

PREFACE

A Guide to Academies in the Rochester Area 1800-1867

A GUIDE TO ACADEMIES IN THE

ROCHESTER AREA

1800-1867

by

Edith M. Devine

Photographs

by

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PREFACE

A Guide to Academies in the Rochester Area, 1800-1867

is an outgrowth of interest kindled in Dr. Canuteson's course in History of American Education at the University of Rochester. After studying about the importance of the academies during the first part of the nineteenth century and after learning that two of the early and well known academies, Genesee Wesleyan Seminary in Lima and Monroe Academy in Henrietta, were still standing in our immediate neighborhood, my curiosity was aroused as to what had happened to other academies in the area. This interest was shared by my family, especially my husband, Robert, who took all the pictures, and Susan, who is now eleven and most interested in history. We spent last Easter vacation travelling all around the nine county Rochester Area searching for academies, taking pictures of them and talking with historians and old residents in the towns and villages where "the academy" was once a most vital part of the social life of the community. Two not so interested members of the academy treasure hunts were Eloise, seven, and Richard, a lively three. My mother, who accompanied us on many of the trips, had her patience sorely tried when left too long in the car with the younger two. Many

times she would stay home with them for which service I was deeply grateful. The trips continued at intervals all summer and early fall.

The rather hit or miss method used last spring has since been replaced by the persistent pursuit of insignificant details, which characterizes a genuine research project. In the beginning I was unaware of the wealth of information contained in the Regents Reports, but I remedied that deficiency by spending the hottest days of last summer in a cubicle at the library of the University of Rochester pouring over every Regents Report from 1828 through 1867. I had to stop somewhere so adopted the suggestion of Miss Florence Lee, the Monroe County Historian, that I use 1867 as a cut-off date since that was the year that the Rate Bill was formerly abolished after which the competition from free public schools forced a rapid change in academies; most of them either merged with district union schools or closed, and the ones which remained became more exclusive in character.

The first chapter attempts to point out the really significant influence of the Board of Regents upon the academies and subsequently upon the public schools which not only followed and absorbed the academy system but also adopted much of the same educational policy. In this chapter and the Appendixes I have attempted to answer some of the questions which were asked of me or which I have wondered about myself. Unfortunately, I didn't discover Hough's book, Historical and

Statistical Record of the University of the State of New York

until late summer, but it has been at my side ever since.

The most rewarding of all the experiences related to the research has been the opportunity to meet and talk with the wonderfully hospitable people in the towns of the Rochester Area, who opened their doors, their desk drawers and their hearts in order to supply what information they had available. I found the older gentlemen were much fun to talk with but the women were better able to find things, old catalogues and pictures and such.

In every county there were people especially deserving of my thanks. Among them are: In Genesee County, the County Historian, Miss Charlotte Read; Mr. Albert McVean, LeRoy Historian; Mrs. Helen Caton, Oakfield Historian; Mrs. Bessie Moulton, Alexander; Mr. Alfred Bender, Jr., Elba; Mr. Uphill, Batavia; Mr. James Fuller, Oakfield; In Livingston County Mrs. Jane Preston, Livingston County Historian, Geneseo; Mrs. Bertha Hooker, Lima Historian; In Monroe County Miss Florence Lee, Monroe County Historian, Rochester; Dr. Blake McKelvey; Miss Bessie Hallock, Rush Historian; Mrs. Robert Thompson, Penfield Historian; Mr. Thomas Gaffney, Webster Historian; Mrs. Arthur Cowles, Riga; In Ontario County Mrs. Statton, Curator of the Wood Museum, Canandaigua; Mrs. O.A. Warren, Naples Historian; Mr. John Schuyler, Naples Postmaster; In Orleans County, Mr. Joseph Achilles, Orleans

County Historian; Mr. Russell Waldo, Medina Historian; Mrs. Muindon, Millville; In Seneca County Mr. Arthur Baker, Superintendent of Schools, Seneca Falls; Mr. John MacQuire, Ovid; Miss Libbie Kinnan, Ovid; Miss Veronica Maher, Ovid, Mr. Edward Velte, Waterloo; In Wayne County Mrs. Margaret Merhoff, Wayne County Historian; Mrs. F. Neff Stroup, Newark Historian; Mrs. Ziegler, Palmyra Historian, Mrs. Emily Huntley, Walworth, Mrs. Hopwood, Sodus, Mr. & Mrs. Merritt C. VanOstrand, Marion, Mr. George Miller, Lyons, Miss Winona Tyrrell, Wolcott; In Wyoming County, Mr. Harry S. Douglass, Wyoming County Historian, Arcade, Miss Geraldine Holly, Warsaw Historian, Warsaw, Mrs. Mary Wilson, Wyoming Historian, Mrs. Louise Powis Newcomb, Pike, Mr. Lewis Bishop, Warsaw; In Yates County the County Historian, Penn Yan; Mrs. Dailey, Dundee, Mrs. Weller, Starkey.

A special thanks to due to Miss Margaret E. Butterfield, Librarian, Local History at the University of Rochester, and to Mr. Kenneth Harber of Rochester, who loaned my husband a very expensive camera, which contributed to the clarity with which he was able to reproduce photographs of old and sometimes battered pictures.

Edith Devine

Rush-Honeoye Falls Road
Honeoye Falls, New York
March 14, 1958

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A GUIDE TO ACADEMIES IN THE

ROCHESTER AREA

1800-1867

I. The Board of Regents and Academies

The basis for much of the American system of secondary education was formulated in the academies during the first part of the nineteenth century. At a time when isolated communities were emerging from the pioneer period and developing rapidly into towns, the academy served as practically the only means for attaining anything above the meager education offered in the common schools. In many communities the academy was the school serving elementary students, those interested in practical knowledge and those studying the classics. Sometimes the curriculum was extended upward to include many college type subjects, and young people trained in the academies went directly into law or teaching or business.¹ The academies in attempting to meet the social needs of the times by offering practical as well as classical subjects and by

1. See Appendix B for Curriculum in the Rochester Area Academies.

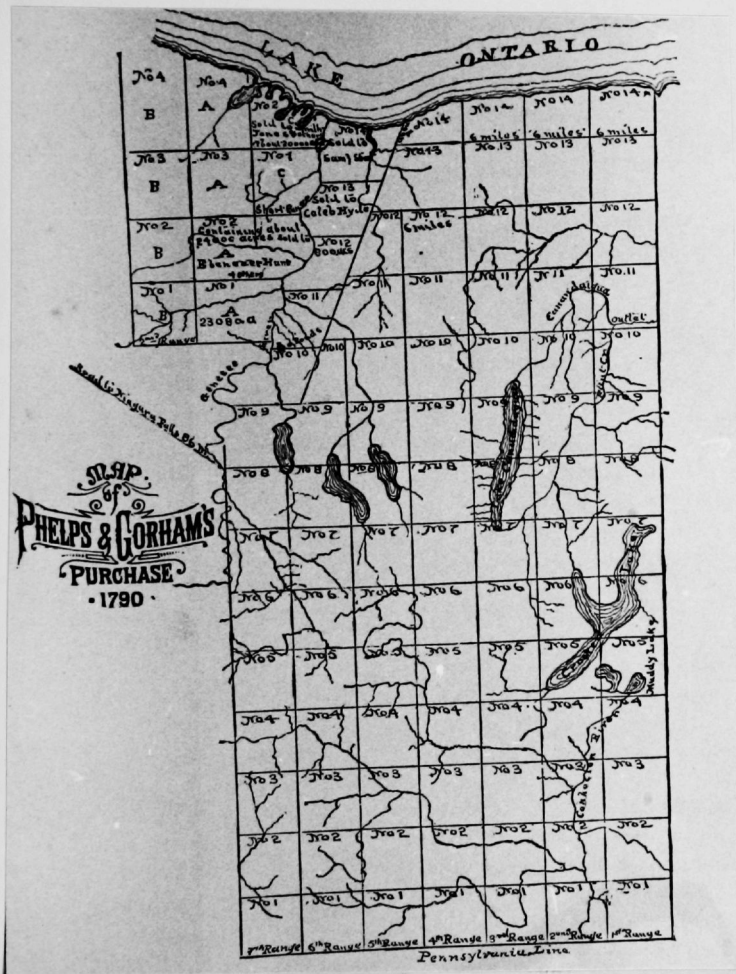
educating girls as well as boys, popularized the idea of secondary education and laid the foundation for the establishment of public secondary schools. The common school system also contributed to the formation of public secondary schools, especially later in the period when their curriculum was increased in order to include more advanced subjects.

In New York the men who served on the Board of Regents helped mold the character of the academies and thereby influenced the schools which followed them. The gradual transition from academies to high schools was hastened in New York when the common school districts were allowed to combine and form a union school and to have academical departments in the schools, but the older type of academy was doomed with the passage of a bill in 1867 which completely abolished the Rate Bill and provided for free education in the union and high schools, while the academies retained the tuition fee system. Many of the academies at the end of the century were of a different kind; they were exclusive, private schools catering to wealthy students or to those who favored some particular religious sect.

The contribution of the academies of the Rochester Area to the education of the state can best be explained against a background of the social and economic culture of the times. The Rochester Area includes the following counties: Genesee,

Livingston, Monroe, Ontario, Orleans, Seneca, Wayne, Wyoming, and Yates.² This part of Western New York was once the home territory of the great Iroquois League of Indians, which included the Seneca and Cayuga nations. After the Revolution settlers were ready to move into the territory, but much of the land was claimed by both Massachusetts and New York until 1786 when the Treaty of Hartford set up the Preemption Line which ran north and south across the state through Geneva. All land west of the line was to belong politically to New York but could be sold by Massachusetts. The state of Massachusetts sold its land to Oliver Phelps and Nathaniel Gorham. The land between Geneva and the Genesee, which they sold to individual settlers, became known as the Phelps-Gorham Purchase. Since the two men were unable to keep up their installment payments, the land west of the Genesee River and all their land east of the Genesee which had not already been sold reverted to Massachusetts. That state sold it to Robert Morris who in turn sold all east of the Genesee to an Englishman, Sir William Pulteney. Morris reserved for himself one-fifth of the land west of the Genesee, a strip stretching north and south and bordering the Genesee River. He sold the remaining four-fifths to some Dutch bankers who became known as the Holland Land Company. Included in the Holland Purchase are lands in the present counties of

2. Lamb, Wallace Emerson, Sectional Historical Atlas of New York State: Rochester Area, p. 1.



From Page 44 of Parker's Rochester A Story Historical

Orleans, Genesee, and Wyoming.³

Early settlement in the Rochester Area was influenced by the development of transportation. As the Great Genesee Road, which ran from Utica to Geneva, was gradually extended and made a turnpike from Albany to Lake Erie, the villages of Canandaigua, Geneva, and Seneca Falls grew rapidly. Between 1817 and 1825 the Erie Canal was being built and wherever it extended its course, towns such as Rochester, Brockport and Albion began to flourish. By 1824 it was possible for people to travel by railroad from New York City to Buffalo as long as they did not mind frequent changes of railroad lines and poor connections. When finally the several small lines were united into one, towns along the railroad also prospered.⁴

The pioneers of the Rochester Area built small log schoolhouses in most of their first settlements, but as the villages grew in population and wealth, the desire for a more complete education became dominant. Canandaigua, the leading village of the whole Genesee Country, started the first academy aided by a landed endowment of 6,000 acres which had been set aside by Phelps and Gorham in 1791 for an academy.⁵ Canandaigua Academy incorporated in 1795 continued to report to the Regents until 1896. The 1828 Regents Report lists three other early academies in the Rochester Area: Monroe

3. Ibid., p. 7.

4. Ibid., p. 11.

5. Blake McKelvey, "On the Educational Frontier", Rochester Historical Society Publications, Vol. SVII, p. 7.

Academy in Henrietta, Middlebury Academy in Wyoming and the Ontario Female Seminary in Canandaigua.⁶

The pattern for establishing an academy in any given community was much the same throughout the state. As the need for higher education arose with the increasing wealth of a town, a group of citizens would meet in some store or home and discuss the possibility of establishing an academy. The first problem was to find sufficient funds to purchase a lot and construct a suitable building. The money was usually raised by a subscription list of pledges many of which were in \$10, \$25 and \$50 denominations. Frequently some wealthy man would donate land for the building, but in many communities the schools were built because of the devotion of the ordinary people who if unable to contribute money, would donate bricks, cobblestones or their own labor. The academies were private corporations with a board of trustees who could hire teachers and run the financial affairs of the school, but they were "public" in that they were a project of the whole community and also regulated by the state. Some academies were fortunate enough to have wealthy men on their board of trustees such as the Wadsworths in Geneseo, or lucky enough to have someone leave part of his estate to the school as in the case of Col. Cary and the Cary Collegiate Institute and Col. Mynderse in Seneca Falls, or to be sponsored by the

6. University of the State of New York, Report of the Regents for 1828, p. 19.

Methodist Church as was Genesee Wesleyan Seminary in Lima, but most of the boards of trustees were representative of the people in the community. For example, the occupations of the founders of Naples Academy were listed as grist-mill and produce dealer, hardware dealer, teacher, merchant, postmaster and farmers.

When sufficient funds were pledged to provide for the construction of an adequate building, the board of trustees would petition to the state Legislature for incorporation and request that the school come under the visitation of the Regents. The latter request was important because after a member of the Board of Regents had investigated the finances of the school and had noted whether or not the building met certain specifications as to the size and equipemtn, the academy could then participate in the Literature Fund, which meant that in every year that the school met the state requirements including an annual report, the academy would receive a certain sum of money based upon the number of students studying higher English and the classics. The sum of money was not large in modern terms (in the Rochester Area Genesee Wesleyan Seminary was the only school which received over \$1,000 and most receipts were under \$200), but in many instances it made the difference whether a school could stay financially solvent or not.

The problem of meeting expenses seemed to be a perennial one in most of the academies; the cost of the construction of

the building would be more than the trustees had figured on; or the state would require more equipment; or an enlarged curriculum meant that more teachers would have to be added and paid; but most of the troubles stemmed from competition from other academies serving the same area or from the district common schools, which later in the period extended their curriculum upward to include some of the same subjects taught in the academies. The mortality rate for the academies was high during the last of the nineteenth century because of the emergence of the public high schools, but before the middle of the century many of the schools succumbed from natural causes such as competition and fire. It is amazing that more schools were not destroyed by fire because the third floor of many of them were used for living quarters by the boarding students and each room was heated by a small wood burning stove. Some of the schools incorporated by the Legislature never received any money from the Literature Fund because they failed to meet the requirements set up by the Regents or because the school never materialized.⁷

There were many private schools and unincorporated academies during this period which provided a similar and in some instances equally good education, but they were regulated by the law of supply and demand and lasted during the leadership of some strong teacher but closed if the teacher died, married or moved away.⁸ Because these schools had no legal recognition

7. See Appendix C, List of Incorporated Academies Not Reporting to the Regents.

8. McKelvey, op. cit., p.155.

as far as the state was concerned; and since they did not meet the state standards and received no state aid, they are not listed among the academies in the Rochester Area discussed on subsequent pages.

The influence of the Board of Regents upon the academies cannot be minimized for these were the men who inspected the schools and recommended the passage of laws, rules, and ordinances concerning the incorporation of academies, the amount of property, size of building, number of books in the library, value of the apparatus, and the curriculum to be followed. It was fortunate for the future of education that the men who served on the Board of Regents during its formative years were chosen from the foremost citizens of the state.⁹ The first Board included among others George Clinton, the Governor who was chosen Chancellor and John Jay, Vice-Chancellor. Gideon Hawley, who served the Board for fifty-six years, had his signature on many of the documents relating to the work of the Regents.¹⁰

A bill passed by the Legislature, April 13, 1787 formed the basis for the system of collegiate and academic education in the state. It provided "That an University be and is hereby instituted within this State, to be called and known by the name or style of The Regents of the University of the State of New York." It fixed the number of Regents at

9. Sidney Sherwood, "University of the State of New York" in Regents' Bullentin, No. 11, January, 1893, p. 214.

10. See Appendix D, List of the Officers of the Board of Regents.

twenty-one; it was made a corporation with power to hold property to the amount of the annual income of "forty thousand bushels of wheat." It authorized the Regents "to visit and inspect all the colleges, academies and schools, which are or may be established in this State, to examine into the state of education and discipline, and to make a yearly report thereof to the Legislature." It empowered them to grant charters of incorporation to colleges and to academies, and by its provisions relating to Columbia College laid down the principle that each school's own Board of Trustees should constitute a corporation for the management of its individual affairs.¹¹

A study of Appendix E, which lists the total number of students in each school in the Rochester Area during the period from 1828 to 1867, the number of classical students and the amount of money received from the Literature Fund, gives a picture of the size and type of school as well as the ups and downs in its financial structure. The years when no report is given for a school which had been reporting regularly usually indicates financial difficulties. Frequently the schools would reorganize under a new name and start reporting again in a year or two. The discrepancies in the first reports which in some instances indicate more classical students than total number is due to the fact that the schools were to report not their total enrollment for the year but

11. Franklin B. Hough, Historical and Statistical Record of the University of the State of New York, p. 7.

the total at the time of the report for the previous four (later six) months. The Union Schools which are listed are ones with academical departments, which were under the same regulations as other academies and also received allotments from the Literature Fund.

