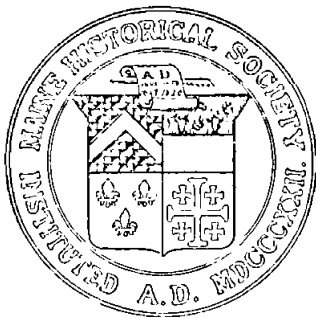




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*For Piety, Virtue and Useful Knowledge:
Maine's Eighteenth-Century Academies*

by Richard G. Durnin

I

One of Maine's resources has undoubtedly been its private educational institutions. Before the eighteenth century came to a close, the District of Maine had a college and five academies chartered. Maine had common and grammar schools in the seventeenth century as the several school laws of the Province of Massachusetts extended their provisions over the District (statehood not being realized until 1820). One might credit Maine's being under Massachusetts, an early leader in its concern for schooling, as responsible for this relatively favorable educational situation. But so far as academies were concerned, the impetus, and much of the financial aid, came from local citizens; the Massachusetts General Court merely chartered them and sometimes granted land (from the Eastern Lands in Maine) to help in their support. So Maine people can be credited to a large extent for the region's early mark in the matter of schooling for their children.

What was Maine like in the eighteenth century? The vast territory was essentially a wilderness. The 1790 census showed a population of 96,540 (as many people as now live in Portland and Augusta combined). The District had five counties: York, Cumberland, Lincoln, Hancock, and Washington. Lincoln was the most populous with York falling next. The

chief towns were York, Portland, Pownalborough, Hallowell, Waldoborough, Penobscot, and Machias. The people living in Maine had come principally from other parts of New England, and at that time differed little from the inhabitants of New Hampshire or Vermont. "Brave, hardy, enterprising, industrious and hospitable," wrote Jedidiah Morse, the contemporary geographer, in describing their character. [1]

These hardy folk exported a goodly amount of lumber products (masts, white pine boards, ship timber) and dried and pickled fish. It is interesting to note that wood products and fish continue to be major items in Maine's economy. The inhabitants were raising a sufficient quantity of agricultural products for their own subsistence, but, as Morse commented, "too many are still more fond of the axe than of the plough." [2]

The two decades between 1780 and 1800, when Maine's first five academies came into being, were an economically unhappy time for New England. The long Revolutionary conflict had caused physical, moral, and economic exhaustion. The states, towns, and many persons, were burdened with debt. Trade had been dealt a heavy blow: the West Indies ports were now "foreign" and were closed to Americans. The fact remains, however, that the "academy," a new kind of American secondary school, spread in New England during these times that were generally disordered and economically depressed. The desire for schools was far greater than the ability to pay for them.

The earliest New England academies appeared in Massachusetts. Governor Dummer Academy at South Byfield, founded in 1763 (and presided over by a schoolmaster from York, Maine), [3] is usually credited with being the first, although it probably differed little from a Latin grammar school during the first several decades of its existence. Some of the private, non-incorporated schools, found in the cities and larger towns, offering subjects which reflected the effects of the Enlightenment and the changing economic and social life of New England, were the first to offer those "useful" subjects (keeping of accounts, navigation, surveying, modern languages) that have come to be associated with the early academy curriculum. But before the eighteenth century ended the District of Maine had five incorporated academies: Hallowell, Berwick, Fryeburg, Washington, and Portland. These institutions provided the mold out of which a large number of subsequent academies were formed, and their contribution to the spread of "useful knowledge" (piety and virtue being more difficult to measure) to that frontier area was indeed significant.

Hallowell was Maine's earliest academy, and on 5 March 1791, when it was incorporated, there were sixteen other chartered academies throughout the rest of New England. The pattern of "academy making" (to use Ezra Stiles' term for the phenomenon) [4] was by then well established. This type of secondary school offered boys, and very often girls, too, a much more liberal curriculum than that given in the old Latin grammar school that had been imported from England the century before. Academy scholars could study English subjects (reading, writing, spelling, and the art of speaking), arithmetic, geography, history, geometry, natural philosophy (a general science), the classical languages, French, and very often surveying, navigation, and the keeping of accounts. This multitude of studies, often taught by one person, at least during the earliest period, is rather baffling to one living in an age of specialization of knowledge. It is safe to assume that what appeared to be a wide curriculum offering in a given school was not available to all students in the same day, week, or perhaps even the term. These subjects most certainly reflect the rapidly changing social and economic order making demands for more practical studies.

Hallowell, then in Lincoln County (but now in Kennebec), was a flourishing post town with a court house, but with fewer than 1200 people, in 1791, when its academy was chartered. The town made good use of the Kennebec River for trade and for building of vessels. A group of its more prosperous and enlightened citizens petitioned the General Court of Massachusetts for the right to open an academy. The act of incorporation was passed on 5 March 1791, making Hallowell the first town in Maine to receive such a right. [5] The charter named twenty men as trustees, among them Thomas Rice and William Lithgow, who had been instrumental in petitioning the Legislature. It is significant to note that the majority of trustees were *not* to be residents of Hallowell, thus insuring that the institution would be regional rather than strictly a village school. This same provision came to be a part of the charters for other Maine academies. The charter also specified that the academy could be moved out of Hallowell, if the trustees so desired, but it could not be moved out of Lincoln County.

There was often a passage of time between the incorporation of an academy and the actual beginning of instruction. In the case of Hallowell, four years elapsed before enough money could be raised for the erection of a building and the

engagement of a preceptor. By this time Berwick had already opened its academy, giving it the distinction of being the first in the District of Maine to get under way. The General Court of Massachusetts had granted Hallowell Academy a township of land in Lincoln County in June of 1791. [6] This was the first land grant made to an academy by the Commonwealth of Massachusetts, a practice that became common in the years following. The trustees of Hallowell sold the land in 1806 at \$2. per acre, yielding only \$2099. [7] Two citizens, a Colonel Dutton and John Blunt, had given land for the building, and Elizabeth Bowdoin gave a subscription of \$1000. So on 5 May 1795 all was ready, and the Reverend Alden Bradford, pastor in Pownalborough opened Hallowell Academy formally with a discourse. [8]

The literature abounds in descriptions of at least the more famous academy masters often written sentimentally by their former students after many years had passed. Here is Samuel Moody, preceptor of Hallowell Academy (who had formerly been at Berwick, but not to be confused with the Samuel Moody of Governor Dummer), as remembered many years later in 1863 by John Sheppard, a Maine lawyer:

I was seven years under the care of Samuel Moody, [9] preceptor of Hallowell Academy, since deceased, a thorough Dartmouth scholar, and superior instructor. I can see, in the visions of the past, his tall, majestic form, like an admiral on the deck of his frigate, treading the academic floor, arrayed in small clothes, the costume of the time, with his bright blue eye watching over his one hundred pupils at their desks. He was severe at times, but affectionate, and used the ferule as a scepter of righteousness. I loved him and was a favorite, for he let me study the Eclogues of Virgil in school hours under the groves of the Academy. His scholars turned out well in the world. [10]

Such a vignette tells much more about life in an academy than is available in broadsides, catalogues, newspaper advertisements, and official acts.

