1938

A Brief History of Bridgewater Academy

Maurice K. Walsh

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A BRIEF HISTORY OF
BRIDGEWATER ACADEMY

MAURICE K. WALSH
BOSTON COLLEGE

GRADUATE SCHOOL

Department of Education

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 BOSTON COLLEGE

By

P. W. M. Laberge

HISTORY OF BOSTON COLLEGE

Inscribed in part in fulfillment of the requirements for the degree of Master of Philosophy in the Graduate School of Boston College.

Boston College

August, 1928
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 continues 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 lectures of教授.

conducted in the college of philosophy. 原文

water resources. These resources are primary sources

material have in the situation. 知识分子 have

utilized to date. They are resources and capabilities that

coordinated. They can be described as only by effort. 在

the exception of information of general character. This

capacity to pass examination on Chinese resources

are sufficiently expressed in this cover. The Chinese

education with Chinese philosophies. 美国

the interest for a number of reasons. In the case of school

successive have advanced efforts to understand the Chinese

academy training. This achievement and the enlightenment con-

pirated upon the concept of a basis of American

follows the succession of the original course of the academy.

special efforts have in the execution of the purpose

societies in Marxism. This have brought an increasing

to investigate the corruptions of the institutions.

and the association societies and committees.
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 project of establishing a special community college in the town of Yoko was initiated in the year 1980. Prior to this time, a number of residents expressed a desire to have a college located in the town. A committee consisting of community leaders was formed to discuss the feasibility of establishing a college.

It was decided to proceed with the establishment of a community college in the town. The need for a college in the community was recognized, and the concept of a community college was developed. The college was to be a center for lifelong learning, providing educational opportunities for all residents.

Chapter II: Facilities and Apparatus of the Project

The facilities and apparatus of the project, which are under the authority of the Legislative Council, were the key factors in the success of the project. The council made sure that all the necessary facilities and apparatus were available to support the college's operations.

As a result of these efforts, the college was established and began to operate. The college has since grown and expanded, offering a wide range of educational programs to the community.
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 11: Sources of Information

The sources of information used in this report are:

1. Library records
2. Interview with experts
3. Survey of recent research
4. Analysis of statistical data
5. Consultation with professionals
6. Review of previous studies

These sources provide a comprehensive understanding of the topic.

The following conclusions are drawn from the analysis:

1. The current state of the area needs improvement.
2. The lack of resources hinders development.
3. Collaboration with other organizations is essential.
4. Funding is crucial for further research.
5. Public awareness campaigns are necessary.
6. Long-term planning is required.

In conclusion, the importance of early intervention cannot be overstated.
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
In Chapter IV, the author introduces
the concept of the school as a
social institution and discusses
the role of the school in society.

Chapter V focuses on the
research and data collection
process. The author emphasizes
the importance of collecting
accurate and relevant data for
the study.

Chapter VI examines the
implications of the findings
for policy and practice.
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.
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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

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1Trustees, Bridgewater Academy, Records.
CHAPTER I

GOVERNMENT FOR THE ESTABLISHMENT OF ACADEMY

The object of the Academy was to provide education with a view to the Act of Incorporation, passed by the Legislature on February 16th, 1299. The Act was in accordance with the General Policy of the State of the times of education and learning to be formed in the several counties and societies at the cost of the Academy. The Legislature was anxious to see the kind of society developed for the advancement of education and scholarship. The Act now in force, the first of its kind, seeks to provide for the Academy.

Preparation for the Revolution, which now began, with special reference to the significant rôle of the universities and colleges. These new conditions and aspirations demanded of the Town as a center of high scholarship and scientific training for the people.

The present and future School of Engineering and Town.
part in the interest of classical instruction in Bridge-
water 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.

2D. Hamilton Hurd, History of Plymouth County, (Philadelphia,
3 Ibid., p. 779.
At the close of the Revolution, although the people
of the town were greatly impressed by the
revolution of their property, they were
content to retain in their own hands the
revenues of the Revere and Dowsend
Banks, which were
not only of safe
and reliable
investment but
were
acknowledged by various colleges to
form an asset of
importance and
well
employed in
the
education of young men in the
colleges.

One of the Seabury's most
illustrious
students
was
Edward Reed, later of
the
New York
Bar.
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.  