The Literature Fund not only indicated the relative position of the schools, but it has also been the principal agency by which the Regents of the University have been able to manage the academies. The Fund had its beginning in the passage of an act, March 31, 1790 entitled, "An Act for the Further Encouragement of Literature" which allowed the Regents of the University to gain title to lands at Crown Point, Ticonderoga and Fort George and of Governor's Island in New York harbor. The rents, issues and profits from these lands were to "be applied for the better advancement of science in the College, and in the Academies then or thereafter incorporated, as would best answer the ends of their institution."¹² The money in the Fund was increased by the sale of lots, one each in certain townships which were set aside for the promotion of Literature. Literature Lotteries in 1801 and the sale of the Crumhorn Mountain Tract in 1813 and the sale of lands in Broome and Chenango counties as authorized in 1813 and part of the arrears of quit-rents in 1819 further augmented the Fund.¹³

12. Ibid., p. 83.

13. Ibid., p. 86.

There was a decided increase in the Literature Fund due to an act passed April 13, 1827 by which bonds and mortgages from the Canal Fund were transferred to the Literature Fund under the condition that the Regents distribute income from this new fund plus any from previous funds among "the incorporated Academies and seminaries of the State, other than Colleges, which were subject to the visitation of said Regents," and the distribution to be made "in proportion to the number of pupils instructed for six months during the preceding year, who had pursued classical studies, or the higher branches of English education, or both." Furthermore,

No pupil was to be deemed to have pursued classical studies, unless he had advanced as far at least as to have read the first book of the *Aeneid* of Virgil in Latin; and in an English education, to beyond such knowledge of common, vulgar and decimal arithmetic and such proficiency in English grammar and geography as are usually obtained in common schools.¹⁴

The participating schools were required to make annual reports to the Secretary of the Board of Regents and an abstract of these reports were to be presented to the Legislature along with an account of the distribution of the income of the Literature Fund.¹⁵

The Congress of the United States in June, 1836 passed an act by which the surplus moneys in the national treasury on the 1st of January, 1837 were to be deposited among the

14. *Ibid.*, p. 87.

15. See Appendix F for type of information in Regents Reports.

states on the basis of representation in Congress. The principal of this deposit for New York State was \$4,014,520.71 and beginning in 1838 the academies received \$28,000 annually from its income. Also, \$18,000 of the income from the United States Deposit Fund was granted annually for the instruction of common school teachers. With each increase in the amount of money to be distributed from the Literature Fund came an accompanying increase in the number of schools wishing to be incorporated under the visitation of the Regents.¹⁶ From 1830 until the adoption of the 1846 Constitution the money from the Literature Fund was distributed equally among the eight senatorial districts but afterwards on equal terms for the whole state.¹⁷

The Regents also indirectly control the actual physical structure of the academy buildings. The decided similarity in size and design among the schools can be explained in part by the rules adopted by the Regents. As early as 1801 the rule was that:

In the future no Academy ought to be incorporated unless it appeared, to the satisfaction of the Regents, that a proper building for the purpose had been erected finished and paid for, and that funds had been obtained and well secured, producing an annual net income of at least \$100; and further, that a condition should be inserted in the charter that the principal or estate producing said income should never be diminished, and that said income should be applied only to the support of the teachers of the Academy.¹⁸

16. Hough, op. cit., pp. 91-92.

17. Ibid., pp. 453-454.

18. Ibid., p. 409.

The income needed by the petitioning academy was gradually increased. According to a resolution passed March 25, 1834, before granting a charter, "proof should be exhibited that the applicants award property yielding a net annual income of \$250, and a lot suitable for such school, and that they had erected a sufficient building, and that such lot and building were clear of incumbrance." It was increased again by an act passed April 17, 1838 providing that "any Academy owning a building, library and apparatus worth \$2,500 might subject itself to the visitation of the Regents." And by 1849 the Regents required that "the lot, building, library and apparatus should be fully paid for before incorporation, or submission to visitation."¹⁹ A general act passed July 11, 1851 made it lawful for an academy to issue stock not exceeding \$10,000 in shares of not less than \$10 each; and if a building worth \$2,000 had been erected and all other regulations complied with, the school was declared "an Academy by the Regents."²⁰

The Regents early set up a policy of helping those schools willing to help themselves. In 1834 it was decided to distribute any extra money left in the Literature Fund to the academies for the purchase of text-books, maps and globes or philosophical or chemical apparatus but nothing was to be

19. Ibid., p. 411.

20. Ibid., p. 438.

1835, p. 106. See the discussion on Geneva Wesleyan Seminary in Livingston County for a more complete list of apparatus. p. 51.

21. Hough, op. cit., p. 516.

paid over unless the Trustees of the school should give an equal amount of money for the same object.²¹ The 1835 Regents Report listed the minimum apparatus considered necessary for each academy training teachers as follows:

Orrery	\$ 20.00
Numeral frame & geometrical solids	2.50
Globes	12.00
Moveable planisphere	1.50
Tide Dial	3.00
Optical apparatus	10.00
Mechanical powers	12.00
Hydrostatic apparatus	10.00
Pneumatic apparatus	35.00
Chemical apparatus	25.00
100 specimens of mineralogy	10.00
Electrical machine	12.00
Instruments to teach surveying	80.00
Map of the United States	8.00
Map of the State of New York	8.00
Atlas	5.00
Telescope	40.00
Quadrant	15.00
	<u>\$309.00</u> 22

Beginning in 1839 the academy could not get money from the state for the purchase of books and apparatus unless the school itself reported a library worth at least \$150 and apparatus of equal value. For many years the limit allowed to any one institution was \$250.²³

The training of common school teachers was one of the most important contributions of the academies during the first part of the century. The schools in making their annual reports to the Regents early mentioned training

21. Ibid., p. 515.

22. Regents Report, 1835, p. 106. See the discussion on Genesee Wesleyan Seminary in Livingston County for a more complete list of apparatus. p. 55.

23. Hough, op. cit., p. 516.

teachers, but Canandaigua Academy was the first to form special classes for the instruction of teachers. Reports from Rochester High School and Yates County Academy also mentioned "sending forth" teachers. The Board of Regents at a special meeting in 1834 reported on a study of the difficulties involved when the Regents started appropriating money to certain academies to aid them in training teachers. How the funds should be distributed was discussed as well as the specific subjects to be studied, the minimum amount of apparatus, and the value of the libraries in each school designated for teacher training. One academy from each district was chosen on the basis of two considerations:

the 1st, that the value of the philosophical and chemical apparatus and library of the Academy named
any was superior to that of others in the district;
these 2nd, that by reason of their endowments or their
peculiar situation, the course of education in the
Academies selected would be likely to be least expensive to the students.

Canandaigua Academy was chosen from the Seventh District, and Middlebury Academy from the Eighth. It was resolved to pay \$400 to each of the academies selected.²⁴

The possibility of designating just four academies in the state to receive the financial support for training teachers was discussed, but instead in 1844 a plan to establish the State Normal School at Albany was approved. After this plan was adopted the academies no longer received financial support

24. Ibid., p. 543.

from the state for maintaining teacher training departments, but they continued to furnish teachers although no official recognition was given to their work. In 1850 the need for giving financial support to the academies for training teachers again became apparent, and during 1850-51 each county received \$250 for training 992 pupils in the "science of Common School teaching".²⁵

The history of teacher training during this period is full of discouraging reports about students who would take advantage of free or at least reduced tuition for entering the teacher training departments when in fact they had no intention of ever teaching and about schools who accepted the state funds for training teachers but who did not offer any courses especially applicable. However by 1868 many of these difficulties had been solved and the report of the Superintendent of Public Instruction was quite satisfactory:

The report of each Academy has been carefully examined to ascertain whether the instructions of the Regents have been so faithfully regarded as to entitle each Academy, under the provisions of the statute of April 13, 1855, to the sum of \$10 for each pupil reported as having been so instructed; and the committee are gratified to find, that, with very few exceptions, the returns have been made in strict conformity with the requirements of the Board, and that the statements in response to the formal inquiries made by the Regents, are, in many instances, highly creditable to the earnest and well directed efforts of the Academies.²⁶

25. Ibid., pp. 556-557.

26. Ibid., p. 564.

Ten pages of the 1857 Regents Report were devoted to a review of the accomplishments of the academies in New York State. The report signed by Gerrit Lansing, the Chancellor of the University, is quoted in part below:

The Regents regard the academies of the State as constituting a most important part of its educational system. Occupying a position intermediate between the common schools and the colleges, they open to those whose proposed employments in life do not demand the discipline and culture of the college, a system of education more extended and comprehensive than the common schools can furnish. They differ in their foundations from the common schools by uniting private contributions with the appropriation of the public funds. . . . The immediate administration of each, committed to a board of trustees whose children share in the extended means and advantages of education thus provided, stimulates to personal watchfulness and care, while the supervision of this board prescribes the general course of discipline and instruction to be pursued, and forms into a system the education thus provided. p. 18.

They are the nurseries of the colleges. . . If the colleges of the State are to accomplish their appropriate work--especially if their halls are to be open to the sons of the poor, equally with those of the rich--the academies which bring the means of preparation for the higher institutions almost to every door, must be cherished. p. 20.

There is another view in which the importance of the academies most strikingly appears. It is in providing the highest means of education for females. . . More than one-half of the students reported as pursuing classical and higher studies in the academies, are females; the female seminaries of the State are among the best endowed and most thoroughly furnished institutions of this class.p.21.

15,000 teachers of the common schools of the State have received instruction in the Academies. A reciprocal influence. . . is exerted by which

the common schools supply the academies with pupils, and these send them back again as teachers, to do most important service in elevating the character and strengthening the power of those primary institutions. No antagonism exists in our system of schools. Each part is essential to the healthy action and the vigorous growth of every other. p. 21.

Academies have never been in a more prosperous condition. . . Under the provision of the Union Free School Law of 1853, and of several special laws, eleven union schools and academical departments of union schools have been received under the visitation of this Board, and admitted to the privileges of academies. . . While the Regents do not seek to interpose any objection to receiving the union schools under their visitation and extending over them the same guardian care as over the academies, they would regard it as eminently proper that the appropriation be at least so increased as not to diminish the sum set apart by the Constitution and laws to the academies. pp. 7-8.²⁶

The first academy in New York State which was organized in connection with the common schools and subject to the visitation of the Regents was the Rochester High School, incorporated by a special act in 1827. On June 18, 1853 the Union Free School Law was passed, which was referred to above; this law provided for the merging of two or more districts into a union school. When academic departments were formed in the schools, they were allowed the full privileges of academies as long as they followed the rules and regulations of the Board of Regents pertaining to education (but not with reference to buildings unless separate). The first application to the Regents under the Act of June 18, 1853 was from the Union Free

26. Regents Report, 1857, pp. 18-28.

Schools in District No. 1 of Warsaw in Wyoming County. Their board of education requested that the academic department be called the "Warsaw Academy", but it was ruled that it should be called the Academical Department.²⁷

The general revision of the School Law in 1864 gave additional powers to the State Superintendent over the schools and provided for the introduction of central control in the management of teachers' institutes.²⁸ In 1867 an Act was passed by the Legislature abolishing all rate bills in the public schools. The rate bill was a method of assessing the costs of a school upon the parents in proportions of the total number of days attended by all the children sent by each patron. The cities had earlier abolished the rate bill, but it wasn't until 1867 that the rural schools became entirely free.²⁹

Governor Reuben E. Fenton in his message to the Assembly of the State of New York for the ninety-first session in 1868 refers to the 1867 Act as follows:

I am informed by the Superintendent of Public Instruction, that the law of last winter (1867), which abolished rate bills and charges, though it has been in operation only since the first of October last, is producing a very large increase in the aggregate number of pupils at the schools and greater regularity in their attendance. It is believed that the additional tax imposed by that law, will equal the amount of money which has heretofore been raised by rate bills. It has the effect, as will be seen, to

27. Hough, *op. cit.*, pp. 422-423.

28. Ellwood P. Cubberley and Edward C. Elliott, State and County School Administration, Vol. II, p. 149.

29. H. G. Good, A History of American Education, p. 147.

decrease local or school district taxation, by so much as it increases the general state tax. . . Conceding that the education of the people is a matter of common concern, to which each one should contribute according to his pecuniary ability, the justice of reducing this local district taxation by the general State tax for the support of schools, is apparent. Even should the support of free schools require an increase of this tax, I should still concur in the opinion "that in promoting the great interest of moral and intellectual cultivation, there can be no prodigality in the application of the public treasure."³⁰

Actually there was an increase in local taxation for school purposes from \$2,500,000 in 1863 to \$7,000,000 in 1869.³¹

The Union Schools with Academical Departments were in a particularly advantageous position because they shared in the money from both the Common School and the Literature Funds and were supported by public tax. After 1867 when tuition fees were abolished in the public schools but still retained in the private academies, the latter rapidly gave way to high schools. The period between 1865 and 1875 marked the most rapid transition from academies to high schools. By 1874, 116 academies in the state had disappeared of which 63 had merged with public schools and 53 had gone out of existence but high schools had been organized in the same districts. Ten academies had become extinct because four of them had become normal schools and six, colleges.³² In the last decade of the century there were a large number of academies incorporated; but they were a new kind of school, private and exclusive.

30. Documents of the Assembly of the State of New York, 91st Session, 1868, Vol. I, pp. 26-27.

31. Cubberley and Elliott, op. cit., p. 150.

32. George F. Miller, The Academy System in the State of New York (N.Y. Department of Education, Report for 1918) Vol. II, p 123.

The Regents examinations, which are still plaguing the high school students of the state, started with an ordinance adopted by the Board of Regents in 1864. Accordingly all students entering the academic class in any Academy had to first pass Regents examinations before they could be claimed by the school as being eligible for a share of the Literature Fund. It was decided that the printed questions should be given simultaneously throughout the state. The 1871 Regents Report is quoted as saying:

Its results, from the beginning, have clearly indicated serious defects in elementary education, while the requirements of preliminary proficiency have not been changed, either by the statute, or the ordinances of the Regents; the number of scholars who have been found to have made such proficiency has been reduced to less than one-half the number allowed before this system of examination was instituted.³³

In 1877 the Legislature authorized the extension of Regents examinations to advanced studies.

The old adage that "there is nothing new under the sun" applies to the philosophy of education. The principals in the old academies used the occasion of the annual report to expound upon their theories on how to teach youngsters and how to prepare teachers. Dr. Chester Dewey of the Rochester Collegiate Institute early advocated an interest in science and made its study an important part of the school's curriculum. Oren Root of Seneca Falls Academy wrote about the importance of

33. Hough, op. cit., p. 458.

conducting experiments and allowing the students to use the materials close at hand for experimentation. Samuel Treat, Jr. used the occasion of his leaving the teaching profession in 1840 to sound off on what was wrong with the schools of the day; many of his complaints sound very familiar. He laments the fact that the students are given so many courses so quickly that they are forced to rush from one to another without ever having time to think about what they are supposed to be learning. He refers to this as "the railroad system of education."

The women in the Rochester Area pioneered in advocating advanced education for women in an age when most men thought that girls needed little or no education. Mrs. Caroline Phipps Achilles by hard work and sheer charm was able to start a female seminary in Albion in 1840 in spite of the objections to her idea. Two sisters in LeRoy, the Ingham sisters Emily and Marietta founded a female seminary and expanded it into one of the first universities for women in the country. Miss Hannah Upham of the Ontario Female Seminary in Canandaigua was well aware of individual differences in mental capacities and interests and wrote of the efforts made in that school to find something for everyone according to their abilities. The principals of the academies profoundly influenced the quality of the education of the day and because many of their ideas were adopted in the high schools,

their ideas affected education much beyond their time.

