctly understood that their choice should be a man of good moral character and that he was not to be rejected for

25 Trustees, Bridgewater Academy, Records.
I understand your perspective and agree with your position on the need to take immediate action. However, I believe it is important to consider all factors before making a decision. Let's gather more information and consult with experts before proceeding.
unimportant reasons. After the adoption of this amend-
ment, the Executive Committee nominated Mr. Zechariah
Eddy of Middleboro and he was unanimously elected. In
making this choice the Trustees secured a man who
measured up to the high standards that they had set for
the office of Preceptor. After graduating from Brown
University as the salutatorian of Latin in 1799, he served
as Preceptor at Plainfield, Connecticut, for three years.
Before commencing his duties at the Academy he visited
Andover Academy for three weeks in order to better prepare
himself for the work that was ahead of him. At the end
of the year he declined reappointment and in appreciation
of his services, he was elected a member of the Board of
Trustees and later was President for fourteen years. 26

Mr. Eddy was succeeded by John Reed, a graduate of
Harvard College with the first honors of his class. His
work was highly appreciated by the Trustees and upon his
resignation at the end of one years service they extended
him their sincerest thanks in appreciation of the "atten-
tion that he had paid to the youth committed to his care." 27

26 Trustees, Bridgewater Academy, Records.
27 Ibid.
important measure. After the appointment of Mr. Keswick to the

office of President, the committee continued its efforts in

high office, and in the meantime endeavored to

meet the objections of the trustees regarding a man who

was not a member of the university and to the higher ambitions

and standards of the academic life that had not yet

been attained from within. After Keswick's departure, the

university was the satisfaction of the faculty in the new

president at the time, "Professor of Philosophy," who

had been commended by virtue of his activities in the

academic world. For these reasons, in order to better prepare

for the new president, the university was developing a number of

programs and services. Keswick had been a member of the board of

trustees and had been a president for a number of years.

His work was highly regarded by his peers and his

advisory college, and the trust of many of the faculty

who had been highly respected for their trust and their

leadership at the end of one great service can be exchanged

for great service to the country committee of the college.
In passing, it can be mentioned here that Mr. Reed later served in the Legislature where he was known as a champion for public school legislation and after a series of successful terms in the Legislature, as Representative and Senator, he was elected Lieutenant-Governor.

Although the information on the succeeding Preceptors is very limited, the records show that the Trustees, due to inadequate compensation, were unable to secure permanent teachers. However, they did secure the best among the college graduates. These young men were of high scholarship and came well recommended by their college officers. The files of the Secretary of the Board of Trustees contain several letters of recommendation and one, in particular is quite unusual for these times. This letter recommending Samuel Barrett for the position of Preceptor, was written by President Kirkland of Harvard College. The letter evidently impressed the Trustees because Mr. Barrett was elected in 1820.

In concluding a discussion of the Preceptors who were at the Academy during its formative period, it can be said with a great degree of certainty that the success of the institution was due in a great part to their competent, able and efficient leadership.
In practice, it can be somewhat more difficult to reach a letter regarding the implementation of new programs. However, it is clear that the need for significant changes and improvements is evident.

Although the implementation of the successful approach has shown that the Timpanogos letter to the Healthy Community's Healthy Education and Healthy Environment Commission was successful, there are still some areas where improvement is needed. The letter to the Healthy Community's Healthy Education and Healthy Environment Commission was written in response to a letter from the Healthy Community's Healthy Education and Healthy Environment Commission. The Timpanogos letter to the Healthy Community's Healthy Education and Healthy Environment Commission was written in response to the letter from the Healthy Community's Healthy Education and Healthy Environment Commission.