A later preceptor, Daniel R. Goodwin, (Bowdoin, 1832) who was at Hallowell from 1832 to 1834, went on to become president of Trinity College, Connecticut, and provost of the University of Pennsylvania.

Boys only were admitted to Hallowell at the outset, but in 1797 the trustees admitted females. Later, in 1829, a "Female Department was set up under a preceptress where girls

were given instruction in the "polite subjects." The earliest known catalogue of the institution dates from 1842-1843, but the act of incorporation gave some idea of the curriculum that was expected to be offered: the traditional classical languages (Greek and Latin) were listed along with the more modern liberal subjects of English, French, arithmetic, practical geometry, and geography.

Fires were one of the greatest enemies of the early academies. Hallowell's first building was thus destroyed in 1805 and its second in 1839. The third edifice, built of brick, was erected in 1841 and remodeled in 1890. It stands today, greatly renovated, as an attractive bungalow on Academy Street in Hallowell.

A high school had been established in Hallowell as early as 1840. The appearance of the public high school marked the demise sooner or later of many an academy. At Hallowell the academy and the high school were merged in 1873 into one school known as the Hallowell Classical and Scientific Academy. This merger marked the end of the Hallowell Academy, Maine's first, as a separate entity.

III

Berwick, in York County (South Berwick did not break off until 1814), was a township of somewhat fewer than 4,000 persons in 1791 when a group of gentlemen contributed land and money toward an academy, and petitioned the Massachusetts General Court for the necessary charter. Berwick's act of incorporation came on 11 March 1791, [11] just six days after that of Hallowell's, and it also subsequently received a township of land in Maine. But Berwick took less time in getting started. In May of 1793 a building had been erected, a preceptor engaged, and a class of boys had begun their studies. Girls were not admitted to Berwick Academy until 1828, although the trustees had authorized their attendance in 1797 (but rescinded their vote in 1813).

The grant of a township of land on the Kennebec River was made in February of 1792, [12] and it was sold at a later date for \$4,400, [13] considerably more than that received by Hallowell on the sale of its land. The Maine land grants were part of the Eastern Lands belonging, of course, to the Commonwealth of Massachusetts. Some lands were reserved for Indians, some were sold to speculators, and other tracts were granted "for the encouragement of literature," that is, to academies. They were generally heavily timbered spruce lands. But at that time most spruce woods were considered a nuisance and efforts

were made to clear them as quickly as possible. Spruce timber had very little marketable value so the lands were sold cheaply. Needless to say, if the trustees had held on to such lands into the nineteenth century -- not to mention the twentieth century -- the value would have been greatly increased. As it was, those who governed the resources of these impecunious institutions felt fortunate to get what little they did from land sales.

The theory behind the land grants seemed to be that the incorporated academies were in many respects "public" institutions; that they were chartered at the pleasure of the state; that they should be distributed about to suit the needs of different localities; and that their benefits should be extended to all youth who could profit from them. The academies were really quasi-public: their administration was in the hands of a private board of trustees, fees were charged, and support had to be sought wherever it could be found. Township public moneys did not support any New England academies until a later date.

The first academy building at Berwick, a two-story wooden structure, erected at the school's opening in 1793, was used for classes until 1828. It was later moved to another site and used as a private dwelling until 1965. On the occasion of the academy's 175th anniversary in 1966, the old building was moved to the campus, renovated, and again placed in academic use. It is the oldest secondary school building in Maine.

Samuel Moody (1765-1832) was Berwick's first preceptor. A Dartmouth graduate of 1790, he served the academy at £90 per year but was allowed, in addition, to pocket the six pence per week tuition charged to each pupil. [14] Moody served Berwick for three years and then moved on to Hallowell Academy as its second preceptor where his annual salary eventually reached \$500. Berwick Academy had a number of masters who went on to distinguish themselves. Joseph McKean (Harvard, 1794) became the Boylston Professor of Rhetoric and Oratory at Harvard; Benjamin Green (Harvard, 1784) became a Maine judge; Ira Young (Dartmouth, 1828) and Stephen Chase (Dartmouth, 1832) both went back to their alma mater as professors of mathematics.

Through the influence of an academy in town, the locality gave a larger proportion of its sons and daughters to the learned professions and to positions of leadership. The academy brought into small New England towns men of the best liberal education and they often created a taste for learning.

Sarah Orne Jewett received most of her formal schooling at the academy, having first attended some private classes in

the village. Miss Jewett entered Berwick Academy in the fall of 1861 and left, in 1865, at the age of sixteen. It is neither easy nor always wise to attempt to trace subsequent developments in a person's life to a school experience, and in Miss Jewett's case she has made it unnecessary. In her late thirties, reflecting upon those earlier years, she wrote "I remember a good deal more about the great view toward the mountain, or down river, and the boys and girls themselves, or even the ground sparrows and the field strawberries that grew in the thin grass, than I do about learning my lessons." [15] It was no doubt the Jewett bookish home environment with the *Arabian Nights*, Sterne, Milton, Jane Austen, James Russell Lowell, and Mrs. Stowe, along with her father's medical volumes on the shelves; the many one-day trips she took with her father into the Piscataqua countryside of Maine and New Hampshire as he made his calls; and her premature sense of nostalgia when she viewed the decaying farm houses, cellar holes, and leaning gravestones that were of the greatest influences in those early years. She read Harriet Beecher Stowe's *The Pearl of Orr's Island*, the work that so greatly influenced her, at the age of thirteen or fourteen, probably outside the walls of the academy. But her classmates, especially those who came from without the village (some as far away as Cuba), may have served to widen her world.