The academies had many shortcomings; they charged tuition which meant that they were not available to everyone desiring a higher education; the principals frequently changed positions and some schools had a new one most every year; some of the schools did not teach what they professed to accomplish. Criticism of the educational system was a vehement then as now. Noah T. Clarke, when principal of Canandaigua Academy wrote the following in the eighteen-forties:

The education of the day is fast becoming showy and demonstrative in its character. Exhibitions, parades, class excursions to watering places and to Europe, class suppers and expensive social organizations, including ball and boating clubs, and the like, make up considerable of the work of many of our schools. Extravagance of outfit in build-ings, apparatus, and furniture with all the paraphernalia which looks to a grand show, makes no small part of the educational policy of the day. . In this respect our academy has been truly conservative, and nothing has been allowed to interfere with its proper and legitimate work.³⁴

In spite of the criticism the academies did serve to educate the young people of their communities and were a vital part of the history of the period. The following pages do not attempt to give a complete history of each school but present different aspects of the academy system as best illustrated in specific situations. The photographs of the schools and the descriptions of their physical structures

34. W.H. McIntosh, History of Ontario County, p. 81.

along with the brief word pictures of the towns in which they were located are given in order to present the flavor of the times. In following through what actually happened to each of the schools it was interesting to discover that eighteen academy buildings are still standing and are being used; a few as elegant residences, some as college buildings and most of them are even yet serving a useful place in the community as fire houses and grange and town halls.

A list of the academies in the Rochester Area along with their locations and date of incorporation as taken from the Regents Report, 1866-67 is included as well as a modern map of their location.

List of Academies From the Regents Report, 1866-67	Name	Location	Date of Incorporation
	Athlon Academy	Albion, Orleans	1841
	Alexander Classical School	Alexander, Genesee	1830
	Avon Academy	Avon, Livingston	1823
	Batavia Female Academy	Batavia, Genesee	1820
	Batavia Union School	Batavia, Genesee	1801
	Bethany Academy	Bethany, Genesee	1847
	Brockport Collegiate Institute	Brockport, Monroe	1842
	Canandaigua Academy	Canandaigua, Ontario	1842
	Cary Collegiate Seminary	Cary, Genesee	1849
	Clarkson Academy	Clarkson, Monroe	1853
	Clover Street Seminary	Clover, Monroe	1853
	Danville Seminary	Danville, Livingston	1840
	Dundee Academy	Dundee, Yates	1864
	East Bloomingfield Academy	East Bloomingfield, Ontario	1830
	East Genesee Conference Seminary	East Genesee, Orleans	1830
	Gaines Academy	Gaines, Orleans	1830
	Genesee Wesleyan Seminary	Genesee, Orleans	1830
	Genesee & Wyoming Seminary	Genesee, Orleans	1830
	Genesee Academy	Genesee, Livingston	1830
	Genesee Classical & Union School	Genesee, Ontario	1830
	Holley Academy	Holley, Orleans	1830

List of Academies in the Rochester Area

From the Regents Report, 1866-67

<u>Name</u>	<u>Location</u>	<u>Incorporated By Legislature</u>	<u>Incorporated By Regents</u>
Albion Academy	Albion, Orleans	May 1, 1837	February 27, 1841
Alexander Classical School	Alexander, Genesee	May 6, 1834	February 5, 1839
Avon Academy	Avon, Livingston	April 30, 1836	February 27, 1841
Batavia Female Academy	Batavia, Genesee	March 5, 1838	February 5, 1839
Batavia Union School	Batavia, Genesee		February 26, 1861
Bethany Academy	Bethany, Genesee	March 29, 1841	February 28, 1842
Brockport Collegiate Institute	Brockport, Monroe		February 15, 1842
Canandaigua Academy	Canandaigua, Ontario		March 4, 1795
Cary Collegiate Seminary	Oakfield, Genesee		May 16, 1845
Clarkson Academy	Clarkson, Monroe		March 17, 1835
Clover Street Seminary	Brighton, Monroe	April 7, 1848	February 23, 1849
Dansville Seminary	Dansville, Livingston		January 14, 1858
Dundee Academy	Dundee, Yates		March 22, 1855
East Bloomfield Academy	East Bloomfield, Ontario	April 9, 1838	January 23, 1840
East Genesee Conference Seminary	Ovid, Seneca		February 11, 1864
Gaines Academy	Gaines, Orleans	April 14, 1827	January 26, 1830
Genesee Conference Seminary	Pike, Wyoming		February 1, 1856
Genesee Wesleyan Seminary	Lima, Livingston	April 30, 1833	March 9, 1836
Genesee & Wyoming Seminary	Alexander, Genesee		March 27, 1845
Geneseo Academy	Geneseo, Livingston	March 10, 1827	February 7, 1829
Geneva Academy	Geneva, Ontario		March 29, 1813
Geneva Classical & Union School	Geneva, Ontario	April 15, 1853	February 10, 1854
Holley Academy	Holley, Orleans		March 28, 1850

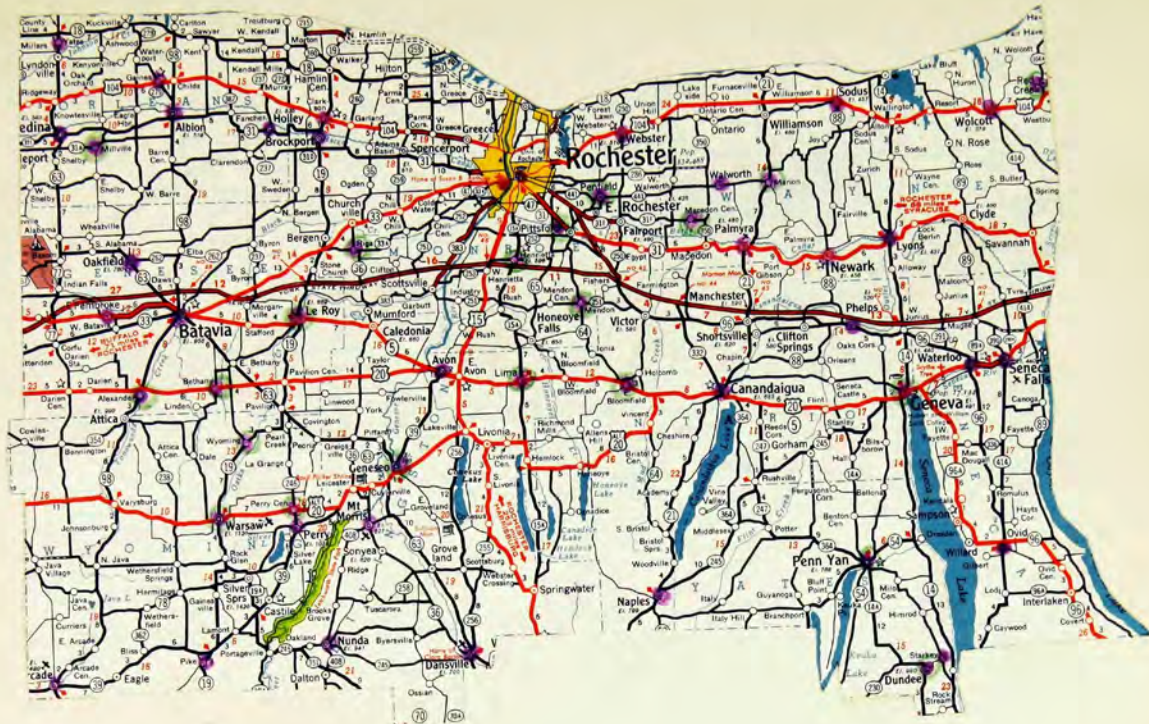
<u>Name</u>	<u>Location</u>	<u>Incorporated By Legislature</u>	<u>Incorporated By Regents</u>
Ingham Collegiate Institute	LeRoy, Genesee	April 6, 1852	January 28, 1853
Ingham University, Academical Department	LeRoy, Genesee	April 3, 1857	April 3, 1857
Leavenworth Institute	Wolcott, Wayne		July 14, 1859
LeRoy Academic Institute	LeRoy, Genesee		February 11, 1864
LeRoy Female Seminary	LeRoy, Genesee		February 16, 1841
Livingston County High School Association	Genesee, Livingston	March 10, 1827	February 7, 1829
Lyons Union School	Lyons, Wayne	April 19, 1855	January 8, 1857
Macedon Academy	Macedon, Wayne	April 11, 1842	January 30, 1845
Marion Academy	Marion, Wayne	March 27, 1839	
Marion Collegiate Institute	Marion, Wayne		July 6, 1855
Medina Academy	Medina, Orleans	April 10, 1850	April 25, 1857
Mendon Academy	Mendon, Monroe	April 20, 1836	February 5, 1839
Middlebury Academy	Wyoming, Wyoming		January 26, 1819
Millville Academy	Millville, Orleans	April 25, 1840	February 16, 1841
Monroe Academy	Henrietta, Monroe		July 2, 1827
Monroe Academy	Henrietta, Monroe		February 7, 1843
Mount Morris Union School	Mount Morris, Livingston		January 13, 1859
Naples Academy	Naples, Ontario	May 12, 1841	March 10, 1859
Newark Union Free School	Newark, Wayne	April 11, 1842	February 5, 1863
Nunda Literary Institute	Nunda, Livingston		January 30, 1845
Ontario Female Seminary	Canandaigua, Ontario	April 14, 1825	January 29, 1828
Ovid Academy	Ovid, Seneca	April 13, 1826	January 26, 1830
Palmyra Classical Union School	Palmyra, Wayne	April 7, 1857	January 14, 1858
Palmyra High School	Palmyra, Wayne	March 28, 1829	July 2, 1833
Penfield Seminary	Penfield, Monroe		October 8, 1857
Penn Yan Academy	Penn Yan, Yates		January 13, 1860
Perry Academy	Perry, Wyoming		April 7, 1854
Perry Center Institute	Perry Center, Wyoming		January 31, 1843

Perry Institute

Perry Center

<u>Name</u>	<u>Location</u>	<u>Incorporated By Legislature</u>	<u>Incorporated By Regents</u>
Phelps Union & Classical School	Phelps, Ontario	April 19, 1855	January 12, 1857
Phipps Union Seminary	Albion, Orleans		February 11, 1840
Pike Seminary	Pike, Wyoming		February 1, 1856
Red Creek Union Academy	Red Creek, Wayne	March 27, 1839	February 5, 1846
Riga Academy	Riga, Monroe		May 11, 1846
Rochester Collegiate Institute No. 1	Rochester, Monroe		February 26, 1839
Rochester Collegiate Institute No. 2	Rochester, Monroe		January 13, 1865
Rochester Female Academy	Rochester, Monroe	April 21, 1837	February 5, 1839
Rochester High School No.1	Rochester, Monroe	March 15, 1827	April 19, 1831
Rochester High School No.2	Rochester, Monroe	April 8, 1861	July 3, 1862
(same as Rochester Free Academy)			
Rural Seminary	East Pembroke, Genesee		April 17, 1856
Seneca Falls Academy	Seneca Falls, Seneca	April 27, 1837	February 5, 1839
Seward Female Seminary of Rochester	Rochester, Monroe	April 5, 1839	February 11, 1840
Sodus Academy	Sodus, Wayne		January 11, 1855
Starkey Seminary	Starkey, Yates		February 25, 1848
Walworth Academy	Walworth, Wayne	May 12, 1841	April 19, 1843
Warsaw Union School	Warsaw, Wyoming		January 11, 1855
Waterloo Academy	Waterloo, Seneca	April 11, 1842	August 23, 1842
Waterloo Union School	Waterloo, Seneca	April 10, 1855	October 11, 1855
Webster Academy	Webster, Monroe		April 17, 1856
Yates Academy	Yates, Orleans		August 23, 1842
Yates County Academy & Female Seminary	Penn Yan, Yates	April 17, 1828	January 25, 1838

From Regents Report, 1866-67, pp. 259-274.



● Towns Having Academies, 1800-1867

● Academy Buildings Standing in 1957

Genesee County Is Born

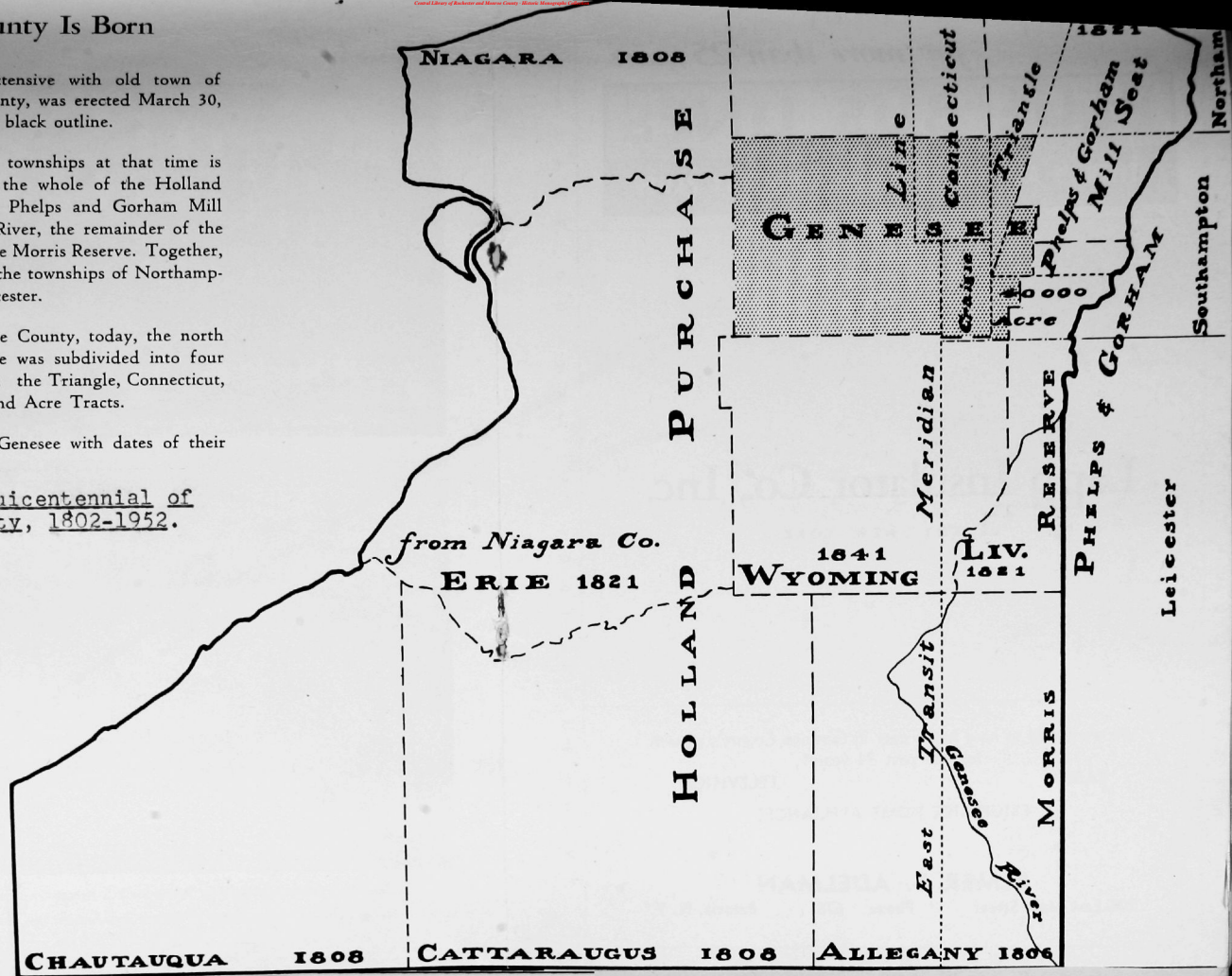
Genesee County, coextensive with old town of Northampton, Ontario County, was erected March 30, 1802. It is shown in heavy black outline.

Its subdivision into 4 townships at that time is shown. Batavia embraced the whole of the Holland Purchase. Except for the Phelps and Gorham Mill Seat west of the Genesee River, the remainder of the new county was known as the Morris Reserve. Together, these were subdivided into the townships of Northampton, Southampton and Leicester.

As pertains to Genesee County, today, the north part of the Morris Reserve was subdivided into four parcels and sold as follows: the Triangle, Connecticut, Craigie and Forty Thousand Acre Tracts.

Counties taken from Genesee with dates of their erection are shown.

From The Sesquicentennial of Genesee County, 1802-1952.



courts were taken from Genesee, the last one being taken in 1811.