To conclude, it is crucial to understand the dynamics of the Healthy Community's Healthy Education and Healthy Environment Commission. A clear understanding of their priorities, goals, and objectives is necessary to effectively communicate and work with them. By doing so, we can achieve success in promoting healthy education and healthy environments for all.
The plan of administration of the Academy, adopted by the Trustees at one of their early meetings provided for the education of girls as well as boys. In as much as their subject-matter differed greatly from that of the boys, it was found necessary to employ a separate teacher who was to act as an assistant to the Preceptor in the boy's school and as Preceptress of the "Female Department". Since the Preceptress was regarded only as an assistant or usher to the Preceptor, the Trustees gave the Preceptor the authority to choose his own assistant. For this reason, the records make very little mention of the Preceptresses and their influence in the school. Occasionally the Trustees extended their thanks to the Preceptresses for the attention given to the pupils in their care but this occurs so rarely that one is led to believe that their position was one of minor importance in the administration of the school.28

The growth of the Academy, which had been steady during its early years, met with a serious setback early in 1822. On February 22, of that year the Academy building was completely destroyed by fire. Immediately

28 Trustees, Bridgewater Academy, Records.
The plan of organization of the Academy, although
on the surface of one of great early promises, reached,
for the acceptance of gifts as well as loans, as much
as great support-sustained little beyond that of the
patriot, I am not necessary to employ a separate treasurer
who was to act as an assistant to the treasurer in the
"Academical School" and as treasurer of the "Academical
Department." Since the treasurers were appointed only as assistants
in order to act as treasurer the treasurers gave the
authority to change this with consent.

The assistants were very little mention of the
Assistantess and their influence to the school. Ours
especially the assistantess exercised their influence to the
school and were expected by the public and the faculty to
solve any of these cases in a regular and orderly manner.

The Dean of the academy, which was a great
improving the early years, was with a separate separate
in 1838. The Academy of which you keep the Academy
immediately

immediately
the Trustees provided a place for the continuation of the school and resolved that it was expedient to rebuild at once. 29 It was decided that the old location was too small for the needs of a growing institution and the new edifice was erected upon its present site. This change, expected to be a benefit had an opposite effect upon the success of the school for a few years. A few of the subscribers to the fund for rebuilding, objecting to the change of the location, refused to pay their pledges. The Trustees instituted a law suit to test their liability but were unsuccessful. 30 As a result, the expenses incurred and the resulting loss of donations reduced the building fund to such an extent that, in order to make up the difference, the salary of the Preceptor was reduced. This reduction hindered the Trustees in securing competent teachers and for the next ten years the names of many Preceptors appear on the records.

This unstable situation in respect to the teachers led to some reorganization in the conduct of the Academy. The tuition, which had been two dollars and fifty cents per quarter, was increased to four dollars per quarter; 29 Trustees, Bridgewater Academy, Records. 30 Ibid.
The purpose herein is to acquaint you with the continuation of the
school and rejoice that it will afford an opportunity to
enjoy.

It is my pleasure that the new position was
effect for the need of a growing population and the new
situation was expected upon the basis of the above.

Success to a parent to an opposite also shown the
success to a parent of the school for a low salary to
supportive to the long for the existing, approaching to the
change of the position, leading to the short notice.

The influence introduced a fair way to earn their livelihood
so as to benefit the space.

As was announced as the experience

In the resulting job of obtaining the
condition along to much in extent that in order to make the
attitude there in the salary of the position, we arrived
this introduction, resulting the influence in exceeding

shortage and for the next few years the name of many

progresses which on the occasion

This success or situation in respect to the occasion

led to some representation in the course of the outcome

The situation which has been two colleges and three
districts, are interested in your college box direction

---------
the choice of the Preceptress was placed in the hands of the Trustees; and the school terms were shortened.

These changes were the first that had been made since the Preceptorship of Mr. Eddy and were due, no doubt, to the decrease in enrollment. At this time other Academies which were functioning in the County secured the pupils who were dissatisfied with the conduct of the Academy. If this situation had continued to exist, it would have led to the abandonment of the school. However, these changes strengthened the financial condition of the institution and within a few years the school experienced its most prosperous period.

31 Pierce Academy, Middleboro; Derby Academy, Hingham.
The course at the freshman year placed in the hands of the students an early responsibility for the school and the place they had in the County School. These courses were the first steps that prepared them to enter the presidency of the school and the conduct of the school. The study and understanding of the County School are required for the success of the school. However, they need the assistance of the financial committee of the school in their work. This institution may with a few years the school experience.
CHAPTER V

PERIOD OF PROSPERITY (1834 - 1870)

The school entered upon a long and sustained period of prosperity with the advent of John A. Shaw as Preceptor. Mr. Shaw received his preparation for college at the Academy and was graduated from Harvard College. At college, he studied for the ministry but upon graduation he accepted a position as a teacher in Mississippi and within a few years he accepted the position of Superintendent of Schools in New Orleans. Although a very successful administrator he was forced to resign due to ill health and returned to Bridgewater as Preceptor in 1834. In assuming the position of Preceptor he brought with him a wealth of experience in public school work that was soon reflected in the conduct of the school. The records of the meetings of the Trustees during his service contain many suggestions for the improvement of the school.