When Berwick Academy celebrated its centennial in 1891, Miss Jewett served actively on the planning committee and wrote the preface, a piece rich in sentiment and pride, for the anniversary booklet [16] ("Even the old remembered trees seemed to wave a welcome.") As her novels, short stories, and poetry reflected the ebb tide of pastoral life in her part of New England, so her academy anniversary remarks, as might be expected, tended to look back. "More than one pupil of Berwick must have been deeply moved, even to tears, at his first glance at the simple old school building, which seemed to stand in its place with new dignity -- almost with personality -- to welcome its great brood..." she wrote. The emerging public high school did not escape her view, and here she was gratified that these newer schools "that sprung up under its [the academy's] shadow...[have been] critised in their turn and even denied their once vaunted perfection." But she closed her piece with a bit of educational wisdom that will be forever sound: "the best thing we can expect from our schools is not so much the actual acquirement but the direction and stimulus of growing minds."

The aging John Greenleaf Whittier (not a Berwick Old Boy, but a former short-time student at the Haverhill Academy in

Massachusetts) was invited to attend Berwick's centennial celebration, and in his letter of regret he wrote of his respect for the academy and of its prominent former scholar, Sarah Orne Jewett, "one of our most popular authors, whose admirable portraits of New England characters and rural life have made the name...familiar on both sides of the Atlantic...." [17]

Miss Jewett was intimately concerned with the planning and construction of the Fogg Memorial Building in 1894 (named in memory of William Hayes Fogg, son of the village, who had engaged profitably in China and Japanese trade, and whose widow had left a legacy to the school). [18]

A number of college presidents are listed among Berwick's graduates. Two of the most distinguished were Daniel R. Goodwin, mentioned above in connection with Hallowell Academy, and Nathan Lord. Goodwin, of whom a classmate reported, "the preceptor could teach him nothing he had not already mastered," [19] went on to Bowdoin (class of 1832), held a preceptorship at Hallowell, and later in life became president of Trinity College and provost of the University of Pennsylvania. Nathan Lord, another Bowdoin graduate (class of 1809), served as the long-time president (thirty-five years) of Dartmouth College.

Berwick, like most New England academies, had its ups and downs. During a few early years, from 1817-1820, the school was closed for want of funds. This was not an uncommon situation for many such schools. With the exception of very few academies (such as those founded by Samuel and John Phillips), endowments were thin and they tried to function from receipts from tuition, a feat which few educational institutions have ever mastered. Beginning in 1891, the town paid the tuition of local students who wished to attend, and in a sense the academy became a part of the school system of the town. In the twentieth century the town provided for its own students in a public high school, and Berwick Academy had gone on its way as an independent school admitting boys for both day and boarding sessions and girls for the day session only.

IV

Fryeburg, founded on the site of an ancient Indian village, had fewer than 500 people resident when its academy received a charter in February of 1792. The Fryeburg Academy grew out of a Latin grammar school that had been in operation since November of 1791, so on receipt of the act of incorporation it became an "academy." It was the local minister, the Reverend William Fessenden, who was the leader, along with a group of twenty townspeople, in getting an academy established in that tiny and

SALE OF TIMBERLANDS DOCUMENT
(Centerfold)

On September 18, 1878 over 406,734 acres of private and over 14,075 acres of public lands were sold in Bangor, Maine by the assignee for E.D. Jewett & Co. These timberlands were principally in Aroostook County, 352,659 plus acres of private and 11,123 plus acres of public lands. Smaller amounts of acreage were in Piscataquis, Somerset and Penobscot Counties.

After the sale, someone in the office of the late Henry M. Prentiss neatly penciled in the price per acre and the name of the buyer of each parcel on the assignee's broadside. This copy was saved and later framed by Mr. George D. Carlisle of Prentiss & Carlisle Co. Recently, Mr. Charles H. Sawyer of North Edgecomb requested of Mr. Carlisle the loan of this document to the Maine Historical Society for photographing. Now thanks to them we have photographed it that copies may be readily available to libraries and students of the history of Maine timberlands. It must be rare to have on one piece of paper a land sale of so great a piece of Maine, the number of acres, location, price per acre of each lot, the name of the buyer of each lot and the date.

We think we have provided a desirable supplement to our recent publication: David C. Smith's *Lumbering and the Maine Woods: A Bibliographical Guide*. Full size copies of this document (17" x 22") may be obtained from us at \$2.00 each post-paid plus 10 cents sales tax on Maine purchases.

Mr. Carlisle has been able to provide us with some of the later history for some of the parcels of this land. If present owners see fit to write us about the history of parts of these lands we would be most glad to receive their letters.

ASSIGNEE'S SALE OF TIMBER LANDS

Belonging to the Estate of E. D. JEWETT & Co.,

September 18th, 1878, at City Hall, . . . Bangor, Maine.

Terms of Sale—Cash, or one quarter cash, balance in equal payments in one, two, and three years, with annual interest at six per cent., secured by mortgage on the property. All stumpage taken from the land shall be applied to the payment of the debt secured by mortgage. The property is sold free from incumbrance, subject only to the taxes of 1878.