The village of Alexander in Genesee County was incorporated in 1802 and by 1811 had a population of 345, a flouring mill, three churches, a station on the Erie Branch of the Central Railroad and also a academy. The Alexander Classical School, was the outgrowth of a public library founded in 1811, and a library.

II. Genesee County

In 1791 Robert Morris secured almost four million acres of land west of the Genesee River from Massachusetts for the sum of \$333,333.33. The land which the Seneca Indians still actually owned was purchased by Morris's son, Thomas, for only \$100,000. In 1793 the Morris tracts were acquired by agents of some Dutch financiers; the largest group was the Holland Land Company, who bought most of the land west of the Genesee. Their land agent, Joseph Ellicott, was instrumental in establishing Genesee County in 1802 by promising to erect, at the company's expense, a combination court house, jail and hotel at Batavia. Genesee County at first embraced all of New York State west of a line running due south from a point on the river between Genesee and Mt. Morris to the Pennsylvania line. Along its eastern border was a strip twelve or more miles wide known as the Morris Reserve. As the area increased in population other

the principal of the school. It seems the boys were not fond of one of the storekeepers (she called him a "merchant") so they stole his sign. One of the rules of the school was that the boys were not to be disturbed under any circumstances during the hour of prayer and Bible study. The boys heard that the principal was searching all the rooms for the man's sign; so they quickly put it in their pot-belly stove and started praying. While the principal waited outside he could hear and smell the sign burn up while the boys prayed and prayed; ever so often they would read from their Bibles, "Ye shall look for a sign; but there shall be none." The principal who was not overly fond of the "merchant" either told this later as a highly amusing story.

Both boys and girls attended Alexander Classical School. The home next to the building was a boarding house for the girls; in fact most of the people of the town boarded one or more students. They came from over fourteen states. Mrs. Gover Cleveland was one of the students.⁴

In 1845 money was given to the school by the Genesee Presbytery and the name was changed to Genesee and Wyoming Seminary. Mr. Hawkins bequeathed to the institute \$4,000, his library and a geological cabinet.⁵ According to the 1842 Regents Report Alexander Classical School had 80

4. All of the above information was secured through a personal interview with Mrs. Moulton on April 22, 1957.

5. French, op. cit., p. 324.



ALEXANDER CLASSICAL SCHOOL
1957

English students and 72 classical; the school received \$219.51 from the New York State Regents Literature Fund.⁶ Genesee and Wyoming Seminary last reported to the Regents for the 1886 Report.

It became Miss Thraull's Private School for a few years and then part of the Union School District. It was used as the high school from 1914 until recently when a new high school was built. At that time it was bitterly debated whether or not the old cobblestone building should be torn down, but through the efforts of Mrs. Moulton and other interested citizens, the building was saved. The architect for the new school told Mrs. Moulton that the cobblestone building would probably outlast the brand new one.⁷

Batavia, the county seat of Genesee, had a population of 2,868 according to the 1860 Gazeteer and "several county buildings, a union school, a bank, three newspaper offices, five churches, an arsenal, a number of manufacturing establishments and a female seminary."⁸ The female seminary referred to was probably Mrs. Bryan's academic school, held in the former Joseph Ellicott House and the most successful of the private schools although it did not report to the Regents. In fact of the numerous schools in Batavia only the Union School and the Batavia Female Academy reported to the Regents.

6. Regents Report, 1842, Schedule 1, pp.57-64

7. Information from Mrs. Bessie Moulton.

8. French, loc. cit.

The Batavia Female Academy incorporated by the Legislature March 5, 1838 and received under the visitation of the Regents February 5, 1839 had 70 pupils, 66 classical, and received \$419.84 from the Literature Fund according to the 1839 Regents Report.⁹ The value of the lot and building was listed as \$3,500 and the total value as \$4,007 with debts to the amount of \$1,479.¹⁰ The total annual revenue that year was \$900 all from tuition and the expenses, \$714.¹¹ There were two departments and two teachers.¹² The tuition per quarter was \$2.50 in the Juvenile Department and \$2.75 in the Higher Department. The extras were Botany, \$3.00; French, \$5.00; Embroidery, \$1.00; Music, \$10.00.¹³ The 1843 Regents Report was the last one to list Batavia Female Academy. At that time there were 50 students, 34 classical and \$87.77 was received from the Literature Fund.¹⁴ Hough's book lists the following principals: Eliza M. Mason, 1838-39, Clarissa Brittain, 1840 and Ruth Beardsley, 1841-42.¹⁵ North's history of Genesee County mentions a boarding school for young ladies managed in 1844 by Miss Beardsley and Miss Smith.¹⁶

The history of the Batavia Union School began long before the school started to report to the Regents. In 1829 the

9. Regents Report, 1839, Schedule 1, pp. 47-53.

10. Ibid., Schedule 2, pp. 55-60.

11. Ibid., Schedule 3, pp. 61-66.

12. Ibid., Schedule 4, pp. 67-69.

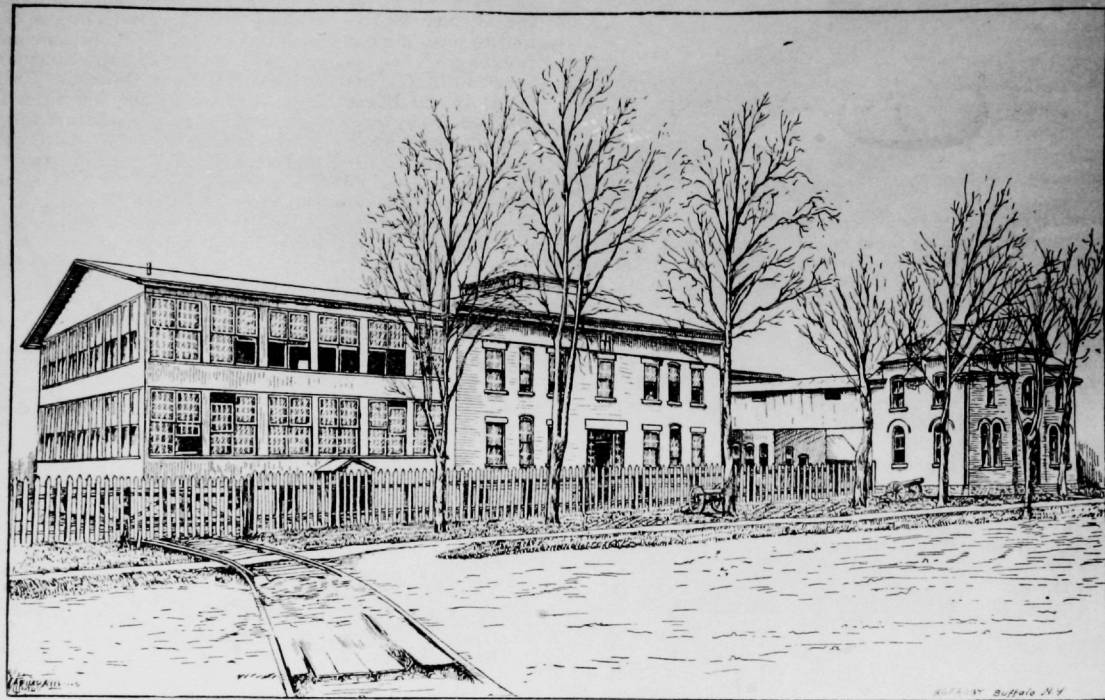
13. Ibid., Schedule 8, pp. 132-145.

14. Regents Report, 1843, Schedule 2, pp. 67-73.

15. Franklin B. Hough, Historical and Statistical Record of the University of the State of New York, p. 586.

16. North, op. cit., p. 395.

Center Portion Formerly the Batavia Union School



FRONT VIEW OF THE BAKER GUN FACTORY AND GENERAL OFFICES

Batavia School district was divided so that the part west of Dingle Alley became District 12 and that east of the alley remained District 2. In 1839 Judge Moses Taggart drew up an act consolidating the two districts which was passed by the State Legislature but not by the Batavia taxpayers until 1846. In 1847 the taxpayers authorized the raising of \$5,500 to purchase a lot at Liberty Street and School Street and to build a two-story brick school house. Under the General Act of June 18, 1853 the school became the Batavia Union Free School District 2 and upon the addition of an academical department in 1861 was admitted by the Regents.¹⁷

There were 310 students in the school but only 23 classical students allowed by the Regents; they received \$40.55 from the Literature Fund.¹⁸ The building and lot were valued at \$6,500; the library, \$166; the apparatus, \$209.¹⁹ The tuition in all departments was \$10.50 and board \$2.50 a week.²⁰ In 1874 a new building was constructed on Ross Street and the old building was purchased by the Batavia Preserving Co. In 1889 the Baker Gun Co. became the owners of the building and used it until 1919 when the company was sold out to Folsom Arms. By 1923 Mr. Tomlinson and Mrs. Miller, who had started working in the company as Miss Josephine Bender in 1898, owned all the stock in the company, and it became the

17. F.W. Beers, Gazetteer, 1788-1890, pp. 207-212.

18. Regents Report, 1862, Schedule 3, pp. 206-215.

19. Ibid., p. 218.

20. Ibid., p. 292.

Batavia Metal Products Corporation, producers of drop forged levers and control units and pole derricks. The old school building, which had been an integral part of all the factories mentioned, was torn down in June, 1957.²¹

LeRoy had two academies, one of which became a pioneer in college education for women. According to the 1836 Gazetteer:

LeRoy Village, on Allen's creek, upon a low limestone ridge, founded in 1810, by Mr. LeRoy, incorporated 5th May, 1834, contains 1 Presbyterian, 1 Episcopal, 1 Baptist, and 1 Methodist, churches, a printing office, issuing a weekly journal, 2 large flouring mills, each 4 runs of stones, belonging to Mr. LeRoy, making 40,000 barrels of flour annually; 1 oil and 1 plaster mills, a furnace for casting iron, a machine factory, 15 stores, 3 taverns, 1 tannery, 4 law offices, 5 physicians, and about 250 dwellings, chiefly of stone, surrounded by ample lots, and of very neat appearance. The village grows rapidly.²²

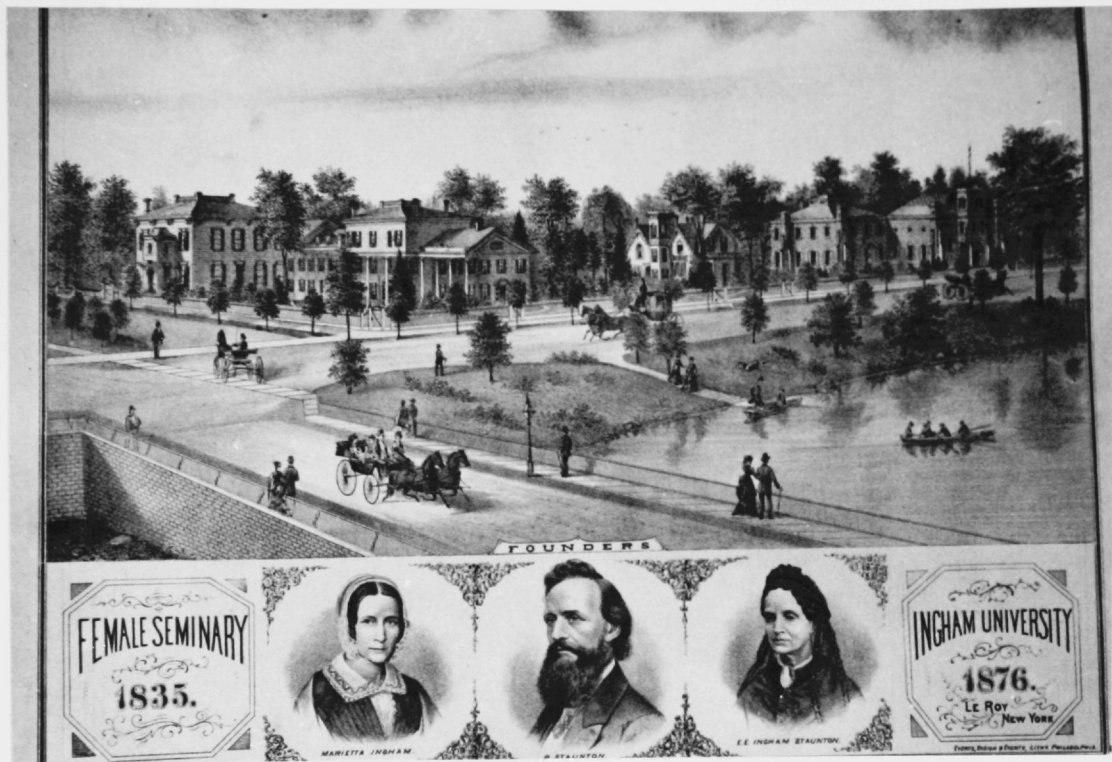
By 1860 the village had six churches, several manufacturing establishments and a population of 2081.²³

LeRoy Female Seminary, incorporated in 1841, later became one of the first colleges for women through the untiring efforts of the founders, the Misses Mariette and Emily Ingham. The story is told that at the time of the birth of Miss Emily in Saybury, Connecticut, her mother thought she was going to die, so she "gave" Emily to her sister Mariette, than about twelve. Although the mother

21. Virginia Trietley, "Plant Demolition Kindles School Memories of Yore", The Batavia Times, June 8, 1957.

22. Thomas F. Gordon, ed., Gazetteer for the State of New York, 1836, p. 464.

23. French, op. cit., p. 326.



From Genesee County Atlas, 1876

lived, Mariette took her commission seriously and the two sisters were never separated. Mariette, who had saved several thousand dollars, wanted to go on a mission to the Greeks, but she would not be separated from her sister so instead the two decided upon a missionary enterprise--"to labor together, for the future of this great country, among the settlers of the West."²⁴ They took the Erie Canal to Brockport and then the stage. They stopped at LeRoy, which was on the old turnpike road from Albany to Buffalo and had at one time fourteen stages daily, but they decided to select Attica as the site of their first enterprize. With \$5,000 of capital the two alone contracted to build a brick house and started a school. They were so successful that two years later they were asked by a committee of citizens from LeRoy to start a school in their town. They moved to LeRoy, bought the house of Mr. Robert Bayard and started the LeRoy Female Seminary. The first summer they had forty-one primary students and seventy-six advanced.²⁵

The school, started in 1837, was two stories high; eight years later a third floor was added and three years after that a west wing was added. In 1842 the tuition was \$5.00 to \$8.00 for a fifteen week term, and the extras were as follows: music, \$11.00; French, \$3.00; Latin, \$3.00; drawing, \$5.00; painting, \$7.00; painting in oil, \$9.00.

24. Henry J. VanLennep, 1876-Ingham University: Historical Sketch and Description, pp. 3-4.

25. Ibid., p. 4.

Le Roy Female School, and Teacher's Institute.

THIS Institution proposes a supply to the pressing demand of this region for a permanent school of a thorough and strictly practical character, and which will furnish facilities for the better qualifications of common, and other school teachers. In view of the same call, it is designed, as far as practicable, to render the means of education accessible to such young ladies as are desirous of them, for the sake of becoming prepared for more extended usefulness, but are denied them by their pecuniary circumstances. Every applicant of this character, bringing satisfactory testimonials of her aptness to *do good*, and willingness to use self-denial, and industriously exert herself to acquire a plain, but thorough education, will meet an affectionate reception, and, if possible, be assisted, or shown how she may help herself.

It will be the aim of the principals to pursue such a course of physical, intellectual and moral discipline, as will best prepare all their pupils to sustain with profit the various relations of life; to be happy in themselves, and qualified for an entrance into a future and glorious state of existence. To effect this object, teachers will be selected, in whose literary and moral qualifications, the public may have confidence, and the principles of the Bible will be daily referred to and studied as motives to action.

Course of Instruction, Books used, and Terms.

SECOND DIVISION—Second Class.—Angell's Series, Nos. 1, 2 and 3, Parley's Arithmetic and Geography, Comstock's Series of Books on the Sciences, Oral Lessons, Linear Drawing. \$2 per quarter.

First Class.—Angell's Series, 4 and 5, Colburn's Mental and Adams' Practical Arithmetic, Olney's United States, Smith's Geography and Grammar, Trimmer's Elements of Natural History, Gallaudet's Natural Theology, Systematic Writing. \$3 00.