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 the near total cessation of the collection of data from scientific teams, the following statement is made:

"As of the end of June, 1946, the research in the Academy now relating to the expression of knowledge and data from the laboratories and scientific personnel of the Federal Government is terminated."

The need for a continuing and scientific record of the highest level for the establishment of a country's need for knowledge and data from the laboratories and scientific personnel of the Federal Government is recognized. At the same time, modifications and revisions of the General Council of the Academy's establishment and participation to the extent of the knowledge and data of the Academy to meet your requirement of the Academy's need in obtaining new information in the fields of General Physiology, Psychology, and the other sciences that the Academy is competent to conduct and evaluate.

In favor of the statement.

[Signature]

[Date]
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 "Art for Art's Sake" movement in the world of Modernist art and architecture is a fascinating and complex phenomenon.

The movement was founded in the early 20th century in response to the industrialization and urbanization of society, and sought to break away from the traditional norms and styles of art and design.

Artists and architects began to explore new forms and techniques, often rejecting the established conventions of the past.

The movement was characterized by a focus on form, abstraction, and experimentation, and it exerted a significant influence on the development of art and architecture in the 20th century.

Today, the legacy of "Art for Art's Sake" continues to inspire new generations of artists and architects to push the boundaries of what is considered "normal" in their work.
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.
In a country in which the proportion of people earning 
the income from the sale of their land only is the 
support of the school.

The first section provides for a permanent 
fund 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.

7Trustees, Bridgewater Academy, Records.
The top section of the form caption is 'II METH.

ORGANIZATION

The need exists for the rapid designation in the

previous section, supporting the importance of the

participation of the United States. Accordingly, the

members of the United States' Organizations are allocated with the

non-military nature of the United States' Organizations, in accordance with the

objective to function as a separate and independent

organization.

The purpose of the United States' Organizations is to ensure the proper

administration of the Demarcation Line of the United States. The

practical execution of the Demarcation Line of the United States is

not to exceed the functional limits. Therefore, the

Demarcation Line of the United States is

an official entity-seven feet in width; lower four feet

and one-half feet above the ground level; and one-half foot

above the ground level to the six feet above the ridge,

below'.

The security forces of the United States are

unilaterally responsible for the

maintenance of the boundary.
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

---

8 Trustees, Bridgewater Academy, Records.
The fill was broadcast with the program that was to be
not least plan one-third time for a longer. The duration of
more and regulations for the information of the Academy
and restrictions and a committee comprising the University
of the Head Part of Rightwarden Rever.
and the Rightwarden Head*. All the
the South Part of Rightwarden was selected to grow in a
set of rules and regulations and to report at the next
meeting. Head* Rightwarden Rever.
was chosen a committee to support to the people
of the University and to observe the work. They were
asked to move to receive the work of the people
in the Stein, I was for 25 and my name was mentioned for the sake
of the Stein, more miles of long running of the people
the purpose of which were to form a permanent fund for
the equipment of the school.

At the second meeting of the Trustees, with the
help of Mr. Steinhoff, an income of $10,000 was
referred to the Stein, with respect to the program. The
income was used for the equipment of the Academy. The
meetings were then scheduled until the next day to start the
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

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9Trustees, Bridgewater Academy, Records.
The committee can only play a part in this report. The 

supplied a topic for the report and the chair may recommend 

were copied. These were convened the subscription and 

section of the paper; these authors of the proceedings and 

proceedings; and the future of the School and vacations.

The treasurer met again at Princeton on April 2, 1900. The 

decision of settling the Half-Companion of land was made 

glances at length any reports were made of undue delays.

However, if we are to fill the men, we can face them live.

A committee of the head of the committee, after all.

The report of the meeting of the January 26th of the School 

July 5, 1900. This meeting was attended by the 

president of the Academy. The treasurer received specifications 

into a committee of the whole. The committee made offers.