J. J. HALEY, Assignee.

No. of Lot.	PROPORTION.	TOWNSHIP No.	RANGE.	No. of ACRES.	PUBLIC LOTS. ACRES.	TOTAL ACRES.		No. of Lot.	PROPORTION.	TOWNSHIP No.	RANGE.	No. of ACRES.	PUBLIC LOTS ACRES.	TOTAL ACRES.
AROOSTOOK COUNTY.								AROOSTOOK COUNTY.						
					W. E.	L. S.							W. E.	L. S.
1	$\frac{83}{208}$ of N. $\frac{1}{2}$	17	3	4099 $\frac{1}{2}$	199 $\frac{1}{2}$	4299 $\frac{1}{2}$	40 cts N. Cayer	38	$\frac{2}{3}$	17	5	16750	666 $\frac{2}{3}$	17416 $\frac{2}{3}$
2	$\frac{31}{104}$ of S. $\frac{1}{2}$	18	5	3447 $\frac{1}{2}$	417 $\frac{1}{2}$	3864 $\frac{1}{2}$	25 " Peter Dunn		$\frac{2}{3}$ Block SE. cor.	17	5	400		400
3	$\frac{31}{208}$	17	7	2999 $\frac{1}{2}$		2999 $\frac{1}{2}$	40 " E. Sutton	39	$\frac{2}{3}$ of $\frac{1}{2}$ und.	17	10	4190 $\frac{1}{2}$		4190 $\frac{1}{2}$
4	$\frac{31}{208}$	18	7	1357 $\frac{1}{2}$		1357 $\frac{1}{2}$	40 " Wm. L. M. Bullis	40	W. $\frac{1}{2}$	15	4	11000		11000
5	$\frac{31}{208}$ of N. $\frac{1}{2}$	15	8	1552 $\frac{1}{2}$		1552 $\frac{1}{2}$	57 $\frac{1}{2}$ " Chas. D. Bryant	41	$\frac{1}{2}$ of S. $\frac{1}{2}$	17	8	7637 $\frac{1}{2}$		7637 $\frac{1}{2}$
6	$\frac{31}{208}$ of N. pt.	17	8	1118		1118	57 $\frac{1}{2}$ " N. Cayer	42	$\frac{3}{4}$	12	8	17750		17750
7	$\frac{83}{208}$	14	9	8684 $\frac{1}{2}$	399	9083 $\frac{1}{2}$	52 $\frac{1}{2}$ " E. Skoe	43	$\frac{40}{208}$	11	14	4149 $\frac{1}{2}$		4149 $\frac{1}{2}$
8	$\frac{31}{208}$	15	9	3124 $\frac{1}{2}$		3124 $\frac{1}{2}$	58 " E. Sutton	44	$\frac{1}{8}$	13	8	2824	125	2949
9	$\frac{1}{32}$	16	9	1861 $\frac{1}{2}$		1861 $\frac{1}{2}$	62 $\frac{1}{2}$ " E. Skoe	45	$\frac{1}{16}$	11	8	2257	100	2357
10	$\frac{83}{208}$	14	10	9027 $\frac{1}{2}$	399	9426 $\frac{1}{2}$	60 " N. Cayer	46	$\frac{1}{16}$	12	9	1888 $\frac{1}{2}$	83 $\frac{1}{2}$	1966 $\frac{1}{2}$
11	$\frac{31}{208}$	15	10	3309 $\frac{1}{2}$	298	3607 $\frac{1}{2}$	75 " " "	47	$\frac{31}{208}$	13	11	3391 $\frac{1}{2}$		3391 $\frac{1}{2}$
12	$\frac{51}{108}$	16	10	2974	298 $\frac{1}{2}$	3272 $\frac{1}{2}$	75 Peter Dunn	48	$\frac{83}{208}$	13	14	8686	399	9085
13	$\frac{1}{32}$	18	10	1840 $\frac{1}{2}$		1840 $\frac{1}{2}$	47 $\frac{1}{2}$ " J. S. Wheelwright	49	$\frac{31}{208}$ of W. $\frac{1}{2}$	11	15	1644 $\frac{1}{2}$		1644 $\frac{1}{2}$

	$\frac{1}{8}$ P. L.	14	11	-	83 $\frac{1}{2}$
15	$\frac{31}{208}$ of N. $\frac{1}{2}$	15	11	1631 $\frac{1}{2}$	}
	$\frac{1}{8}$ of S. $\frac{1}{2}$	15	11	1837	
	$\frac{1}{8}$ P. L.	15	11	-	
16	$\frac{31}{208}$	16	11	3214 $\frac{1}{2}$	298
17	$\frac{1}{32}$	17	11	1902	
18	$\frac{1}{8}$	18	11	2460	
19	$\frac{31}{208}$	19	11	3941	
20	$\frac{31}{208}$	20	11 & 12	5052	223 $\frac{1}{2}$
21	$\frac{31}{208}$	15	12	8573	399
22	$\frac{31}{208}$	16	12	3260 $\frac{1}{2}$	298 $\frac{1}{2}$
23	$\frac{31}{208}$	17	12	8793 $\frac{1}{2}$	399
24	$\frac{1}{8}$ W. $\frac{1}{2}$ & NE. $\frac{1}{8}$	18	12	1844 $\frac{1}{2}$	
25	$\frac{31}{208}$	14	13	8817 $\frac{1}{2}$	399
26	$\frac{31}{208}$	15	13	3278 $\frac{1}{2}$	149
27	$\frac{31}{208}$	16	13	8794	399
28	$\frac{31}{208}$	17	13	8898 $\frac{1}{2}$	399 $\frac{1}{2}$
29	$\frac{31}{208}$	18	13	2988 $\frac{1}{2}$	149
30	$\frac{31}{208}$	14	14	8629	399 $\frac{1}{2}$
31	$\frac{31}{208}$	15	14	3270 $\frac{1}{2}$	149
32	$\frac{31}{208}$	16	14	11380 $\frac{1}{2}$	399
33	$\frac{31}{208}$	17	14	1977	
34	$\frac{31}{208}$	14	15	9207 $\frac{1}{2}$	149
35	$\frac{31}{208}$	15	15	8625 $\frac{1}{2}$	399
36	$\frac{31}{208}$	14	16	5884 $\frac{1}{2}$	305
37	$\frac{1}{2}$ of $\frac{1}{2}$ and.	16	4	7360	333 $\frac{1}{2}$