FIRST DIVISION—Junior Class.—The same continued, with Comstock's Botany, Philosophy, Chemistry, Geology and Physiology, Kirkham's Grammar, Willard's Universal and Goodrich's Ecclesiastical Histories, Newman's or Jameson's Rhetoric, Hodge's Logic, Watts on the Mind, Wayland's Elements abridged, Peley's Natural Theology, Playfair's Euclid—first book, Day's Algebra—six sections, Burritt's Geography of the Heavens. \$4 50.

Senior Class.—Euclid and Algebra concluded, Lincoln's Botany, Smellie's Philosophy of Natural History, Abercrombie's Intellectual Philosophy, Upham's do., Wayland's Moral Science, Kame's Elements of Criticism, Alexander's Evidences of Christianity, Butler's Analogy. \$6 00.

Orthography, Reading, and Composition in its various forms, will receive particular attention in all the classes. Familiar Lectures will be frequently given, on practical and occasionally on literary subjects.

In the Teacher's Department, Education as an art, and Science will be carefully studied, and opportunities given for practice, under the superintendence of one of the principals. Hall's Lectures to Teachers, The District School by Taylor, The Teacher, and Annals of Education, will be studied, and a select course of reading given. No extra charges are made in this department, for instruction and use of books, to such as design to pursue teaching as a calling. The second class will graduate common school teachers, and the first class as qualified for higher stations, after sustaining a rigid examination in the studies of the 1st and 2d divisions, and the prescribed teachers course of study.

All the pupils can attend to Vocal Music and Calisthenics free of expense.

Extra charge for instruction on the Piano and Organ—\$10 a quarter, use of the same—\$2; Drawing \$3; Painting and French—each \$5.

Board in the Institution, exclusive of washing, is \$2 a week. Arrangements are made for the accommodation of those who prefer adopting the domestic system. The articles of supply can be furnished by those from adjacent towns, prized and thrown into a common stock, and the simple expenses of board, fuel, lights and rent equalized. This will be considered a branch of the family, and governed by the same general regulations. A responsible teacher will board in it as governess.

The academic year is divided into two terms of 22 weeks each, commencing on the first Wednesdays of May and November.

Le Roy, April 12, 1836.

EMILY E. INGHAM, } Principals.
DIANTHA E. GRAY, }

The school was famous for its library and its art department. There were preparatory, junior, middle and senior classes. The studies in the upper classes were thoroughly collegiate, including Euclid's Geometry, Day's Algebra, natural history, astronomy, geology, and others.²⁶

In 1852 the buildings and grounds which cost over \$20,000 were donated by the founders to the Synod of Genesee and a full collegiate course was established and a permanent fund raised for its support.²⁷ To quote from the history of the new school, incorporated in 1853 as Ingham Collegiate Institute: "Our aim, in the system of instruction of this Institute is, to make thorough scholars, independent thinkers and reasoners and useful members of society." As far as rules were concerned: "Each pupil reports her own conduct during the day, and is thus taught that confidence is reposed in her veracity and that strict integrity is her only safeguard for character."²⁸

Although there was a certain amount of interest in female education in the middle of the nineteenth century, there was a resistance to college education for women. Mrs. Emily Ingham Stanton through sheer perserverance and personality was able to introduce a college curriculum into the education of the young ladies at Ingham Collegiate Institute and to receive a college charter and the power to grant diplomas.²⁹ In 1857

26. Ibid., pp. 6-7.

27. French. op. cit., pp. 326-327.

28. VanLennep, op. cit., p. 8.

29. Ibid., pp. 14-15.



Oil Painting on wall of the LeRoy House
By Emma Bixby for graduate assignment, 1845

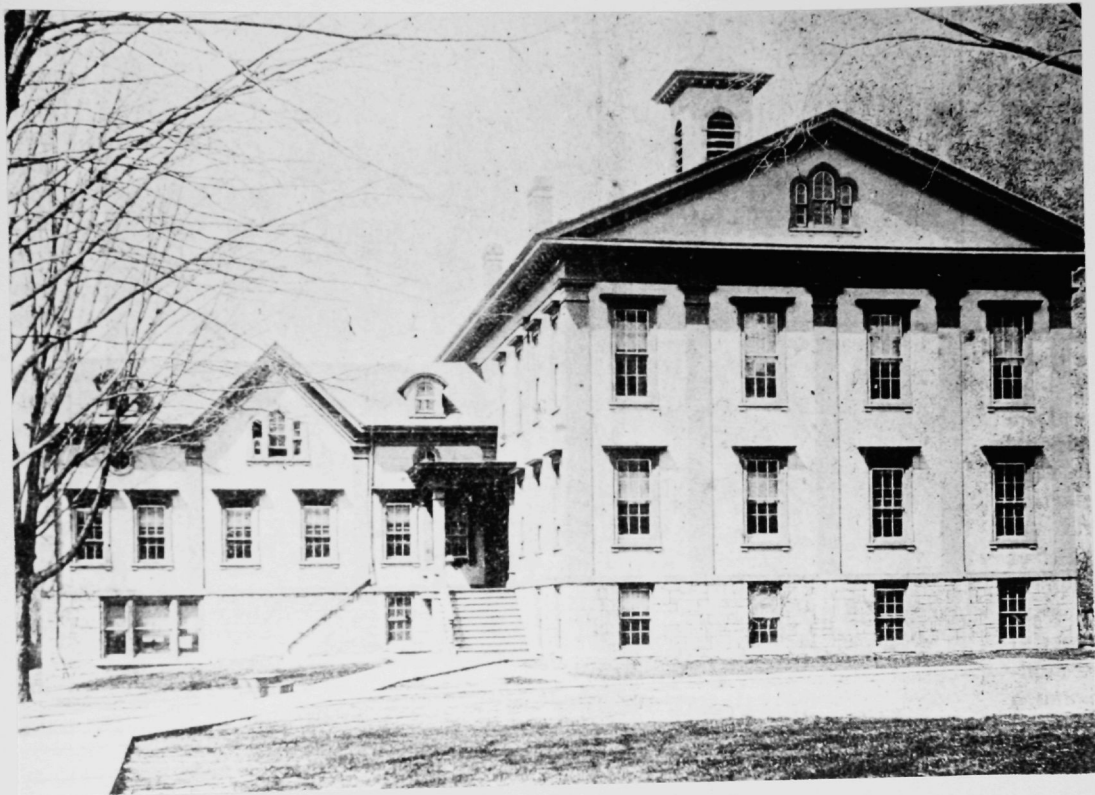
the school became Ingham University with six departments: elementary, academic, classical, literary, music, and art. The art teachers were from the best of the European Schools and the school boasted of having an excellent gallery of paintings. To quote from North's Genesee County: "Mrs. Emily Ingham Stanton was the first woman in the country to conceive and carry out to a successful issue a university charter for female education."³⁰ After she died the school lost its prestige and with the depression in 1893 was forced to close. It was sold for \$20,000.³¹ LeRoy's high school buildings now occupy the beautiful campus.

LeRoy had another academy which was also well-known, called the LeRoy Academic Institute. This school was not designed as a competitor of Ingham but rather as a co-worker serving both boys and girls and giving instruction in English and the classical studies. A subscription for funds was started in 1863. By 1864 a large house on West Main Street had been purchased and furnished to accommodate 175 pupils. In 1865 a site for a new school was purchased on East Main Street and the building which is still standing was built. To quote from the first catalogue issued in 1865-1866:

The superstructure is of wood with a stone basement nine feet between joints. In this basement are convenient dressing-rooms, furnace room, etc., with entrances from the outside. The main building is 70 X 45 feet with three school-rooms on the first floor and a hall

30. North, op. cit., p. 62.

31. Ibid.



LEROY ACADEMIC INSTITUTE
From newspaper, Oct. 10, 1873

occupying the whole of the second story. A wing, 45 X 40 feet, contains two school-rooms, a recitation room, and on the second floor, a lecture room with an apparatus room adjoining. Ample accommodations are thus furnished for two hundred fifty pupils.

The LeRoy House, now owned by the LeRoy Historical Association, was purchased from the Rev. Dr. Cox and fitted to accommodate boarding students at the LeRoy Academic Institute. The house was formerly the land office of the Triangle Tract.

The school year of forty weeks was divided into three terms. In 1865 tuition in the primary department was \$5.00 per term; intermediate, \$6.00; academic, \$8.00 for English and \$9.00 for higher English and \$11.00 for all English plus Latin, Greek and modern languages. A diary kept in 1874 was quoted in an article by Mrs. A.B. Johnson, historian of the Caledonia D.A.R. Chapter, "Prof. Russell talked most all the forenoon and settled the question of 'Less Noise with the Boot Heels!' The boys wore leather boots then and made considerable noise going to and from classes, so they were ordered to bring slippers to change and leave their boots below."

The principals of LeRoy Academic Institute were well known in the field of education. Principal Russell, who was twenty-nine years old when he took charge, served for nine years and then founded the Worcester Normal School in Massachusetts. Wilford W. Munro was principal for four years when he left at the age of thirty to serve as president of DeVeaux College.

Prof. Comstock, who was twenty-four when he came, stayed twelve years and then went to Case School of Applied Science in Cleveland, Ohio.

The students were graded on punctuality, behavior and scholarship. Mrs. W.H. Robbins in an address given to the LeRoy Historical Society said, "The Institute valued character above acquirements. It aimed to make human existence richer, more varied, more effective, more pleasurable. It taught its pupils to rely upon, and to utilize, their own resources, whether great or small."

In 1891 the Academy property was sold to the LeRoy Union Free School District, No. 1 for \$10,000, and in 1911 Mr. Allen S. Olmsted purchased it from the school district; in 1943 the Foster-Milburn Co. of Buffalo acquired the property from the executors of Mr. Olmsted's estate and in 1945 the property was given to the LeRoy Historical Society.³²

Not far from LeRoy is a little village called Bethany Center. In 1836 it had a Baptist and a Presbyterian Church, 2 stores, 2 taverns and about 35 dwellings.³³ Bethany Center has not grown during the years and now one of the main buildings is the Town Hall, which once housed the Bethany Academy.

32. All of the material about the LeRoy Academic Institute was taken from a scrapbook assembled by Mae Bishop Kenny for the LeRoy Chapter of the D.A.R. Included are newspaper clippings, catalogues, advertisements, original stock certificates, etc.

33. North, op. cit., p. 409.



BETHANY ACADEMY, 1957

The 1842 Regents Report listed Bethany Academy as having 50 students, 19 classical and receiving \$64.04 from the Literature Fund.³⁴ The lot and building were valued at \$3,100;³⁵ and the total revenue for the year was \$426, 356 from tuition; the total expenses were \$459.³⁶ The school had three departments and three teachers;³⁷ and the tuition charges were \$3.00 for Common English, \$4.00 for Higher English and \$5.00 for Classical. Board was \$1.12 a week. There were 181 books in the library.³⁸ The school reported regularly to the Regents from 1842 through 1858. It reported once again in 1864, but not after that until its closure in 1872.

Near East Bethany on the Wyoming Road was the Genesee Manual Labor Seminary, incorporated by the Legislature April 13, 1832; it continued for about twenty years but never was listed in the Regents Reports.³⁹

Oakfield, which was incorporated in 1858, had a population of 500, two churches and an academy, called Cary Collegiate Institute. Colonel Alfred Cary gave the land for the school and with the citizens subscribed for the erection of the four storied stone building, 40' X 80'.⁴⁰ The building was planned so that the pupils could board themselves or room there and board outside. In the basement were student

34. Regents Report, 1842, Schedule 1, pp. 57-64.

35. Ibid., Schedule 2, p. 72.

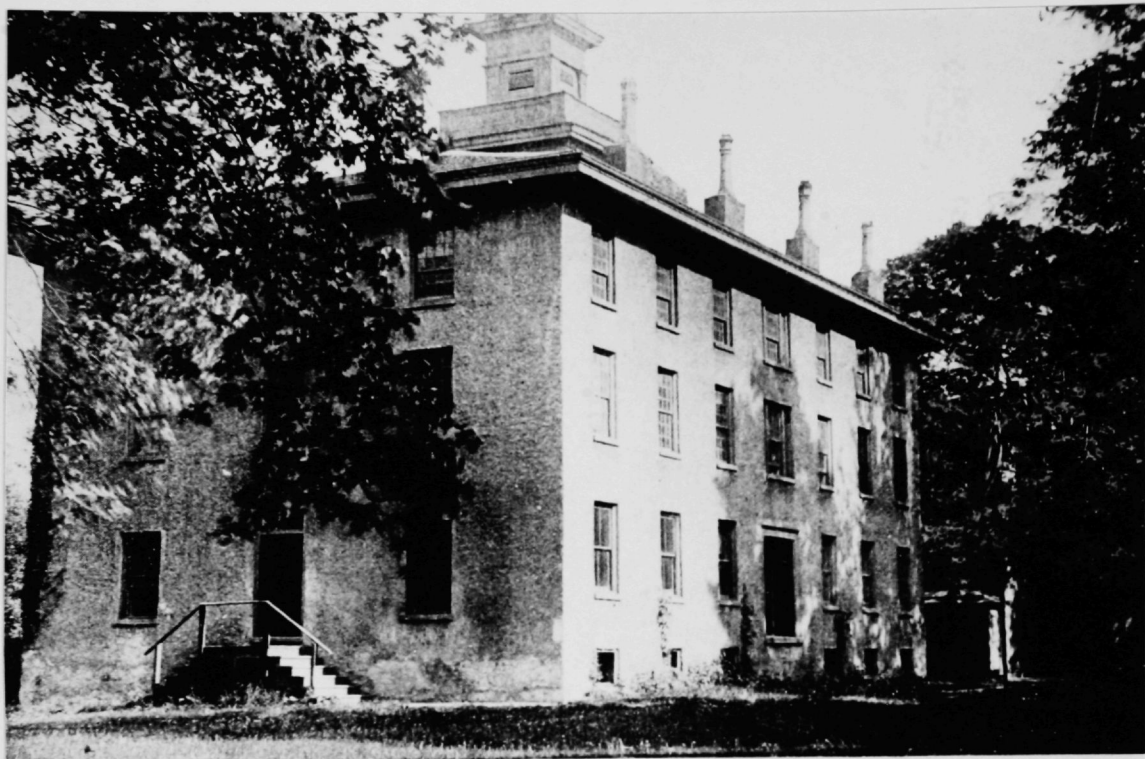
36. Ibid., Schedule 3, pp. 75-81.

37. Ibid., Schedule 4, p. 89.

38. Ibid., Schedule 7, pp. 110-116.

39. The Sesquicentennial of Genesee County, op. cit., p. 41.

40. French, op. cit., p. 327.



CARY SEMINARY, OAKFIELD, NEW YORK.

rooms for boys and for an assistant teacher so he could keep on eye on the lively boys. The first floor had the chapel and recitation room. The principal usually occupied rooms on the second floor and there were also private recitation rooms, music rooms, parlors and some student rooms. The third floor consisted entirely of the long hall and rooms for the girls with the preceptress in charge. Board could be had for from \$1.00-\$1.50 a week; or if the girls preferred to make the school their home, provisions were made accordingly. Twenty box stoves, one foot each way, were provided and two or three girls could get together and cook on one of these commodious heaters. The school opened in the fall of 1843 with Mr. Werden Reynolds as principal and Miss Celia Olmsted as preceptress and Mr. Aldernon S. Pratt as teacher of penmanship.⁴¹

Cary Collegiate Institute is first listed in the 1846 Regents Report as having 153 students, 26 classical and receiving \$62.51 from the Literature Fund.⁴² The lot and building were valued at \$6,350; the library, \$150; and apparatus, \$273.⁴³ Tuition was \$3.00-\$4.00 for common English, \$5.00-\$6.00 for higher English and \$6.00 for classical.⁴⁴

All the academies were proud of their alumni and faculty, but Cary Collegiate Institute has an especially impressive list of well-known scholars. To note a few:

41. This information secured for me by Mrs. Raymond Caton, Oakfield historian, from Mr. James Fuller, an old-time resident of Oakfield and former student at Cary.