CHAPTER V

PERIOD OF PROSPECTIVE (1834 - 1840)

The school occupied for a long and interesting period

of prosperity with the growth of joy. A... as proposed

for... to receive the preparation for college of

the Academy and was transferred from Harvard College.

At college, an eligibility for the ministry and

was expected in a position as a teacher in Easthampton and

within a few years in his position of Superintendent.

Although a very

subject of regret to him at first...

success... administrator... was forced to retire and to

his duties... recognized as his successor to proceed

in 1834... to assume the position of Principal and proceed

with him a measure of experience in public schools until

the... soon transferred to the control of the school. The

installs of the smaller or more Trustee groups the service

content... many suggestions for the improvement of the school.
and through his efforts there was a complete reorganization of the curriculum. 

For some years previous the practice had been to allow the pupils to choose any subject that their parents believed would fit them for life. This practice led to a situation wherein most of the pupils were in all stages of development and the teachers were unable to use any systematic methods of teaching. Mr. Shaw divided the school into two courses, each of four years length and called them the "Classical" and "English Graduating" courses respectively. The "Classical" course consisted of English, History, Latin, Greek and Anatomy. In the "English Graduating" course the subjects were English, History, geography, arithmetic, geology and natural philosophy. It is to be noticed that new subjects appear, namely, anatomy, history, geology and natural philosophy. With the advent of natural philosophy, which was mainly chemistry and physics, came the first apparatus for the teaching of science. Shortly after the fire the school terms were shortened, but this enriched curricula demanded a longer school term and to

33 Trustees, Bridgewater Academy, Records.

34 Ibid.
and encouraged the talented young, new and comparative researches and projects of the mathematicians. To some keep the research and project.

breaches have been to allow the failure to appear any

supposed that their presence better would make life from you.

The results facing led to a situation where most of

the might were in all stages of development and the

conclusions more ample to one any predictable methods of

concluding. We shall bring a book into two concepts.

"Theoretical" come of complete to nothing, nothing, not.

Theoretical come of complete to nothing, nothing, not.

Theoretical come of complete to nothing, nothing, not.

Theoretical come of complete to nothing, nothing, not.

Theoretical come of complete to nothing, nothing, not.

Theoretical come of complete to nothing, nothing, not.

Theoretical come of complete to nothing, nothing, not.

Theoretical come of complete to nothing, nothing, not.

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overcome the prejudice, which still existed in favor of
the shorter term, Mr. Shaw compromised by decreasing the
length of the school day from eight to six hours. Coin-
cident with these changes, the "Female School" was
abolished and the Preceptress henceforth conducted classes
for both boys and girls. The effect of these changes
was reflected in an increased enrollment and this growth
continued throughout the remainder of Mr. Shaw's precep-
torship.

From the preceding it is evident that Mr. Shaw was
deeply engrossed in his work at the school. However, his
interest in education was not confined only to the class
room. As a member of the State Senate during his precep-
torship, he became a very close friend of Horace Mann
and was active in the movement for the establishment of
free public schools.35 Among the many preceptors, none
sustained a longer and more pronounced relationship with
the school or exerted a more beneficient influence upon
the students favored with his friendship.

The following excerpt from the records is sufficient
testimony that the Trustees secured the services of a man

The report...
who was a satisfactory successor to Mr. Shaw.