3351 $\frac{1}{2}$ 85 " E. S. Bor
 3512 $\frac{1}{2}$ 37 $\frac{1}{2}$ " S. H. Blake
 1902 44 " E. S. Bor
 2400 45 " W. B. Ayer
 3941 52 $\frac{1}{2}$ " "
 5275 $\frac{1}{2}$ 62 $\frac{1}{2}$ " G. F. Eaton
 8972 51 " S. H. Blake
 3565 72 $\frac{1}{2}$ " Mrs. H. W. Brille
 9192 $\frac{1}{2}$ 47 $\frac{1}{2}$ " W. B. Ayer
 1844 $\frac{1}{2}$ 52 $\frac{1}{2}$ " E. S. Bor
 9216 $\frac{1}{2}$ 82 $\frac{1}{2}$ " C. Hamlin
 3427 $\frac{1}{2}$ 55 " W. B. Ayer
 9193 40 " W. H. Sawyer
 9297 $\frac{1}{2}$ 42 $\frac{1}{2}$ " W. B. Ayer
 3137 $\frac{1}{2}$ 65 " Mrs. W. Brille
 9028 $\frac{1}{2}$ 147 $\frac{1}{2}$ " E. S. Bor
 3419 $\frac{1}{2}$ 60 " W. B. Ayer
 11779 $\frac{1}{2}$ 72 $\frac{1}{2}$ " S. H. Blake
 1977 40 " " "
 8856 $\frac{1}{2}$ 135 " W. B. Ayer
 9024 $\frac{1}{2}$ 100 " E. S. Bor
 6189 $\frac{1}{2}$ 85 " Chas. Hamlin
 7693 $\frac{1}{2}$ 87 $\frac{1}{2}$ " Chas. Hamlin

52	$\frac{31}{208}$	13	16	12338 $\frac{1}{2}$	598 $\frac{1}{2}$
53	$\frac{31}{208}$	12	17	9166	399
54	$\frac{1}{32}$	13	12	927	
55	$\frac{31}{104}$ of N. E. $\frac{1}{4}$	10	4	1642 $\frac{1}{2}$	
	$\frac{2}{3}$ of W. $\frac{1}{2}$ & SE. $\frac{1}{4}$	10	4	11020	500
56	$\frac{2}{3}$ of NE. & SW. $\frac{1}{4}$	8	4	7380	
57	$\frac{2}{3}$	10	3	14693 $\frac{1}{2}$	666 $\frac{1}{2}$
58	$\frac{2}{3}$ N. $\frac{1}{2}$ of mile sq.	9	5	213 $\frac{1}{2}$	
59	$\frac{2}{3}$	13	9	14748 $\frac{1}{2}$	
60	$\frac{1}{2}$	13	7	11020	

PISCATAQUIS COUNTY.

61	$\frac{2}{3}$ of	5	13	11000	
62	$\frac{1}{2}$ of	10	15	332 $\frac{1}{2}$	149
63	$\frac{2}{3}$ P. L.	8	9		666 $\frac{1}{2}$
64	$\frac{2}{3}$	8	10		666 $\frac{1}{2}$

SOMERSET COUNTY.

65	$\frac{31}{208}$	8	19	1534	74 $\frac{1}{2}$
66	$\frac{31}{208}$	5	18	8182 $\frac{1}{2}$	149
67	$\frac{31}{208}$	7	17	3408	149
68	$\frac{1}{8}$	8	16	20228 $\frac{1}{2}$	

PENOBSCOT COUNTY.

69	$\frac{9}{16}$	9	8	4068 $\frac{1}{2}$	166 $\frac{1}{2}$
70	$\frac{2}{3}$ N. $\frac{1}{2}$	8	6	7338 $\frac{1}{2}$	333 $\frac{1}{2}$

* Right to cut until 1881, subject to note due State of Maine for \$2064.00, and interest from Sept. 23, 1877.

12936 $\frac{1}{2}$ 50 " W. B. Ayer
 9563 37 $\frac{1}{2}$ " W. B. Bennett
 927 102 $\frac{3}{4}$ " E. S. Bor
 1642 $\frac{1}{2}$ 75 " E. Sutton
 11520 65 " E. "
 7380 105 " " "
 15360 157 $\frac{1}{2}$ " Mrs. W. Brille
 213 $\frac{1}{2}$ 45 " Peter Brille
 14748 $\frac{1}{2}$ 27 $\frac{1}{2}$ " S. H. Blake
 11020 45 " E. Sutton
 11000 72 $\frac{1}{2}$ " Mrs. W. Brille
 3471 37 $\frac{1}{2}$ " E. S. Bor
 666 $\frac{1}{2}$ 35 " Engel.
 666 $\frac{1}{2}$ 35 " "
 1608 $\frac{1}{2}$ 35 " E. S. Bor
 3331 $\frac{1}{2}$ 32 $\frac{1}{2}$ " W. B. Ayer
 3557 46 " Chas. Hamlin
 20228 $\frac{1}{2}$ 170 " Sutton
 4234 $\frac{1}{2}$ 75 " Mark Barker
 7666 $\frac{1}{2}$ 50 " Mrs. W. Brille

remote hamlet. A land grant of 12,000 acres in Oxford County was written into the charter, [20] and the General Court granted an additional 3,000 acres the following year. [21]

Daniel Webster is associated with the early history of Fryeburg Academy, although his stay there as preceptor was indeed a short one. Webster, a young Dartmouth graduate of the class of 1801 (and an earlier student at Phillips Exeter Academy for about six months in 1796), had been reading law in his home town of Salisbury, New Hampshire, and was in need of money. He was offered the preceptorship at Fryeburg at a salary of \$350 per year. He was there for the beginning of the winter term of January 1802, taking lodgings in the village with a man who served as register of deeds. This was a happy arrangement as Webster was able to eke out a supplement to his teacher's pay by copying deeds and performing other clerical duties for his landlord. In his autobiography we are told that he did considerable reading from the circulating library and that he made a Fourth of July oration. [22] He left Fryeburg in September of 1802 and returned to his home in New Hampshire. Webster came back to the town only once, in 1831, and he then remarked to his host, "Your Fryeburg scenery is striking, grand and beautiful; when I was here acting as pedagogue, I suppose I was ambitious, and didn't notice it!" [23]

The Fryeburg interlude was a short and probably relatively unimportant one in the life of Daniel Webster. In his term there he taught about seventy students, most of them from the area and none of them of subsequent prominence. In 1882, on the one-hundredth anniversary of the birth of Webster, an *Illustrated Fryeburg Webster Memorial* was published which included his Fourth of July Oration (previously believed lost), and a letter written while he was preceptor. [24]

The town celebrated the "Webster Centennial," in 1902, marking the anniversary of Daniel Webster's coming to Fryeburg to teach. A booklet was also issued for this occasion that contained the program of the event, historic addresses, excerpts from academy records, and portions of Webster's letters and autobiography pertaining to his Fryeburg period. [25]

Daniel Webster's experience at Fryeburg epitomized the situation in a great many of the earlier academies. More than one-third of the first group of New England academy preceptors came directly to their new posts from college graduation. Long tenures were not common for schoolmasters, even at the academy level, and the calling was often a waiting place for the reading of law, the study of divinity, or for a position in collegiate education.