42. Regents Report, 1846, Schedule 2, pp. 68-74.

43. Ibid., Schedule 3, pp. 75-82.

44. Ibid., Schedule 7, p. 115.

Mr. Albert Spencer: Educated in the high schools of
 Mr. George W. Aldrich, Mayor of Rochester
 Mr. Charles S. Baker, Congressman from Monroe County
 Dr. Barrett, Professor in the Buffalo Medical College
 Mr. Artemas Chapel, Division Surgeon at Gettysburg
 with the care of 40,000 men
 Mr. Uloses Ham, editor of the leading Democratic
 paper in Dubuque, Iowa.
 Hon J.W. Homes, civil engineer and inventor of
 solar theodolite.
 Mr. L.C. McIntyre, President of the First National
 Bank of Batavia, N.Y.
 Judge Francis A. Macomber of the Supreme Court
 Mr. Rolla A. Raw, celebrated as a lecturer in the
 West
 Miss Emma Fobes Reed, a writer
 Judge Artemas H.P. Roszell of Wisconsin
 Miss Emily Thrall, Principal of a Ladies Seminary
 in Batavia
 Honorable Edward C. Walker, State Senator.⁴⁵

and According to Beers Gazetteer of 1788-1890, "Cary Collegiate
 Seminary is pleasantly situated in Oakfield and has ever been
 favored with a most able and efficient faculty, which has
 raised the institution to an important rank among the educa-
 tional institutions of the State."⁴⁶ At a meeting of the
 Regents, April 17, 1856 a form was adopted for the schools to
 follow in sending in their annual reports. There are some of
 the original Cary Collegiate Institute reports in the Oakfield
 Historian's office. The one of the year ending July 2, 1862
 lists the faculty as below:

Rev. H.V. Gardner: M.A., age 45, graduate of Trinity
 College. Has taught in connection with the ministry
 for a number of years. Is principal of the Seminary
 and has the general oversight. Salary--what remains
 of income after deducting expenses.

45. Mrs Caton, op. cit., from Mr. Fuller.

46. Beers, op. cit., p. 569.

Mr. Albert Spencer: Educated in the high schools of Canada. Principal's assistant, age 23 years. \$400.00

Mr. Stephen C. Brown: Graduate of Geneva College. Has taught a number of years; intends to follow teaching; age about 27 years, teacher of languages. Salary, \$400.00.

Miss Louisa Whitenauer: Teacher in the Primary Department, age 22 years. Intends to follow teaching. Educated in G. G. Seminary, Salary, \$150.00.

Miss C. Olivia Webster and Miss Emma J. Cross have been employed two sessions of the past year as music teachers.⁴⁷

The teachers listed above were representative of the fine faculties of Cary. One of the most scholarly teachers was Prof. Robert Blavurhasset, a graduate of Trinity College, Dublin and a teacher of ancient and modern languages under Mr. Reynolds' principalship in 1846-1847.

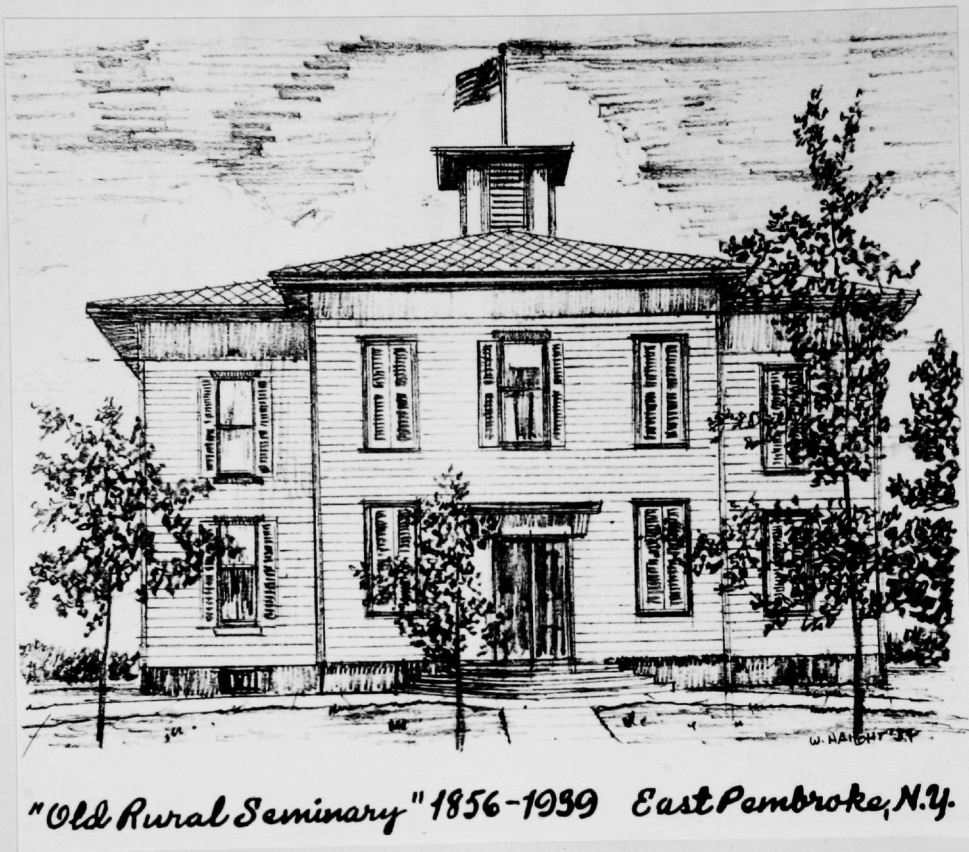
During the early 1850's plans were made to erect a second Seminary building to be used as a boarding house for the school. \$5,000 was subscribed to repair the first building and erect the second in 1855 and 1856. Col. Cary endowed the school to the amount of \$20,000. The seminary had up to this time no particular religious affiliation, but when the cost of constructing the second building exceeded the amount of money available, the trustees tried to interest one of the local churches in taking it over, but all refused; so Col. Cary himself as President of the Board of Trustees, recommended

47. Cary Collegiate Seminary, Report to the Regents for the year ending July 2nd, 1862.

that the government of the school be placed in the hands of the Protestant Episcopal Church. That same year, 1856, St. Michael's Church of Oakfield was organized with Rev. G.C.V. Eastman as both rector of the church and principal of the school. The debt against the second building was paid by an appropriation from the state of \$4,500.

One of the most beloved of the principals was Rev. James Coe who came in 1865 and continued until his death in 1874. He changed the school into a boys boarding school; the students boarding with his own family. During his principalship the school building was extensively repaired and changed inside and a ball lot was added to the seminary property.

In 1905, it being no longer a paying proposition, the trustees leased the seminary building to the Oakfield Union Free District School No. 1. The building was sold to the school district in 1926 and torn down to make room for a new high school. The second seminary building, constructed in 1855, was continued as a school in order to receive the income from Col. Cary's endowment which had to be spent for teacher's wages. The rector of St. Michael's Church conducted a school on citizenship until 1937. After his retirement the instruction was very questionable so the Bishop decided in 1952 that the school must be discontinued. The property was turned over to the Episcopal Church and the endowment transferred to the Devaux Suspension Bridge in compliance with



"Old Rural Seminary" 1856-1939 East Pembroke, N.Y.

the terms of the endowment.⁴⁸

At East Pembroke where there were two churches and thirty-five dwellings, Rural Academy was incorporated in 1856.⁴⁹ A few interested citizens subscribed \$3,413 for the erection of a school, and the Rev. Daniel C. Houghton, a Presbyterian minister, donated an acre of land. The school, which actually cost only \$2,300 was opened in October, 1856 with a faculty of four teachers; the principal, I.A. McFarlane, received a salary of \$600. During the first year \$500 was spent for library and laboratory equipment.⁵⁰ The Regents Report in 1858 listed 152 students, 86 classical and \$157.46 from the Literature Fund.⁵¹ At that time the total value of all the property was \$4,983 and \$300 were owed.⁵² The yearly tuition was \$12.00 for common English students, \$15.00 for higher English, and \$18.00 for classical and board was \$2.25 a week.⁵³ In 1889 clear title to the land was obtained by paying the Houghton heirs the sum of \$150, and Miss Thrall used the building as a private school for several years. In 1893 the Old Rural Seminary became a Union Free School and continued in use until torn down after the new \$300,000 Centralized School was opened in 1940.⁵⁴

48. Mrs. Caton.

49. French, op. cit., p. 327.

50. Charlotte Read, "East Pembroke Alumni Centennial."

51. Regents Report, 1858, Schedule 2, pp. 187-196.

52. Ibid., Schedule 3, pp. 198-205.

53. Ibid., Schedule 9, pp. 252-260.

54. Read, loc. cit.

III. Livingston County

Livingston County was erected from parts of Ontario and Genesee in 1821. At that time its 655 square miles had a population of 19,800, which increased to 43,436 in 1840 and decreased to 39,546 by 1860. The Cohocton Valley Railroad was at its eastern border, the Genesee Valley Canal along its western boundary and the Avon, Genesee and Mount Morris Railroad lay midway between them.¹

Moscow Academy in Leicester, built in 1815-1816, was one of the first academies in Western New York, although it never participated in the Literature Fund. Scholars came from Buffalo and Canandaigua and other "remote" places. The first principal, Ogden M. Willey, assisted by his sister, Miss Abby Willey, furnished excellent instruction for that time, but the school gradually lost its patronage and was finally used as a blacksmith shop.²

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1. Lockwood R. Doty, History of Livingston County, p. 306.
 2. James H. Smith, History of Livingston County, p. 344.



AVON ACADEMY

The township of Avon, which was named Hartford by Hosmer and Thompson, its first purchasers from Phelps, was not changed to Avon until 1808. The town of Rush was set off in 1818. The village of Avon, where Avon Academy was located, was a flourishing health resort noted for its mineral springs. The Indians called Avon, "Canawaugus", meaning bad-smelling water, and they also came to the springs to be cured of skin diseases.³ According to Gordon's 1836 Gazetteer Avon had: "1 Episcopal church, 1 academy, 2 large and well kept hotels, 3 stores, and about 60 neat dwellings."⁴

Avon Academy was built in 1836; Mr. James Wadsworth of Geneseo was one of its founders. It was remodeled in 1873 and used by the Union Free School of Avon until 1907.⁵ During 1841-1845 while the academy was making regular reports to the Regents it received \$524.97 from the Literature Fund. In 1845 Avon Academy reported the value of the lot and building as \$3,000; the library, \$271; apparatus, \$50; other property, \$100; and debts, \$122.⁶ The tuition for a common English student was \$8.00 a year, \$12.00 a year for higher English and \$16.00 a year for a classical student. Board was only \$1.50 a week.⁷ Avon Academy was not one of the wealthier institutions judging from Schedule 4 of the 1844 Report

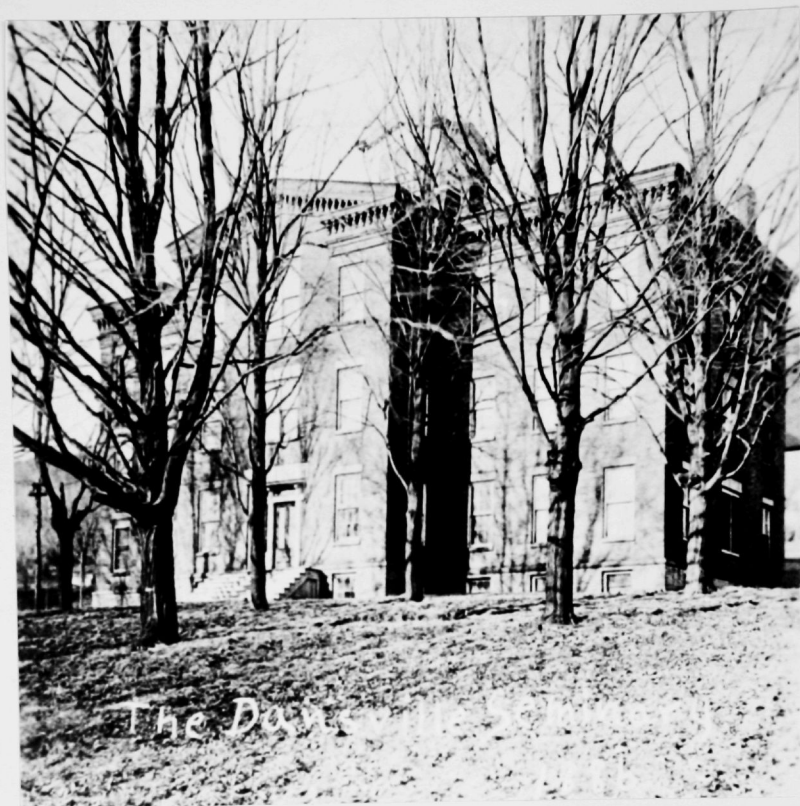
3. Doty, op. cit., p. 625.

4. Thomas F. Gordon, Gazetteer of the State of New York, 1836, p. 507.

5. Smith, op. cit., pp. 441-442.

6. Regents Report, 1845, Schedule 3, pp. 77-84.

7. Ibid., Schedule 7, pp. 110-116.



DANSVILLE SEMINARY, 1886

which listed the tuition as \$460; salaries, \$460; total revenue, \$510; but total expenditures as \$557.⁸

The Dansville Seminary was first reported in the 1860 Regents Report. That year Dansville had a population of 2,879 and "contained nine churches, the Dansville Seminary, two printing offices, a bank, a water cure, five flouring mills, three paper mills, two furnaces, a plaster mill, machine shop, pail factory, sash and blind factory, distillery, two tanneries and five breweries."⁹ Colonel Nathaniel Rochester lived in Dansville from 1809 to 1814 during which time he started a paper mill which was the pioneer of its kind in Western New York.¹⁰

The Dansville Seminary opened in 1858 under the auspices of the East Genesee Conference of the Methodist Episcopal Church. In 1860 the Seminary moved from its rented quarters into a brick structure on the east hillside.¹¹ According to the Regents Report for 1860 the lot and building were valued at \$10,670; the library, \$164; the apparatus, \$169; and with \$6,200 worth of other property and no debts the total value was \$17, 203.¹² The charges for common English students were \$13.50 per term, \$18.00 for higher English, and \$22.50 for classical students. Board for a week amounted to \$2.50.¹³

8. Regents Report, 1844, Schedule 4, pp. 84-91.

9. Smith, op. cit., p. 166.

10. Ibid., p. 155.

11. Ibid., p. 179.

12. Regents Report, 1860, Schedule 3, p. 147.

13. Ibid., Schedule 9, p. 174.

The first principal was Rev. Schuyler Seager. His successors were Rev. John J. Brown, Rev. Joseph Jones, Rev. Mr. Crumb, Henry Sanford and Albert Lewis, who was the last of the Conference appointees. After the Methodist Conference withdrew its patronage, the school was conducted by individuals who received the tuition as compensation. The historian, James H. Smith, has this to say about the school: "Notwithstanding the laxness which has prevailed in its management, the Seminary has been maintained on a highly creditable basis. Its patronage is drawn largely from the village and surrounding country, the neglected condition of the village public school making it an acceptable substitute."¹⁴ In 1882 several school districts were combined to establish an Union School, which opened in the Seminary building since it was no longer functioning. In 1887 a new school was built.¹⁵

Genesee Wesleyan Seminary, one of the largest academies in the Rochester Area, was in the village of Lima. In 1829 the Genesee Conference of the Methodist Episcopal Church appointed a committee to investigate the possibilities of establishing a seminary in the area. At the next conference in Rochester in 1830, the committee reported that five communities wished to have the school. Perry offered a subscription list of 380 names pledged for \$10,463; Henrietta offered to deliver Monroe Academy and \$3,600; the people of

14. Smith, *op. cit.*, pp. 179-180.

15. A.O. Bunnell, ed., Dansville, 1789-1902, p. 47.

LeRoy subscribed \$8,500; Brockport, \$16,820; but the vote was cast in favor of Lima with its subscription list of 170 names pledging \$10,808 as well as the privilege of buying the present site, including ten acres at \$50 per acre, and the whole farm at \$30 per acre.¹⁶

The location of the village of Lima must have influenced the vote in favor of Lima somewhat. The 1836 New York State Gazetteer describes Lima as follows:

Lima, post village, centrally situate, on the great western road, is an almost continued street from the E. to the W. line of the town. It contains 1 Presbyterian and 1 Methodist, churches; the Genesee Wesleyan Seminary, incorporated 1st May, 1834; placed under the visitation of the Regents of the University, 29th March, 1836; liberally endowed and highly flourishing; 3 stores, 3 taverns, and nearly 100 dwellings, remarkable for their neatness and inhabited by wealthy owners. The Seminary has a professor of mathematics, one of languages, an English teacher, and two teachers in the female department.¹⁷

The building was made of stone drawn from a local quarry; the main part was 40' X 130', three stories high with a basement and an observatory. There were two wings, 24' X 50' each, two stories high and with a basement. The cost of the structure was \$17,000.¹⁸