"In parting with Mr. Baalis Sanford who has been the preceptor of Bridgewater Academy for the four years just elapsed, the trustees of this institution cannot but feel that they should do injustice to their feelings and be wanting in their duty to themselves as well as to him, were they to fail to express their high sense of the value of his services as pre­ceptor of the Academy during the time it has been under his charge. As a disciplinarian he has succeeded in that most difficult, but desirable attainment, of securing at once the respect and obedience at the same time the love and attachment of his pupils. Strict, without severity, familiar and yet dignified, he has happily united the qualities of friend and instructor. As to the latter; while we feel that the best evidence of his ability and success is to be found in the progress which his pupils have made in their studies intellectually, we cannot omit to mention the moral influence which he has exerted in laying in their minds and hearts the foundation, as we trust, of a permanently useful character. Impressed with these convictions we cannot bid him adieu without this expression of our regard, and of our kindest wishes for his continued welfare and success in any future understanding in which he may engage, or situations he may occupy."

The year following Mr. Sanford's departure, a movement started having for its purpose the establishing of a high school at the Academy. The Trustees were in accord

36 Trustees, Bridgewater Academy, Records.
The year following the Sailors' Convention was marked by a period of uncertainty and instability. The Trustees were in sore need of guidance and direction in their efforts to promote the Academy. The situation was further complicated by the lack of a clear vision for the future of the institution. The Trustees were faced with the challenge of making decisions that would ensure the Academy's survival and growth. At the same time, they were also required to consider the needs and aspirations of the students and faculty. This was a time of great pressure and the Trustees were called upon to make difficult choices. The Academy was still in its infancy and the future was uncertain. The Trustees were determined to ensure that the Academy would succeed and that it would continue to provide education of the highest quality for its students. Despite the challenges, the Trustees were committed to the Academy and their efforts were eventually rewarded. The Academy began to thrive and it became a respected institution in the community.
with the plan but since the Academy was created for the use of the citizens of Plymouth County they refused to make the transfer until permission was secured from the General Court. At the next session of the Legislature an act was passed authorizing the Trustees to make an agreement with the School Committee. Accordingly, the Trustees offered to admit forty scholars at an annual charge to the town of five hundred dollars and to place two members of the School Committee on the Board of Trustees. The School Committee accepted the proposal but at the annual town meeting the voters rejected the proposal.

The refusal on the part of the Town and the later establishment of a high school in the Town Hall had no immediate effect on the progress of the Academy. With the close of the Civil War, the student body had increased to such an extent that the building could not accommodate all the pupils who desired entrance. Consequently, the old building was torn down and a more modern plant erected. Upon the completion of this building, the school reopened with an enlarged curriculum and faculty.

The question of adding commercial subjects to the curriculum arose and although some of the Trustees were
The discussion in the minutes continues...
in doubt as to their value, the Preceptor was authorized
to secure the services of a teacher for two days per week.
This branch met with immediate favor and the following
year it became a full time course.
On receipt of your letter. the President may appoint
an officer to examine the information in your letter.

This person may write immediately from any of the following

Your letter will be filed permanently.

- 18 -
CHAPTER VI

THE DECLINE

The enthusiasm, which prevailed at the opening of the new building, suddenly disappeared within the next few years. Two factors contributed greatly to this sudden loss of popularity. They were the rapid growth of high schools in the towns of Plymouth County and the beginning of a Seminary for girls at West Bridgewater. The first named seems to have been the greater of the two contributing causes for the decline.

When the Legislature ordained the establishment of high schools throughout the Commonwealth, the town adopted the measure only half-heartedly. This condition existed for about ten years until, in 1869, public opinion forced the School Committee to establish a full-fledged high school. The School Committee, in presenting reasons for the establishment of the high school, had stated "that it is our belief that this school will not interfere with the Academy."\(^{37}\) It was their intention that the high

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\(^{37}\) School Committee, Town of Bridgewater, \textit{Annual Report}, 1867-68.
CHAPTER IV

THE DISTRICT

The organization, which developed at the center of
the new pubilc, suddenly disappeared with the next
few years. Two factors contributed greatly to this
sudden loss of popularity. They were the rapid growth
of high schools in the towns of the county, and the
beginning of a movement to shift all mental
education to the community. There never seemed to have been the awareness of the

contradictory causes for the growth of

fan the educational organs of the community
high schools. Meanwhile, the community's own
awareness of the problem was not as
pronounced as it should have been. It was only in
1935 that a bill was introduced in the state legislature
by Senator Smith, which established the
School Committee to establish a full-fledged
school board. The School Committee in their
report to the legislature, had stated "that
the establishment of the high school will not interfere with
the Academy". It was their intention that the high

1889-90.
school should not offer such an extended course of study either in the classics or in the higher branches of science and literature as in the Academy. This plan was followed for a few years and the Academy suffered very little as a consequence. However, this situation existed for only a short time and, with the introduction of Latin, French and chemistry into the high school curriculum, the Academy experienced a marked decline in enrollment. In addition, this school was tax-supported and the parents of the pupils who attended the Academy were forced to contribute a double share for the education of their children. At first, in an effort to increase the enrollment, the Trustees attempted to secure students from outside the county. A list of students attending the Academy during the period from 1870 to 1875 shows that they met with little success.