Fryeburg had its share of one-term schoolmasters, but Amos

Cook (Dartmouth, 1802), who followed Daniel Webster, served thirty-one years and was one of New England's leading academy preceptors. He corresponded with John Adams and Thomas Jefferson in his efforts to establish an academy museum (Jefferson took a George Washington epistle from his own letter file and sent it to Cook). [26] The burning of the second academy building in 1850 destroyed many of the curiosities that had accumulated in this museum of natural history. It has been claimed that the mineral and curiosity "cabinet" established at Fryeburg by Amos Cook, soon after 1802, was the only one of its kind in Maine at that time. [27] Cook was the author of *The Student's Companion* (Portland, 1812), a volume of selected prose and poetry, but devoid of any American authors, for literature classes (although there are biographical excerpts from Lindley Murray, a contemporary American grammarian and compiler of literature, on Gray, Lord Littleton, Goldsmith, and others).

All academies operated by rules and regulations. The trustees had the responsibility for making such rules as were deemed necessary for the proper regulation of the institution. Fryeburg's trustees approved a list of twenty-one of these soon after the opening of the school. The rules embraced a wide range of topics and they show the degree to which academy authorities felt charged with directing pupils' private and public behavior. Playing at cards brought a fine of one shilling; pilfering from a fellow student would require repenting "four-fold;" profane discourse was to be avoided; and the usual warnings against "strong liquors" and the frequenting of places of public entertainment are among the admonishments. [28] There was great similarity from institution to institution as the rules represented the accepted public and private morality of the times applied to young people and schooling. And the preamble to Fryeburg Academy's act of incorporation stated "for the purpose of promoting piety, religion, morality, and for the education of youth...." These ends were closely associated with learning.

Fryeburg Academy has for many years been a preparatory school with students coming from afar. It also has served as the town secondary school. In the 1890's it advertised as a "Special Fitting School for Bowdoin College," but the announcement went on to mention Dartmouth, Yale, Smith, and Wellesley as well. Girls first attended Fryeburg in 1806 when they came for the summer term and a preceptress taught them reading, writing and needlework. Before many years passed, females were a part of the regular program at the academy. It was the academy movement in America that marked the first entrance of

girls to institutions for secondary education.

V

Washington Academy in East Machias, named for the county in which it is located, has had three dates associated with its beginnings. First, that of 7 March 1792, when it was incorporated; secondly, 1798, when it was first opened for students; and thirdly, 1823, when it was reopened after lying dormant for a number of years. The charter intended it to be a school for the whole county, not a local town school for Machias. The majority of the trustees had to be laymen and *not* residents of the town. [29]

When Daniel Upton opened the academy in 1798, in a rented common school house (some sources indicate a private dwelling, others a church), at the meager salary of \$100 for the year (plus twenty cents per week for each pupil), only a few students appeared. Whether the trustees were discouraged at the inroads made upon their funds, or that Mr. Upton resigned because of poor compensation, or that the school catered only to a few children living in its immediate vicinity, is not clear, but the fact remains that the academy suspended its work within a few years after it had commenced. [30]

Machias was the only incorporated town in the territory east of the Penobscot River in 1790. It was the county seat and a port of entry for ships that exported shingles, clapboards, and laths. In the 1790 census it had but 818 people, Washington County at large registering 2,758. The impetus for the academy came from four prominent citizens (Alexander Campbell, Phineas Bruce, Theodore Lincoln, and John Foster) who petitioned the General Court in Boston for the institution. The signers reminded the legislators that Machias was in "one of the most distant counties, in a part of the country which till very lately has been inhabited principally by native savages." [31] They confessed that they had made greater progress in clearing the wilderness than in educating their children, but felt the latter could only be surmounted with the aid of the state. A land grant of a township in Washington County came with the act of incorporation, but a stipulation was attached that appeared in no other grant at that time: "at least twenty families must be settled upon the land before it could be sold." The trustees must have worked quickly, for in 1793 the land was sold for \$5,600.

The white academy building on the hill at East Machias (that can be seen in the distance from U.S. 1) is the building of 1823, with a later enlargement of 1899. Here Solomon Adams

(Harvard, 1820), as preceptor, reopened the institution, with both boys and girls in attendance, after its period of inactivity. Instruction in chemistry, one of Adams' interests, took place with ample apparatus and chemicals on hand. Debating societies and dramatics flourished under his administration. An academy was often a mere shadow of its preceptor; this was especially true where there was a long tenure and/or when the master was respected as an able teacher. Although Adams stayed but five years, his performance was judged excellent and no better person could have been selected to get the school on its way again. [32]

Adams' successor, the Reverend Stephen Ward of New Jersey, was a poor disciplinarian; students were reported roaming through the building smashing equipment and spilling chemicals. Near anarchy and a falling off of attendance marked the school's second low point. When the hard core of "turbulent spirits" dropped out, the preceptor was better able to handle his class. But he returned to his work in the ministry after a four-year stay. [33] Subsequent masters, fortunately, brought the academy back into line and reputation.

Washington Academy served as a high school for the town as early as 1873, with public money appropriated for the tuition of those in the village who wished to attend. This was not an uncommon practice in smaller New England communities where an independent school was the sole secondary school available in the area. At East Machias the arrangement has continued to the present.

VI

Portland was the center of legal, commercial, and social activities for the District of Maine. Its commodious and safe harbor made foreign trade and the building of ships the major enterprises of this thriving place. It would be expected that a locality of Portland's size (2,240 inhabitants in 1790) and character would desire a means of education for its youth beyond the common school level.

The Portland Academy was incorporated on 27 February 1794, [34] but instruction did not begin until nine years were to pass. It took time to raise sufficient funds to begin the enterprise as the trustees desired. In 1803, when classes first opened, the second floor of the wooden Centre School, opposite the Third Parish Meeting House on Congress Street, was used.