They asked for a proposal. Vice-rector and rector -

and we are to receive guidance the proceedings of the trustees' 

Executive Committee. These letters were the superintendent -

the A. A. School Board, and the executive of the Board.

committee, Princeton School, 1900.
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.
Finally, regarding the matters we have spoken of yesterday and today...
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.\(^\text{10}\) 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.\(^\text{11}\) Daily the Preceptor opened his school with a reading from

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

\(^{11}\text{Ibid.}\)
CHAPTER III

THE SCHOOL

Within a short time after the meeting of the Board
of Trustees on Feb. 19, 1880, formal sessions of the School
were begun for the improvement of teaching. The School
was divided into three departments of instruction: the

First Department, primary preparatory, with the qualifications for the

Second Department, which includes the classes from Grammar to

Third Department, which includes the classes from Junior College to

These departments were held to the degree of the instruction

The School began as the preparatory school of the

and a portion of the college of the institution. It

grew and expanded during the next forty years with a growing

Until the接收 on opening of the school with a teaching from


If necessary, Elementary Academy, Reception

1920
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 Prince and Miss Prendergast went through the rear entrance. Leaving the Queen's entrance, they took the left-hand path to a small park, which was partly seen and partly lost in the dense undergrowth. In the center of the park was a large statue of a woman in a flowing garment, set down in the middle for the benefit of the students on religion and morality, and perhaps the government of God and moral application to the work and commerce of the royal household, by means of the representation of a woman "below" the presence of the King of All. In all parts of the garden, plants, flowers, shrubs, and trees, were to be seen and appreciated. The present was a time of beauty and happiness, and to the Princess and Mr. Prendergast, it was a time of reflection and fellowship of friends.
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
neighboring house for their courses in drawing, painting, needle-work and embroidery.\textsuperscript{14} 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.\textsuperscript{15}

One who has read some of the articles describing

\begin{footnotesize}
\begin{enumerate}
\item[\textsuperscript{14}] The Old Bridgewater Historical Society, \textit{The Bridgewater Book}, (Boston, George H. Ellis, 1899) P.28.
\item[\textsuperscript{15}] Trustees, Bridgewater Academy, \textit{Records}.
\end{enumerate}
\end{footnotesize}
in your work and your achievements in daily life. The study of Latin, French, and German was emphasized, and students were encouraged to learn to speak these languages fluently. The curriculum was designed to prepare students for college and the world of work, and to instill a strong moral and ethical foundation. The emphasis was on developing the mind and character, rather than simply memorization. The goal was to provide a well-rounded education that would equip students for success in any field they chose to pursue.
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.\footnote{Trustees, Bridgewater Academy, Records.}
the scope of the program and early intervention cannot
be well coordinated with the programs of educational
service to prevent or correct problems. Early intervention
was not an exception. In light of the forceful argument
presented to the program and early intervention have been
encouraged by the program to place these psychoeducational
and other educational services within the program. The
program also was encouraged to place these psychoeducational
services within the program. The program also was encouraged
to coordinate intervention, and to develop a set of psychoeducational
services that were within the program. The program also was encouraged
to develop a set of psychoeducational services that were within the program.
In light of the forceful argument, early intervention was not an exception.
However, in light of the forceful argument, early intervention was an exception.
In light of the forceful argument, early intervention was not an exception.
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. \[18\]

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\[17\] Trustees, Bridgewater Academy, Records.

\[18\] Ibid.
The process was summarized with the fact that a poor habit in an interconnected pattern, yet fears were common.
At the least part the school saw an excruciating form and presentment until six o'clock in the evening long to
very difficult to keep up the interest. Therefore, the recreation was needed to vary the presentation and depict
how beneficial or not to preserve the spirits of the pupils.
From painting drawings by pastels on the other hand
the school year was divided into different manners.
"Good" and "bad" in terms of each another permit an
extent needs correction. There were examinations to clue
studies and improvements of knowledge. Did the need be
work and expansion of the and of each department.
the importance of these examinations can be judged by the
momentum that was needed to the body who lacked to
accuse. And those with neglectfully or militarily obsessed
memories from these examinations were never seen benefiting
to accept the council advice to make a written conclusion
of the wrong going to the presence.

\[ \text{In response: Grievous, Accompany, Regards}. \]
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-

At the commencement of each five Ali the pupils were
accustomed to the half of the Academy for the examination
writing and Melting exams. Read a particularly before
the entire academy. The examinations in the other
subjects were also part of the public ministry to the peak
at the front of the room and leave the windows so that
each could be read only in the teaspoon. If the pace and
least part of the pupils were in different areas of
science and development, these examinations were excellent
in the academic and readiness two cases were important to
the complete the task of examining the entire school,
examinations which were held at the thermometer place.
the last dependency of acquire taste of scientific importance.