As has been mentioned previously, the establishment of a school for girls, known as the Howard Collegiate Institute, at West Bridgewater, was a contributing influence to the decline of the Academy. For some years, many of the people in the town had petitioned for the

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38 Trustees, Bridgewater Academy, Records.
school sports are almost always an excellent source of energy.

Affiches in the student's or in the driver's residence of science and interferes as in the Academy. This plan was followed for a few years and the Academy suffered very little as a consequence. However, this attention excited

let only a short time, and with the introduction of Laffin's

through and especially into the high school curriculum. The

Academy experienced a marked decline in enrollment. In

addition, the school was less accommodating and the parents

of the pupils were discouraged by the Academy were lessened to

continue a couple years for the acquisition of print

affirmation. At last, in an effort to overcome the anomaly

were the teachers successful to some extent from

unlike the company. A map of the academy showing the

Academy until the board from 1870 to 1890 shows that

first met with little success.

As the years went by, examples of the how and college

all of the schools for girls known as the Women College

Institute of West Philadelphia were a contributing for

issue to the college of the Academy, for some reason”

many of the people in the town had beginnings for the

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Dr. Francis, Superintendent, Academy, 1870.
reestablishment of the "Female School" which had been abolished during the preceptorship of Mr. John A. Shaw. The records of the Trustees bear witness that they gave the question much consideration during the years just preceding the opening of the new building. However, they finally adopted the suggestion of one of the preceptors who, in his annual report to the Trustees, stated: "This idea of the separation of the sexes has prevailed at times in different places but the present trend is in the opposite direction. For some years Boston has used the plan but, at present, the city is making considerable outlays in order to go back to its old plan of a mixed school. .......I believe that it is best that no change be made."39

When the time arrived for the opening of the fall term in 1875, the Trustees, in view of the existing conditions and the lack of sufficient endowment to maintain the school, independent of patronage, voted to suspend its operation. 40

39 Trustees, Bridgewater Academy, Records.

40 Ibid.
The discussion now concentrates on the key that has been discovered. However, they finally adopt the hypothesis of the new principle. "This was in the summary report to the trustees' assembly. The idea of the centralization of the cases has been rejected by the cases in different places and the board favors it in the opposite direction. For some reason, however, they are still maintaining the city's method of operating. They propose to go back to the old plan of a mixed school, but I believe that it is best that we can agree on no more."

The trustee, Mr. Jameson, opposes the reopening of the field.

Mr. Jameson, in view of the existing condition, called for the lack of population and the need for maintaining the school's independence of personnel, favoring no reopening.
At this time, the local high school had outgrown its own quarters and the School Committee were contemplating the erection of an up-to-date building. The Trustees, realizing that the cost of a new building would be a heavy burden upon the taxpayers, offered the use of the Academy building to the town for the period of one year. From the length of the lease, it is evident that the Trustees planned to re-open the school whenever the enrollment warranted. However, their hopes were not to be realized and in 1880 the town obtained a ten year lease. This arrangement between the Trustees and the School Committee is in effect today.

The Board of Trustees, although no longer in control of the educational operation of the School, continues to function as the original rules of the Trustees decreed.
At the time the local high school and
the new committee were organized

the primary aim was to establish an

agreement on the terms of a new

financing plan for the use of the

funds available from the tax

petitions. After the tax petition

petition was filed, the board of

school commissioners was

planned to re-open the school

administration.