Finally, in 1808, a three-story, brick academy building on that same street, costing \$7300, was ready for students. The top two floors of this building were rented out to the

Masonic Lodge. Here was prudence at work in the New England tradition. Financial help had come from several sources. Samuel Freeman, one of the trustees, helped to raise a fund of \$3000; the town of Portland subscribed £450; and the General Court of Massachusetts granted one-half a township of land which was later sold for \$4000. [35]

Stephen Longfellow, a Portland attorney at law, was one of the original trustees of the academy, and his son, Henry, attended, beginning in 1813, at the age of six. Young Henry had previously gone to a town common school and to a private one for a short while, but he was taken from the former because he complained of the boys there being rough. [36] Nathaniel Carter (Dartmouth, 1791) was the preceptor who received him into the academy. A note written by Carter at the end of the first term is somewhat prophetic:

Master Henry Longfellow is one of the best boys we have in school. He spells and reads very well. He can also add and multiply numbers. His conduct last quarter was very correct and amiable. [37]

June 30, 1813

N. H. Carter

An issue of the *Portland Gazette*, dated 17 November 1820, carried a poem, "The Battle of Lovell's Pond," signed merely "Henry." Longfellow, then thirteen, based his poem on the May 1725 action in Fryeburg when eighty Indian warriors of the Pequawket tribe reduced a military company of thirty-four Massachusetts men to almost one-half that number. The account of the battle was well known; it was a nursery tale in Maine and New Hampshire. This was Longfellow's first appearance in print. [38]

The next year, 1821, was his last at the Portland Academy. A new preceptor, Bezaleel Cushman (Dartmouth, 1811) had replaced Nathaniel Carter in 1817. Cushman had taken on Jacob Abbott (1803-1879) as an assistant in 1820. Abbott had attended Hallowell Academy as a boy and had come to Portland soon after he had graduated from Bowdoin College. Abbott's Portland period (1820-1821) was a brief one in a long career as tutor and professor at Amherst College, as Congregational clergyman, and as a prolific author. Longfellow came under his tutelage during what was to be the last year for both of them at the academy.

Jacob Abbott is best known for his Rollo series (*Rollo Learning to Read*, *Rollo in Scotland*, *Rollo in Rome*, et al: "We are travelling for improvement, not for play.") which he wrote

for country boys whose aspiration was assumed to be self-improvement (of course, as virtuous men). Rollo was the model boy who was dutiful, conscientious, and tried to be right on all occasions. Abbott wrote the series (twenty-eight volumes) after he left teaching, in the 1830's, and when he was actively engaged in the ministry.

The history of Portland Academy is the poorer because of two fires: one, in 1816, destroyed all early records; and another, in 1866, when the academy building burned, destroyed all subsequent ones. There are no known broadsides or catalogues in existence. The academy, the first to close in Maine, has not been well chronicled. Less is known about it than any of the other early academies in Maine.

The act of incorporation, like those of the other eighteenth century academies, delineated the purpose and prescribed the curriculum of Portland Academy:

For the purpose of promoting the education of youth in the English, Latin, Greek, and French languages, together with writing, arithmetic, and the art of speaking; practical geometry, logic, philosophy, and geography, the knowledge and practice of virtue, and the principles of a Republican Government; and such other arts and sciences as trustees herein after provided shall order and direct.
[39]

The virtue and the useful knowledge charged therein were also designated in other academy charters of the period, but mention of the study of "the principles of Republican Government" is a new departure from all others to this date. It is more than likely that this phrase appeared in the original petition of the Portland committee to the General Court requesting the academy's establishment. Strong Federalist sentiment and local agitation for statehood, growing since the Revolution, may have made the issue one very much on the minds of prominent citizens.

It is known that boys only attended the academy at the outset, but girls were admitted a few years later, in 1807. By the early nineteenth century coeducation was generally accepted at the academy level, and all but a very few such institutions in New England made some provisions for the admission of girls.

The first high school to appear in Maine was opened in Portland in 1821 and was known as the Portland Latin School. In 1829 a division into an English high school and a Latin high school took place, but about 1834 these units were reunited as the Portland English High School. And in 1863 it

joined with the Girls' High School to form the Portland High School. [40]

The rise of the public high school was the major factor in the demise of the academy movement. Portland Academy closed in 1850. Men who could afford it often sent their sons out of state -- especially to Exeter or to Andover -- for an academy education. And when public education became plentiful, the Portland Academy lost its clientele. [41] The trustees transferred its income to the Portland Public Library and to the Portland Society of Natural History. Nothing remains to remind one of the old school. As was stated earlier, the building burned in 1866. And no alumni, and probably no children of alumni, are around today.

VII

The founders of the eighteenth century Maine academies had several things in common, aside from what might be ascribed as their insular New England attitudes. They were all part of a Protestant Christianity (with strong Calvinist overtones) which had been through a process of liberalization from the century before and which had been tempered by the Enlightenment. All of the men involved in founding these first academies were concerned with public and private morality, dutifulness in religion, devotion to the family and the race, the Christian virtues, and useful knowledge (which still, at least for some students, included the classical languages). These concerns appear over and over again in letters, minutes of citizens' meetings, petitions to legislative bodies, acts of incorporation, constitutions, by-laws, and in catalogue announcements.

Although it was understood that piety and virtue could come from unlettered people, it was believed that education would be a great incentive to this accomplishment. Liberal education would expand ideas and understanding. Classical literature would bring the scholars close to ideas, and to the great writers of ideas; science would fill their souls with awe for the all-powerful God. It was felt with a passion that by improving understanding, morality would be improved. "Goodness without knowledge is weak and feeble, yet knowledge without goodness is dangerous," wrote Samuel Phillips in the 1778 constitution for the academy at Andover, Massachusetts. The New England academy maintained the humanist tradition passed to this land by Puritan scholars.

The high-water mark of academy founding did not come until 1850; in that year Maine had 131 of these institutions. It was a small village indeed that could not boast of its academy.

But as the nineteenth century moved on, the decline was conspicuous. Of those five original ones, founded in the eighteenth century, only three now survive. And a great many of those that came into being in the nineteenth century have either been transformed into public high schools or have passed into oblivion.