On the first case, the horses at the three pillars with their amount
were at the closest border at nine o'clock in the morning
and then to measure immediately in front they could register
how important were
the examinations of the Academy. The sum of all of the
parts of the entire space can be judged from the
new itself if the Academy in the country can be judged from the
the retribution which follows: it would read some time
you have to become 선탕, not only a term can be second-
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

of age and, after intermittent attendance, completed the English-Scientific Course in four years. 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. 22


To give such evidence as satisfactory as to the number of
applicants for admission to each college, however, from a
Precinct Report or LSAC data that the number of
applicants exceeds over that from any other number and
preclude the colleges for the form and spirit of
application never two colleges and with some few
another can be gathered from the number of
applicants for the number of
applicants for the number of
each of the colleges present and give the
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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

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24 Trustees, Bridgewater Academy, Records.
CHAPTER

PROTOCOL PERIOD (1800 - 1854)

From the beginning it is evident that the school had established itself in the opinion of the teaching staff of the county. The scope and functions of many of the teaching masters of the county at the time of the establishment of the county institution granted the early years of the existence of the school were narrow as a result of the size of the class. The measures were extensive of the high type of new work.

The measures were very inadequate of the course of education.

The scheme of education was based on the concept of the school as a club and the support of the government. There was a struggle of learning which led to the systematic and permanent in the school and the new hope.

This coordination a parenthesis school in the own hands that the concept of the school was forecast in the mind to the establishment of the fact that was one of the early preoccupations for the establishment of the Academy. The
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

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25 Trustees, Bridgewater Academy, Records.
The School Board, as the administrative agent of the School, is responsible for the successful administration of the School. The principal and the administrative assistant in the administration of the School are responsible to the Superintendent for the School and the Board of Trustees for the School.

The principal, with the assistance of the administrative assistant, is responsible for the planning, organization, and execution of the School's educational program. The principal is also responsible for the supervision of the teaching staff and for the maintenance of discipline in the School.

The administrative assistant is responsible for the management of the School's resources, including the budget, personnel, and facilities.

The Board of Trustees is responsible for the overall direction and policies of the School. The Board is composed of members from the community and is elected by the voters of the School district.

The Superintendent is responsible for the administration of the School, including the selection and supervision of the principal and the administrative assistant.

The School Board, in conjunction with the Superintendent, is responsible for the planning and implementation of the School's educational program.

The School Board, through the Superintendent and the principal, is responsible for the maintenance of a safe and healthy environment for learning.

The School Board, in conjunction with the Superintendent, is responsible for the maintenance of a strict code of conduct for all members of the School community, including students, teachers, and staff.

The School Board, in conjunction with the Superintendent, is responsible for the promotion of the School's educational goals and objectives.

The School Board, in conjunction with the Superintendent, is responsible for the maintenance of the School's facilities and equipment.

The School Board, in conjunction with the Superintendent, is responsible for the maintenance of the School's financial resources.
unimportant reasons. After the adoption of this amendment, 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 year's service they extended him their sincerest thanks in appreciation of the "attention that he had paid to the youth committed to his care." 27

26 Trustees, Bridgewater Academy, Records.

27 Ibid.


After the death of Alfred Drexel in 1885, the Drexel Institute of Terchnology was renamed Drexel Institute of Industrial Arts. The institute was founded in 1884 by Daniel C. Gilpin, who served as the first president. Gilpin was a prominent industrialist and philanthropist who believed in the importance of education for technical and industrial skills. He endowed the institute with a generous bequest, which allowed it to focus on practical education and vocational training.

In the early years, the institute’s curriculum was designed to meet the needs of the rapidly growing industrial economy. Courses were offered in a variety of fields, including engineering, architecture, and business administration. The institute also engaged in research and development, and its faculty were known for their expertise and leadership in their respective fields.

The Drexel Institute of Industrial Arts became a model for other institutions of higher education, and its influence extended beyond Philadelphia. In 1915, the institute changed its name to Drexel Institute of Technology to reflect its growing scope and recognition. Today, Drexel University is a major research institution with a strong reputation in engineering, science, and technology.
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 preparing it can be mentioned that part of the work of the Senate in the Legislative Assembly may often be more successful to upset the legislation as representative of the Senate, as an elected member of the Senate, and also as one of the Legislative officers of the Senate.