LaFayette Congdon in writing about Genesee Wesleyan mentions that Geneva and Canandaigua were considered in 1830 as

16. Smith, op. cit., p. 473.

17. Gordon, op. cit., p. 509.

18. Semi-Centennial of Genesee Wesleyan Seminary, 1830-1880, p. 73.

In 1838 the Genesee Wesleyan Seminary reported to the Regents about their curriculum and philosophy of education. In the elementary division spelling was considered indispensable and there were daily reading lessons based upon "Principles of elocution, with a view to correct defective enunciation and discipline of the voice." Two hours each day were devoted to writing. As for the mode of instruction black-boards were used and each scholar was required to "explain intelligibly to the class, the manner of solving a question and the principles involved in the solution." Subjects such as mental and moral philosophy, rhetoric, logic, criticism and analysis of language were regarded as "contributing largely to improve the intellectual powers and refine the taste." Rules and definitions were memorized but not principles. "The scholar should always be able to state in his own language the principles he embraces as true, otherwise the slightest failure in memory would involve him in embarrassment."²⁵

A department to train teachers was organized in May, 1838; the teacher in charge received an annual salary of \$445 a year. The 1839 Report stated that seventy had belonged to the teaching department, the majority of whom were already teaching but planning to return to Genesee

25. Regents Report, 1838, pp. 98-99.



Genesee Wesleyan Seminary

price was \$14,350, but it was valued by the trustees in 1843 at \$30,500. After the new building was in operation the average attendance at Genesee Wesleyan Seminary increased from 405 in the period from 1832 to 1842 and to 622 from 1842 to 1852 and continued to grow to 715 during the 1852-1862 period during which time three years, 1852, 1853, and 1854 reported an annual attendance of 1,029, 1,032 and 1,058 respectively.²⁹

Students were attracted to Genesee Wesleyan because of its outstanding faculty and extensive apparatus among other factors which contributed to its fine reputation. The 1847 catalogue lists five men with Master's degrees out of six on their faculty. The apparatus available for the students in 1847 was listed in the catalogue as follows:

The apparatus of the institution is fully adequate to the illustration of the courses of lectures in the experimental sciences; embracing Inertia Apparatus; a new instrument for Parallelogram of Forces; Mechanical Powers; Central Forces, with axis of stable revolution; Atwood's Falling Machine, Double-barred Air-Pump and Condenser, with accompanying apparatus; a variety of Lenses, Mirrors and Prisms, with other optical instruments, as, Single, Compound, and Solar Microscopes, Perspective Glass, Camera Obscura, Magic Lantern, a good Day Telescope and a highly finished Model of the Eye; an Electrical Machine, with accompanying apparatus; several kinds of Galvanic Batteries, two powerful; a full apparatus on Electro Magnetism and Electro-Dynamics, including a Magnet revolving on its axis, Barlow's Reciprocating Engine, Morse's Telegraph, a large and powerful

29. Diamond Jubilee of the Genesee Wesleyan Seminary, 1908, pp. 11-12.

The early history of the Seminary shows that it was well equipped. Electro-Magnet, with revolving armature, double helix, giving very powerful shocks by induction; a good supply of Chemical Instruments and Tests; a valuable Achromatic Telescope, imported from Germany, showing beautifully the solar spots, the lunar mountains, the rings of Saturn, the belts, of Jupiter, the Double Stars and the Nebulae.³⁰

The 1847 Catalogue had two pages listing the rules and regulations a few of which are given below:

5. As a precaution against fire, every student shall have his pail filled with water before retiring for the night.
6. During the hours of recess, no student shall indulge in hallooing, loud talking, running, jumping, whistleing, or making other disturbances, in the rooms or halls of the Seminary.
9. All students are requested to cherish a respectful deference for the authority of the Faculty; and in all their social intercourse and relations to preserve a correct and becoming deportment.
17. No student shall visit taverns, groceries, or other public places, for purposes of pleasure or entertainment; nor use spirituous liquors or tobacco, in any form, in the Seminary buildings; nor employ immodest or profane language of any description.
18. A strict observance of the Christian Sabbath will be required of all the students and on no account will unnecessary noise be allowed; nor may any student on that day go abroad into the fields, or frequent the village, or collect at each other's rooms, without express permission. Sobriety and decorum must be maintained throughout the day, and attendance at Church in the morning and afternoon, at such places as their parents or guardians may require, will be expected of all the students.³¹

30. Catalogue of the Officers, Faculty and Students of Genesee Wesleyan Seminary, 1847, p. 26.

31. Ibid., pp. 29-30.

The early history of the Seminary clearly indicates a desire on the part of the Trustees to make the school into an institution for higher education. According to the early Trustee's records a request to the Legislature to be called Genesee University had been voted upon. In 1848 a college charter was secured, and the 1850 Seminary Catalogue advertises its opening of a new building, 60' X 100' and 40' high above the basement, withing the year. Genesee College and Genesee Wesleyan Seminary existed more or less peacefully side by side for twenty years. Most of the time they shared the same faculty; many times the same men served as Trustees of both the college and the seminary. The book published by the alumni at the time of the 75th anniversary had this to say about the two schools' joint efforts:

College students always boarded in Seminary dormitories and ate at the Seminary table, and Seminary students always crowded the seats and exhausted the welcome of the College classes. Sometimes the two institutions were under quite different if not contradictory social rules, and always each was struggling with a meager income. At one time it had to be settled in joint session that the Seminary should no longer give instruction in college subjects, at another in what respects College students should not override Seminary discipline.

Before 1870 the battle over whether or not Genesee College should remove to Syracuse was settled by allowing the College charter to lapse. At the time that the agitation was most violent the minutes of the Board stated:



Genesee Wesleyan Seminary, 1957

Resolved, that as Trustees of Genesee Wesleyan Seminary, and solely out of regard to the best interests of the Institution with which we are thus officially connected, we do most heartily approve the plan of removing Genesee College from Lima to Syracuse, believing as we do that by such removal the Seminary would be relieved from the overshadowing influence and prestige of the college and from much friction, and from many unpleasant complications unavoidably attendant upon the administration of two institutions in such immediate juxtaposition; and also because we believe that in the event of such removal such arrangements can be effected between the College and Seminary as would secure to the latter increased accommodations and facilities for the accomplishment of its proper work and the fulfillment of its designed mission.³²

Arrangements were made whereby all the material possessions of Genesee College were conveyed to Genesee Wesleyan Seminary. The college property consisting of buildings, a farm of nearly seventy acres, a cash endowment of \$54,000 together with the libraries and philosophical apparatus, helped put Genesee Wesleyan Seminary on a sound financial basis.³³ The school continued until 1941 when it was closed and the buildings were rented to the National Youth Association. In 1947 the Genesee Junior College was started under the auspices of the Methodist Church, but it was allowed to close in 1951 because the church no longer was interested in supporting it. In 1951 the entire property was sold to the Elim Bible Institute, an independent religious group who not only use the buildings for a school to train missionaries

32. Diamond Jubilee, op. cit., pp. 12-13.

33. Doty, op. cit., pp. 726-727.

but also as a home for the missionaries and their families. Under the direction of their president, Rev. Carleton Spencer, a program is carried on which stresses Bible study, English, public speaking, history and music.³⁴

In 1836 Geneseo, an Indian name meaning "Pleasant Valley", contained:

A court house, of brick 2 stories high, with portico; a prison, of wood; 1 Presbyterian, 1 Episcopal, and 1 Methodist, churches; the Livingston county high school, of which, Mr. Wadsworth was the chief benefactor, and which occupies a fine range of commodious brick buildings; 8 dry goods stores, 1 hardware store, 1 druggist, 4 taverns, 1 furnace for iron castings; 5 attorneys, 2 physicians, 2 printing offices, publishing weekly journals, and 120 dwellings, many of them neat, of stone and brick.³⁵

In 1826 a meeting of the prominent citizens of the county was held to take steps for the establishment of a school on the monitorial plan sufficiently extensive to teach 600 students. Messrs. William and James Wadsworth, the founders of Geneseo, donated two acres of land on Temple Hill on which were to be built two brick buildings, 65' X 33' and three stories high, one of which could be used as a boarding house.³⁶ Livingston County High School was incorporated by the Legislature in 1827 and by the Regents in 1829, but was not listed in the Regents Reports until 1834 when \$42.84 was received from the Literature Fund for 17 classical students.³⁷ At

34. This information from Mrs. Bertha Hooker of Lima, the village historian.

35. Gordon, op. cit., p. 508.

36. Doty, op. cit., p. 330.

37. Regents Report, Schedule 1, p. 12.



Livingston County High School.

From Page 330 of Doty's History of Livingston County

that time the lot and building were valued at \$11,000, the apparatus and library, \$400. They received \$1,025 from tuition and paid out \$925 for teachers' salaries.³⁸

The name of the school was changed to the Geneseo Academy in 1846 and in 1849 went under the auspices of the Presbyterian Church. The only religious requirements were that the Bible be read at morning and evening worship and that the students should attend the church of their choice on Sundays.

Several of the principals became famous educators: C.E. Felton, professor of Greek and later president of Harvard University; H.N. Robinson, author of widely adopted mathematical textbooks; Rev. James Nichols, who with his wife went from Temple Hill to the Rochester Female Academy. Samuel Treat, Jr. became an eminent jurist and United States judge. The pupils came from more than twelve states, Canada, the Sandwich Islands, Japan and from almost every county in New York State.³⁹

The Regents Report for 1835 had a bit from Livingston County High School about elocution in which it was suggested that " by 'critical reading' of Paradise Lost or any other work is meant, not only reading it with reference to the sense and beauties of the author but to the tones, emphasis and inflections, constituting correct and impressive elocution."⁴⁰

38. Ibid., Schedule 2, p. 13.

39. Doty, op. cit., pp. 977-979.

40. Regents Report, 1835, pp. 68-69.

The Report of 1840 stated that "each pupil is encouraged in inquiry into the reason and practical application of every principle taught in the text-books." The textbooks were used as a guide only and the teacher explained the leading truths in detail. While practical subjects such as mathematics were taught at the Livingston County High School, the students also studied "the great principles of mental philosophy, political economy, and ethics."⁴¹

The academies were required to report to the Regents concerning their physical education programs, not that it was a program as such, at least not at Livingston County High School where physical education was reported thus: "It is believed that there is no want of physical exercise on the part of the male students, and most of the females boarding in the village at a distance of one-half to three-quarters of a mile from the academy, take sufficient exercise in walking to and from school."⁴²

The early Regents reports gave the principals of the academies an opportunity to publish their various viewpoints on education. Prof. Samuel Treat, Jr. upon leaving Livingston County High School and the profession thought it his duty to point out the difficulties with which he had to contend. Because his problems were not unique but typical of many of

41. Regents Report, 1840, pp. 101-102.

42. Ibid.

the academies of that period and because of his philosophy of education, his main thoughts are summarized as follows:

1. Students of Greek and Latin from other academies were not able to analyze grammatically simple sentences in either language and were not familiar with the rules of quantity or the rules of prosody.
2. Students need thorough drilling in grammatical analysis. "Each member of each class should decline every noun or adjective, conjugate each verb, give a synopsis of all the tenses and trace every derivation to its root."
3. All students from the common schools are deficient in grammar, orthography and reading.
4. Many scholars teach without recommendations from the academy. If the academy refuses certification they can get it before inspectors, and the teacher "enters his school room pregnant with error and mischief and in a few years a new brood is sent forth, either to have their carefully acquired blunders corrected in some high seminary or to remain in ignorance for life."
5. The science of teaching requires an acquaintance with the nature, power and extent of mental faculties. "A teacher, whose views are not large and comprehensive, must necessarily train up a band of narrow minded and inefficient men."
6. "There is no more fatal error than the common opinion which prescribes different courses of study for the two sexes."
7. The mode of teaching is radically wrong when the mind is treated as a store-house of other people's intellects. Pupils should be required to give their own opinions. The great object to be acquired is correct habits of thought.
8. "Nature has implanted in man the principle of curiosity, as the stimulus to mental action. If properly directed, it will entirely supersede the necessity of resorting to the baser passions."
9. A scholars duty in life is that of a leader and how can he qualify if only learning to be led?
10. It takes too long for a teacher to get students to find for themselves the correct solution of a question in history or science. The student cannot stop to explain, illustrate or enlarge and reflect. Must hurry from point to point, from class to class,

seo Academy. GENESEO, N. Y.



From old penny postcard



GENESEO ACADEMY (TEMPLE HILL), 1957

forced to adopt " the railroad system of knowledge, a rapid passage to the journey's end but nothing seen by the way."

11. A teacher should be left free to act as his own judgment dictates and have fewer pupils.

12. Principals from other academies should be welcomed into the recitation rooms of rival schools.

13. There should be a convention of teachers in Rochester or Canandaigua to adopt a plan for annual meetings in order to exchange ideas.⁴³

Geneseo Academy, which was called Temple Hill by most of the residents and students, was closed in 1875. Dr. James Lockhart has converted one of the buildings into a beautiful residence where he and his family reside at the present time.⁴⁴

Nunda, which is an Indian word meaning "the meeting of the hills", lies in the south-western part of Livingston County.⁴⁵ At one time there were two academies in the village competing with each other for students; one a Baptist school and one Presbyterian. The First Nunda Academy was held in the Session House of the Presbyterian Church. Rev. Wales Tileston, pastor of the church urged the people to build an academy on the church grounds in 1838. Mr. Edward was the first principal and Miss Wing, the first preceptress. An advertisement of 1841 said this about the school: "This institution is now in successful operation with a larger number of pupils than at any former period. To meet the increasing patronage, additional accommodations have been provided in the academy building which will permit us to receive

43. Regents Report, 1841, pp. 102-108.

44. Information from Livingston County Historian, Mrs. Preston

45. Smith, op. cit., p. 242.

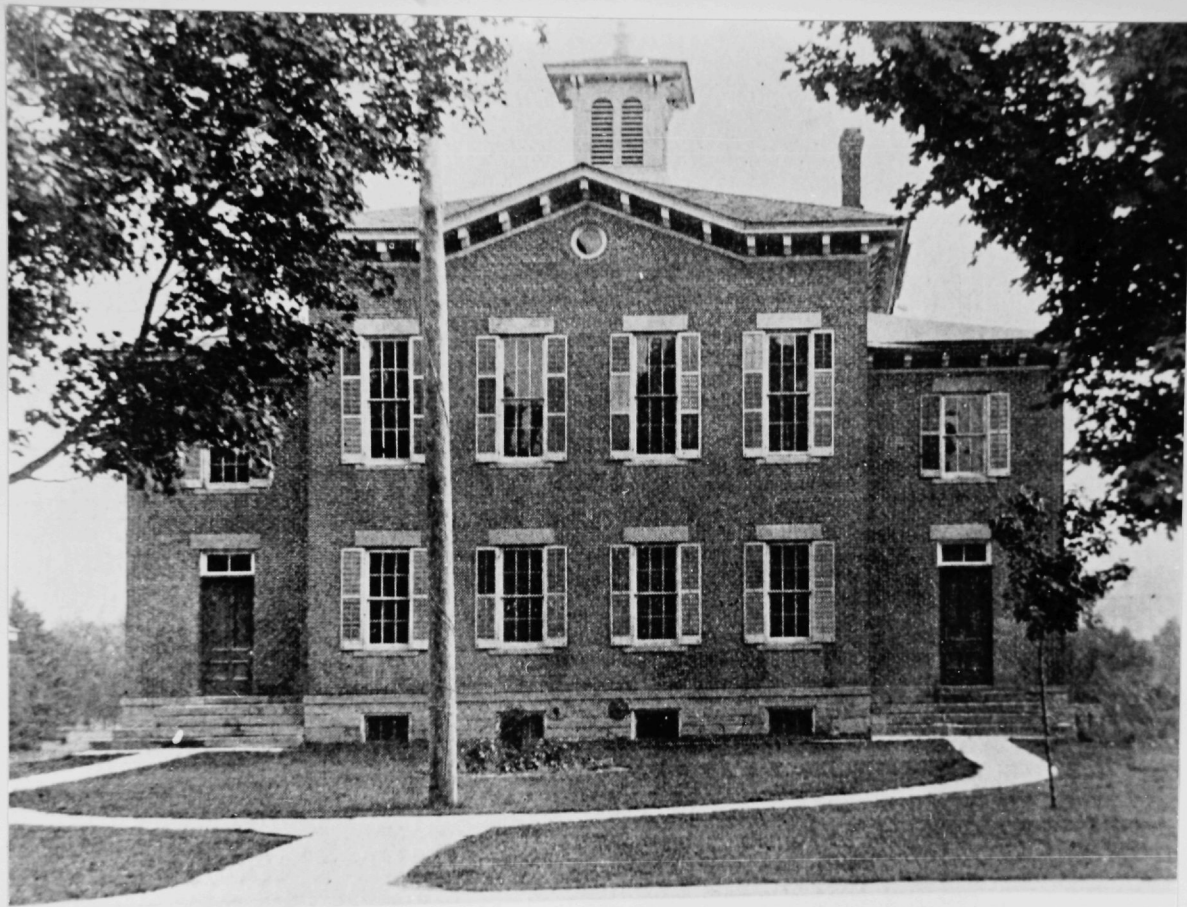
thirty or forty more students." The school never reported to the Regents and was not too successful even though excellent teachers were employed, but many of the minister-teachers soon left to become missionaries. As H. Wells Hand, who wrote a history of Nunda, stated: "The new principal was chosen for his piety rather than for his ability to teach, and the Nunda Academy was wrecked on the rocks of missionary zeal."⁴⁶