The academies were ornaments to their towns. The literary cultivation in such localities was often observed by visitors as being unusual for country villages. The institution modified educational practice by introducing a more liberal curriculum, by providing for the schooling of girls, by giving better college-preparatory training, and by sending forth common school teachers. The Maine academy served all these functions, and it filled an important place in the development of the state's life and character.

-----NOTES-----

- [1] Jedidiah Morse, *The American Universal Geography* (3rd ed., Boston, 1796), I, 390.
- [2] *Ibid.*, p. 388.
- [3] Samuel Moody (1726-1795), Harvard, 1746, sometime itinerant preacher in Massachusetts and New Hampshire, and grammar schoolmaster at York, Maine, from 1760 to 1763. This Samuel Moody who went to Governor Dummer Academy in 1763 is not to be confused with the first preceptor of Berwick Academy and later of Hallowell Academy.
- [4] Franklin B. Dexter (ed.), *The Literary Diary of Ezra Stiles* (New York: Charles Scribner's Sons, 1901), III, 247.
- [5] *Acts and Laws of the Commonwealth of Massachusetts* (Boston, 1895), Acts of 1790, Chapter 25.
- [6] *Ibid.*, Resolves of 1791, Chapter 8.
- [7] J.T. Champlin, "Educational Institutions in Maine While a District of Massachusetts," *Collections of the Maine Historical Society*, VIII (Portland, 1881), 160-162.
- [8] Alden Bradford, *A Discourse Delivered at Hallowell at the Opening of the Academy* (Hallowell, 1795).
- [9] Samuel Moody (1765-1832), Dartmouth, 1790, preceptor at Berwick Academy from 1793 to 1796; preceptor at Hallowell Academy from July 1797 to 1805 (where his salary rose from \$300 to \$500 per annum in those years).
- [10] William Willis, *A History of the Law, The Courts, and the Lawyers of Maine* (Portland: Bailey and Noyes, 1863), p. 668.

- [11] *Acts and Laws of the Commonwealth of Massachusetts* (Boston, 1895), Acts of 1790, Chapter 43.
- [12] *Ibid.*, Resolves of 1791, Chapter 74.
- [13] E.M. Gordon, *150th Anniversary Booklet, Berwick Academy* (South Berwick, 1941), p. 14.
- [14] *A Memorial of the One Hundredth Anniversary of the Founding of Berwick Academy, South Berwick, Maine* (Cambridge: Riverside Press, 1892), p. 13.
- [15] Sarah Orne Jewett, "My School Days," *Berwick Scholar*, No. 1 (October, 1887), p. 1.
- [16] *A Memorial of the One Hundredth Anniversary of the Founding of Berwick Academy, South Berwick, Maine* (Cambridge: Riverside Press, 1892), iii - viii.
- [17] Letter from John Greenleaf Whittier to the Secretary, Committee on Arrangements, Centennial Anniversary of Berwick Academy, May 29, 1891, printed in *ibid.*
- [18] Richard Cary (ed.), *Sarah Orne Jewett: Letters* (Waterville: Colby College Press, 1956), p. 53.
- [19] *A Memorial of the One Hundredth Anniversary of the Founding of Berwick Academy, South Berwick, Maine* (Cambridge: Riverside Press, 1892), p. 17.
- [20] *Acts and Laws of the Commonwealth of Massachusetts* (Boston, 1895), Acts of 1791, Chapter 26.
- [21] *Ibid.*, Resolves of 1792, Chapter 158.
- [22] Daniel Webster, *The Private Correspondence of Daniel Webster* (Boston: Little, Brown and Company, 1857), I, 13-14.
- [23] *Fryeburg Webster Centennial, Celebrating the Coming of Daniel Webster to Fryeburg....* (Fryeburg: A.F. Lewis, 1902), pp. 23-24.
- [24] This booklet also included "Lovewell's Fight," a poem of Henry W. Longfellow, written in May of 1825 upon the centennial of the battle between Captain John Lovewell's company and a group of Pequawket Indians at Fryeburg. The Longfellow piece had first appeared in the *Portland Advertiser* (May 24, 1825) as "Ode Written for the Commemoration at Fryeburg, Maine, of Lovewell's Fight," but it had not been included in any subsequent collection of his poetry.
- [25] *Fryeburg Webster Centennial, Celebrating the Coming of Daniel Webster to Fryeburg....* (Fryeburg, A.F. Lewis, 1902).
- [26] Letter from Jefferson to Cook printed in *Fryeburg Webster Centennial Celebrating the Coming of Daniel Webster to Fryeburg....* (Fryeburg: A.F. Lewis, 1902), pp. 60-62.
- [27] John S. Barrows, "Fryeburg," *The New England Magazine*, IX, (September 1893) 42.

- [28] *Fryeburg Academy, 1792-1942, Sesquicentennial* (Fryeburg: Fryeburg Academy, 1942), pp. 34-35.
- [29] *Acts and Laws of the Commonwealth of Massachusetts* (Boston, 1895), Acts of 1790, Chapter 43.
- [30] *Memorial of the Centennial Celebration at East Machias, Maine*.... Commemorative of the Founding of Washington Academy [Machias, 1892], p. 51.
- [31] *Ibid.*, p. 44
- [32] *Ibid.*, pp. 55-57.
- [33] *Ibid.*, pp. 58-59.
- [34] *Acts and Laws of the Commonwealth of Massachusetts* (Boston, 1859), Acts of 1793, Chapter 74.
- [35] Ava H. Chadbourne, *The Beginnings of Education in Maine* (New York: Teachers College, Columbia University, 1928), p. 91.
- [36] Samuel Longfellow (ed.), *Life of Henry Wadsworth Longfellow, with Extracts from His Journals and Correspondence* (Boston: Ticknor and Company, 1886), I, 16.
- [37] *Ibid.*, p. 17.
- [38] The theme of this historic episode was again the subject of a poem written by Longfellow in 1825 when he was a senior at Bowdoin. The subsequent appearance of this "Ode" in print was mentioned in the treatment of Fryeburg Academy, above.
- [39] *Acts and Laws of the Commonwealth of Massachusetts* (Boston, 1895), Acts of 1793, Chapter 74.
- [40] William Willis, *The History of Portland, From 1632 to 1864* (Portland, 1865), pp. 742-743.
- [41] *Ibid.*, p. 742.



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