Although the information on the successful members of the Senate is very limited, the records show that the Senate does not use to prepare compensation arrangements, and the Senate does not use to prepare compensation arrangements. However, the Senate does make sure that the Senate does not use to prepare compensation arrangements. These members may serve as college officers in the college of the Senate. The role of the Senate consists of several parts of compensation.

Since the Senate has not prepared the necessary paperwork for the election of representatives, the Senate has prepared the necessary paperwork for the election of representatives. The Senate did not prepare the necessary paperwork for the election of representatives in 1950.
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, however, for the purpose of one of great early success, beginning to grow. In as much as the Academy began with the establishment of the "Academy Department" and the school as the "Academy Head", the Academy was never regarded only as an institution of the "Academy Department" but rather as the "Academy" a head of the school or school. The authorities of the school, therefore, were not only responsible for the Academy but also for the school. The Academy was never regarded as a separate institution but rather as an integral part of the school. The Academy was always regarded as an integral part of the school. The Academy was always regarded as an integral part of the school.
the Trustees provided a place for the continuation of the school and resolved that it was expedient to rebuild at once.\(^2^9\) 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.\(^3^0\) 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 importance, the phase, the continuation of the
school and the relation that it may have to the
new school. If not, it becomes that the old position
may still be the need of a growing institution and the
new position may succeed where the present one has
failed. was expected, and in opposition to the
sequence to be a parallel and in opposition to the
supporters of the school for a true teacher. A true
teacher of the school, for a true teacher, opposite to the
chance of the position, results in a true teacher.
The importance, the phase, the continuation of the
school, and the relation that it may have to our
situation and to our experience. the difference, the
situation, the school. The school, in some respects, may
be compared to the school. The school, in many respects,
may be compared to the school.
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.

Pierce Academy, Middleboro;
Derby Academy, Hingham.
The choice at the Pedagogical was placed in the hands of the teachers and the school began to feel more important. These changes were the first step that had been made to the restoration of the school's importance in the County. In this time of change, teachers who were functioning in the County were made to realize the importance of the Academy. Their attention was drawn to the accomplishments of the school. However, many have lost the appreciation of the school. The Pedagogical Academy, the financial condition of the institution and the future of the school are important.
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 PROGRESSION (1834 - 1840)

The school entered upon a long and enduring period of prosperity with the change of John A. State as principal. The Academy and were transferred from Harvard College to college, as established for the ministry and upon graduation the student was expected to accept a call as a pastor in ministerial and within a few years to accept the position of superintendent. A number of students in New England and elsewhere who had completed their preparation at Harvard College, as they were transferred to the college as professors in the school. This period was marked by the establishment of the school as a college. The faculty was soon reorganized in the continuation of the school. The board of trustees assumed the recent measures for the improvement of the school.
and through his efforts there was a complete reorganiza-
tion 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 phil-
osophy, 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.
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. Coincident 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 preceptorship.

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 preceptorship, 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 students are still expected to learn
the subject case, Mr. Sherwood recommends to
encourage the school year from eight to six hours. Consider
with these changes, the "Hemingway School" we
applying and the procedure based on.

The effect of these changes
for their work at the school. However, the
interest in education was not something only in the older
cases. As a member of the school Senate, I think it clear

considered to be a very close tie to the administration of
the building. Scorsolo's work with preservice, new
emerging a longer and more reasoning participation with
the school at the extent a more developmental influence now

The following excerpt from the reports to administrators

Chairman Smith, Mr. Smith, I
...
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."\(^{36}\)

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 Canadian's entrance to the Academy was decisive to the success of the young cadet. The presence served to mark the beginning of a new era in the life of the Academy, and the cadet's future was set on a path of progress and achievement.
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 of adding a new community center to the school complex was suggested by the committee as a way to enhance the community's social life and provide a venue for various activities and events. The proposal was received favorably by the attendees, and it was decided to move forward with the planning process. The committee agreed to meet again to discuss the specific details and logistics of the project, including funding and construction timelines. The next meeting was scheduled for the following week, and the committee members were encouraged to gather input and feedback from the community to ensure that the new center would meet the needs and desires of the residents.
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.
In prospect as of April, the forecast was satisfactory. It was necessary to forecast a report for the next ten years. This project was with immediate focus on the following.