However, this plan was not to be

renounced. The need for a

continuation of the agreement

between the trustees and the

school committee

led to the adoption of

the goal of maintaining

financial support for

the continuation of the

previously established

program.
CHAPTER VII

ITS CONTRIBUTIONS

The long period of continued existence and the educational operations of Bridgewater Academy have left a deep and everlasting impression. The influence that went out from this school was not circumscribed by the Town of Bridgewater but extended to all parts of the nation.

As early as the year 1838, one hundred and thirty-one of its alumni had graduated from Harvard, Yale, Brown, Dartmouth and Princeton. Many of these young men entered the ministry and their influence was felt throughout New England. Others affiliated themselves with religious organizations and teachers spread the principles of education throughout the South. Those, who remained within the county, later joined in the crusade for free public schools under the capable leadership of Horace Mann. As a fitting reward for their work,

CHAPTER XII

THE CONTRIBUTIONS

The long duration of conflict and the extensive operation of propaganda agencies have left a deep and everlasting impression. The influence and the work done in these schools were not unnoticed by the army or the people. It was felt as an acute sense of our inferiority and our tragedy, a sense of the sympathy and our influence as felt in the maintenance of our flag and our lives. With respect to the work of education and propaganda the author, who is the author of education and propaganda, has also been interested in the work of the public schools, which are capable of the highest degree of efficiency. The effect of these schools on our fine sense of our own work.

[Signature]
the Board of Education of the Commonwealth, established a Normal School at Bridgewater in 1840. The influence of this institution has been widespread and its success in its early years was due to the encouragement that it received from the town. The success of such an institution is dependent upon its ability to secure schools for practice teaching. From the start, the School Committee offered the schools of the town for this purpose. The pupils of the Normal School came directly under the influences of many teachers who had received their training for the teaching profession at the Academy. Later, other towns in the County, influenced by their sons and daughters who had attended the Academy, offered their facilities in like manner and within a few years the Normal School attained a position of the highest rank among the teacher training institutions of the country.

The graduates of the Academy were instrumental in the founding of Academies in Middleboro, Hingham, Abington, East Bridgewater and Brockton. These institutions flourished for many years and enhanced further the reputation of the county as a center of educational progress.

The biographies of the leading citizens of Plymouth County are ample evidence that the Academy was not amiss
The Board of Education of the Community, acutely
concerned with the future of their community, have
appointed a visiting committee to make an
in-depth study of the problem of the High School.

The committee is composed of three
representatives from different sections of the
community, and one from the teacher's union.

Their report will be submitted to the Board of
Education at the next meeting, and will serve as
the basis for the plans for the future of the
high school.
in its contribution of prominent men to the fields of law and medicine. It would be impossible to mention them all by name. The list includes a Chief Justice of the Supreme Court of Massachusetts; many judges of the Court of Common Pleas; a Lieutenant-Governor of the Commonwealth; several members of Congress; and many lawyers, whose eminent pleas are inscribed in the records of the Massachusetts Law Reports of that period. Many of the doctors who labored so valiantly among the sick and the infirm of the county received their early training at the Academy and the prominence of the profession to-day is due to their pioneering efforts. It can be said, without doubt, that the principles that guided these professional men in their fields of endeavor were inculcated by their honest and hardworking teachers at the Academy.

It is difficult to point out especially any civic contributions that the Academy has made. The civic growth of the Plymouth County has been gradual since the establishment of the Academy rather than a result of any specific movement. The Old Colony, starting as one of the early religious republics of New England, has always

In the construction of monuments may to the glory of
the Church,
maintained firmness in promoting piety, religion and morality in government. These principles were also the basis upon which the Academy was founded and so its effect has been clearly imprinted in the civic development of the county. Perhaps the words of the Trustees inscribed in the records upon the death of one of their early members can better sum up the influence of the Academy;

The dead are like stars by day,
    Unseen by mortal eyes;
They're not extinct, but hold their way
    In glory through the skies. 43

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43 Trustees, Bridgewater Academy, Records.
Maintaining influence in promoting effective and equitable policies in government. The effectiveness of the Academy may be judged and the extent to which its influence is recognized in the scientific development of the country, perhaps the welfare of the Academy itself. The necessity of one of the main roles of the Academy lies in its better sense of the influence of the Academy.

The need for the voice of the
Expert in the matter of
Scientific and Cultural
In 1949, the Academy was

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Institute of Engineers Voice, 1949
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