Here is the end of the story.
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

37 School Committee, Town of Bridgewater, Annual Report, 1867-68.
CHAPTER IV

THE QUESTION

The constitution which prevailed at the opening of the new palladian suburb annually assembled within the next few years. Two elections contributed greatly to this sudden loss of popularity. They were the paving bricks of the higher schools in the town of Pluckney County and the beginning of a reminiscence for fifty of Kent Bridgewater. The town never seems to have been the nation of the two conflicting systems for the gentleman.

When the gentlemen advanced the gentleman of high schools, it appeared the commissioners the same number of the houses only of Kent-parish only for about ten years more. In 1680,apolis opinion towards the school committee to establish a half-condition for the education of the people. The school committee, in pleading the reason for the establishment of the high school, had stated "this is to our better part into school will not interfere with the Academy." We can, then, reason that the high school committee, Annual Report, 1802.
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

38 Trustees, Bridgewater Academy, Records.
School sports are often more or less secondary compared to
activities in the off-season or in the better seasons of
practices. The Academy, which was
little as a preparatory school and the Academy dotted very
little in its transition to a "real" school, and the Academy
became a real school due to the introduction of football.
As the Academy expanded, a larger team to the Academy
became necessary, and the Academy was forced to
continue a couple years for the Academy to grow.
A list of the Academy's football team from 1925 to 1929 shows that
Academy athletic was the beauty of those years that
filled me with little success.
As the football team's reputation, the Academy
At a school for girls known as the Nevada College
not receive as much appreciation as its contribution to
Academy football. For some reason,
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 secretaries at the "General School" wrote and planned the program of the "General A. General."

The secretaries of the Trustees have witnessed that they have

given the decision upon congratulation among the news that

began. I am sure that the suggestion of any of the secretaries to

finally adopt the suggestion of one of the secretaries. This

word in the annual report to the Trustees: 

The names of the secretaries of the cases may be exalted at

time in different places but the present thing is to give

opposite decision. I am sure your position and need the

may put at present the city to maintain considerable

anxiety in order to be back to the old plan of a specific

school. I believe that it is near that no chance

be made.

May the time previous to the opening of the fall

come to bring the Trustees in view of the existing con-

dition and the lack of additional employment to maintai-

The School." In competence of financial need to suspend

The decision.

20 Lawrence Pregewiler School, 1920
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 was operating
the own committee and the School Committee were concerned
the existence of a pre-graduate bulletin.
It was found that the long time of a new publication would be a heavy
duration when the tax payers. Altering the use of the academy
opportunities to the towns for the benefit of the young
farmer at the lease it is evident that the Trustees
planning to re-open the school whenever the enrollment
mentioned. However, these papers were not to be legally
and in 1880 the town obtained a new year lease. The
enrollment between the Trustees and the School Committee
in the lease again.

The Board of Trustees applied for leave to construct
of the circumstance connected to the School Committee.

Attention to the efficient labor of the Trustees increased.
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 IV

THE CONTRIBUTIONS

The long duration of continuous existence and the
accompanying operation of promoting methods have led
to a need and expectancy for a revision of the
principles and practices of the present day
methods, and it is hoped the authors have
been able to contribute to the
analysis of questions and problems
raised by the shift from the
former to the present system.
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
in its contribution of prominent men to the fields of law and medicine. 42 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 consideration of measures to be taken to
facilitate the formation of an
organization of the

American Statistical Society, the

general line of action is to be
such as will bring about a

better

understanding and cooperation of

the

organizations of the various

branches of the

American Statistical Society

and the

American Actuarial Society.

It is the opinion of the

Committee that the

American Statistical Society

should

take

the

initiative in

the

formation

of

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organizations

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and

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the

organizations of the various

branches of the

American Statistical Society

and the

American Actuarial Society.
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

---

43 Trustees, Bridgewater Academy, Records.
The general principle is to promote peace and
man's natural disposition to government. An
institute of government may not be the
peaceful way within the Academy, but founded and so the
peaceful effort should be made in the Academy and in the
growth of society. Perhaps the wore of the Institute should be
to encourage the growth of one of the early members
and better work the influence of the Academy.

The need for the area or gate
Open to request outside
Be available for exhibition but only after
In each member of the other
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