Another thing which wrecked the Nunda Academy was the Baptist Nunda Literary Institute started in 1843. The Baptist Church was not needed for church purposes and the Nunda Academy was too small and changed principals too often; so the Baptists decided to start a superior school for which they hired the best man they could find to be the first principal. Professor Buck received the position not only because he was a graduate of Middlebury Academy and was intending to make teaching his life work but also because with him came "an extensive cabinet which would place the new school on or above the level of its competitor."⁴⁷

For two years the sectarian minded schools each had their own group of students, but in 1845 the First Nunda Academy merged with District No. 2 and became its academical department. Then there was a definite rivalry between the

46. H. Wells Hand, Centennial History of the Town of Nunda, p. 313, p. 315.

47. Ibid., p. 322.



THE THIRD NUNDA ACADEMY
Built in 1867

Union School and the Institute; in 1845 the Union School only had 230 scholars whereas the Institute had 328.⁴⁸

After a few years it became evident that two academies were too many for that community so the Union School only taught the English branches and the Nunda Literary Institute became "like an embryo college." "On to College" was the slogan of the times and mature men of twenty-five and older started studying Latin. It was doing a real service to the community, but in 1859 someone set it on fire; the building was completely destroyed and never fully resumed.⁴⁹

A few years after the Institute was burned, the people united and built the Third Nunda Academy, a large two story brick building. "On the whole this was a successful school, and left its impress in the community; but it suffered like most of the Academies of the State, by a frequent change of principals." In 1876 the Nunda Academy united with the Union School to become a tuition free academical department of the Union Free School District.⁵⁰

Mount Morris was formed from Leicester in 1818 and named in honor of Robert Morris, son of the financier of the Revolution.⁵¹ The Mount Morris Union School resulted from the consolidation of four district schools in 1844; and in 1845 \$3,500 was spent to build a brick school building. Mr. H.G. Winslow was the first principal when the building opened in

48. Ibid., p. 320.

49. Ibid., pp. 333-334.

50. Smith, op. cit., p. 248.

51. Ibid., p. 283.

1845; he was assisted by Miss Emily Bradley, Miss Ellen Fisk and Miss M. Jane Church. In 1857 a meeting was held to discuss reorganizing under the Act of 1853, and it was decided that "A Union Free School be established within the limits of District No. 1, in the village and town of Mt. Morris."⁵²

The Mt. Morris Union School, Academical Department, first started reporting to the Regents for the 1859 Report at which time they had 75 classical students and received \$145.53 from the Literature Fund.⁵³ There were 222 volumes in the library and the apparatus was worth \$193.⁵⁴ According to Schedule 9 common English students were charged \$12.00 a term; higher English, \$15.00; and classical students, \$21.00. The common rate for board and room was \$2.00 a week.⁵⁵

The building was torn down in 1879 and a new Union Free School building of brick erected in 1879-80 at a cost of \$8,000.⁵⁶ At the present time both the 1879 building and the high school which was built later next to it stand empty because the students of the district are attending a new million dollar centralized school.

52. Ibid., pp. 305-306.

53. Regents Report, 1859, Schedule 2, pp. 136-139.

54. Ibid., Schedule 3, p. 142.

55. Ibid., Schedule 9, p. 169.

56. Smith, op. cit., p. 306.



From Page 160 of McKelvey's Rochester the Water Power City

Central Library of Rochester and Monroe County - Historic Manuscripts Collection

IV. Monroe County

For the purposes of this paper it would be assuming too much to attempt to give even a brief historical sketch of the development of Monroe County and the City of Rochester.¹ In 1815 there were only 331 people in Rochester, but the population increased to 7,669 in 1826 and 9,297 in 1830.² During the early years of Rochester's phenomenal growth there were many small district schools and private schools; but for higher education Rochesterians sent their children out of town to academies in Canandaigua, Wyoming, and in 1827 to nearby Henrietta. The 1827 Directory of the Village of Rochester is quoted by Dr. McKelvey as saying:

There is yet no institution of learning enjoying a public and organized patronage. There is no edifice built for science--no retreat for the muses--no academick grove yet planted. The occupation of the citizens hitherto in their

1. The history of Rochester has been written by such historians as Henry O'Reilly, Jenny Marsh Parker, William F. Peck, Edward F. Foreman, and the present day authority on Rochester history, Dr. Blake McKelvey.

2. Blake McKelvey, Rochester the Water-Power City, p. 71.



Rochester Female Seminary.

Formerly the Residence of William Kidd.

Formerly the Residence of Rufus Meacham.

OLD RESIDENCES ON FITZHUGH STREET.

Engraving inserted by 1848.

From O. Kelly, 1848.

From a picture on page 162 of Parker's Rochester,
A Story Historical

secular affairs, accounts for this; but this rather increases than diminishes the necessity.³

On March 15, 1827, the same year the Directory came out, the first Rochester High School was incorporated by the Legislature. It was a Lancasterian type union school, the cost being born by the taxpayers of Brighton School Districts 4 and 14. One and a half acres of land on Lancaster Street were purchased from Enos Stone; and after studying the Lancasterian School in Henrietta, work was begun on the three story stone building, 85' X 55'. There were three entrances and each floor contained two recitation rooms and six large and six smaller rooms.⁴ When complete with cupola, bell, and apparatus, the total cost amounted to \$7,500 instead of the \$5,000 originally planned.⁵ Nevertheless, Prof. S.D. Moore assisted by Mr. Van Dake and Miss Weed opened the school in August, 1828.⁶ There were forty students when it began; but by the time of the 1830 Regents Report 330 students were listed, 27 being classical; the school received \$240.89 from the Literature Fund.⁷ The 1831 Report listed 268 students, 64 classical; and \$303.02 was received from the Literature Fund.⁸ After failing to get a loan for \$2,500

3. Blake McKelvey, "On the Educational Frontier", Rochester Historical Society Publication, XVII, p. 15.

4. William F. Peck, Semi-Centennial History of the City of Rochester, p. 310.

5. McKelvey, "On the Educational Frontier", p. 16.

6. Peck, loc. cit.

7. Regents Report, 1830, p. 8.

8. Regents Report, 1831, p. 7.

from the Regents and after the taxpayers refused to raise \$3,000 to pay the debts, the school was forced to close.⁹

When the Rochester High School opened again in 1832, it was as a private academy, called The Rochester Seminary of General Education. Under the leadership of Rev. Gilbert Morgan the old Rochester High School building was rented from the trustees of Brighton 4 and 14 school districts under an arrangement whereby the district would keep the building in repair and the seminary would instruct the young children of the two districts.¹⁰

The Regents Report of 1832, which is based upon 1831 figures, has no entry from Rochester, but the Report of 1833 lists the Rochester High School as having 350 students, 106 classical and receiving \$318.46 from the Literature Fund.¹¹ This entry should have been listed as coming from The Rochester Seminary of General Education but was still listed by the Regents as the Rochester High School.

The Seminary's mode of instruction was by thorough drilling in all subjects; the idea of having a Lancasterian School died with the first Rochester High School. The aim of the school was to "make thorough scholars by multiplying examples, by ocular illustrations and in Natural History, especially, by extensive analysis and examination of specimens."¹²

9. McKelvey, "On the Educational Frontier", p. 17.

10. Ibid., p. 21.

11. Regents Report, 1833, p. 9.

12. Regents Report, 1836, p. 73.

Everyone was enthusiastic about the school but not willing to contribute enough money to meet the expenses. There was increasing competition from the established academies in the surrounding area; for example, the Canandaigua Academy and Ontario Female Seminary in Canandaigua and the Monroe Academy in Henrietta.¹³ There was also competition from private schools in the city, especially those stressing practical and scientific subjects. Therefore, in 1836 the staff of the Seminary was reorganized, and Dr. Chester Dewey became the new principal.¹⁴ "Few gentlemen were more revered and loved by his associate teachers, pupils, and all the people of Rochester than was he and his memory will ever be precious to all who knew him."¹⁵

Dr. Dewey's interest in the sciences changed the character of the school. In 1838 new chemistry equipment and apparatus for the natural philosophy course was purchased at the cost of \$800.¹⁶ The Regents 1838 Report mentions a course of lectures on experimental chemistry given to the students and attended by a number of Rochester citizens as well.¹⁷ The school opened every morning with the reading of a short portion of the Bible and with sacred music and prayer.¹⁸ On Wednesdays and Saturdays after prayers there

13. McKelvey, "On the Educational Frontier", p.22.

14. Ibid., p. 23.

15. Peck, op. cit., p. 311.

16. McKelvey, "On the Educational Frontier", p. 26.

17. Regents Report, 1838, p. 104.

18. Regents Report, 1839, p. 131.

were lectures given to the whole school on geology with exhibitions of specimens, on natural philosophy and some on language and methods of study. Reading was stressed more than formerly, and comments were made about the surprising improvement made in English Composition after using Parker's Progressive Exercises.¹⁹

The elementary department had grown to such an extent that the higher classes were crowded, so a petition for complete separation from the school districts was made. When this petition was granted, the Seminary was reorganized as a stock company and incorporated under the Regents, February 26, 1839, as the Rochester Collegiate Institute. A much smaller primary department was still maintained, charging \$2.50 a term as compared with \$6.00 for the academic department.²⁰ The female department of the school, which included one-third of the students in 1837,²¹ was under Miss Mary B. Allen; but after her departure from the school that year the girls' department decreased to such an extent that Dr. Dewey decided to close it entirely in 1841.²²

During the next ten years under Dr. Dewey's leadership the Rochester Collegiate Institute continued its scientific courses. The Regents Report of 1844 mentions three courses

19. Regents Report, 1838, loc. cit.

20. McKelvey, "On the Educational Frontier", p. 27.

21. William Peck, History of Rochester & Monroe County, p. 240.

22. McKelvey, loc. cit.

in experimental philosophy and a course of experiments in chemistry of more than forty lectures and demonstrations. The subjects included "electricity, galvanism, optics, magnetism, astronomy, mechanics, hydrostatics, pneumatics, and general principles and combinations in chemistry."²³ The 1848 Report was enthusiastic about a new double microscope, which had been improved by Mr. Spencer of Canastota, who added to it "an achromatic object glass and eye glass" so that it could magnify 700-800 times in diameter. "No class of pupils can use it without admiration."²⁴

In 1850 Dr. Dewey joined the faculty of the University of Rochester, and in 1852 the Rochester Collegiate Institute, which had been a leader in education in Rochester for many years, was destroyed by fire.

Although Rochester had tax supported public elementary schools many years before the abolishment of the Rate Bill, as long as the Rochester Collegiate Institute was functioning, the need for a public supported high school was not pressed. However, after the fire the demand for a central high school increased. Every year the committee on school organization reported to the Board of Education urging the establishment of a free academy. Finally in July, 1857 the Board of Education decided to discontinue the senior schools

23. Regents Report, 1844, p. 155.

24. Regents Report, 1848, pp. 168-169.

in Districts 1, 13, 16, and 17 and to use School No. 1 as a central high school.

In September, 1857, the Rochester Central High School opened on Fitzhugh Street, the site of the present Education Building. C.R. Pomeroy was the first principal and there were three courses: academic, college preparatory, and the eclectic. The latter course was designed for those not desiring to graduate from the high school nor to enter college. In 1862 the name was changed to the Rochester Free Academy and came under the visitation of the Regents thereby being eligible for distribution from the Literature Fund.²⁵

According to the 1863 Regents Report this amounted to \$292.43; there were 155 classical students out of a total of 201.²⁶ At this time the lot and building were valued at \$18,000; the library, \$323; the apparatus, \$462; other property, \$300; making the total, \$19,085.²⁷

The enrollment so increased that by 1870 requests were made for the building of new quarters. In 1874 the new Free Academy Building, 13 Fitzhugh Street, was opened for students. The building, which cost \$125,000 unfurnished, was considered very handsome and adequate,²⁸ but by 1900 it was no longer desired for a school, especially since its location was by then

25. M. Lucile Bowen, "The Rochester Free Academy", Rochester Historical Society Publications, XVII, pp. 74-80.

26. Regents Report, 1863, Schedule 2, pp. 208-217.

27. Ibid., Schedule 3, p. 225.

28. Bowen, op. cit., p. 83.

in a thriving commercial downtown area. In 1899 the name was changed from an academy to the Rochester High School, and after East High School was opened in 1903 and West High in 1905, the building was no longer used for classes but for the administering of the educational services of the City of Rochester.²⁹

When the Rochester Collegiate Institute decided to discontinue its female department, it did not mean that the young ladies of Rochester were deprived of higher education. On the contrary there were so many private schools it must have been difficult to select which one to attend. Only two Rochester schools for young ladies, the Rochester Female Academy and the Seward Female Seminary, reported regularly to the Regents during the period before 1867.

In 1833 Sarah T. Seward, a graduate of Troy Seminary, opened a school for young ladies in part of the United States Hotel on West Main Street. When the successful school outgrew its headquarters, a spacious seminary building with a 64' frontage was constructed at 45 No. Alexander Street. It cost \$12,000 and was enhanced by the grounds surrounding the school.³⁰ In reporting about physical education for the 1840 Regents Report the seminary is described as being on a retired street, on high ground, several rods from the street.

29. Ibid., p. 100.

30. Peck, History of Rochester & Monroe County, p. 241.



SEWARD SEMINARY BUILDING, 45 NORTH ALEXANDER
STREET, 1834-1851, USED BY THE SHORT-LIVED
BARLEYWOOD FEMALE UNIVERSITY IN THE
FALL OF 1852

From Page 154 of Rochester Historical
Society Publications, XVII

"The building has windows on every side which are freely ventilated. The students exercise in summer months on grass plots, which are shaded with trees; and in the cultivation of flowers. The retired situation of the institution admits of exercises of this kind without restraint." The report also points out that there had been no sickness in four years among the forty-five who boarded there.³¹

Seward Female Seminary was incorporated by the Legislature April 5, 1839, and its first report in 1840 listed sixty-five classical students and the receipt of \$259.84 from the Literature Fund.³² According to Peck "Miss Seward's Seminary took front rank with the best like institutions in the country."³³ But in 1841 Miss Seward became Mrs. Jacob Gould, and she left the school in charge of her brother, Jason W. Seward. In 1851 Miss Lucilia Tracy, who had been the chief teacher for five years or more, moved the school to 118 Alexander Street and changed the name to Tracy Female Institute. This school continued until 1873, but no reports were made to the Regents.³⁴ The first building occupied the site of the Genesee Hospital, and the remains of the second was torn down recently.

The plans for the Third Ward's female academy were

31. Regents Report, 1840, pp. 104-105.

32. *Ibid.*, Schedule 1, pp. 46-52.

33. Peck, Semi-Centennial History of Rochester, p. 307.

34. Blake McKelvey, "Private Education Since 1850", Rochester Historical Society Publications, XVII, pp. 155-156.

constituted in the office of Jonathan Child in 1835. Sixty-seven gentlemen took two-hundred shares of stock at \$20.00 a share in order to finance the project.³⁵ A two story building with four white pillars was constructed at 81 South Fitzhugh Street.³⁶

When the school opened in May 1836, it was called the Rochester Female Seminary; and Miss Julia Jones was the first principal. April 21, 1837 it was incorporated by the Legislature under the name of the Rochester Female Academy. Also in 1837 the Doolittle sisters, Araminta and Alice, became assistant teachers. Miss Araminta Doolittle became principal in 1839 the same year that the school began to report to the Regents, and she continued in that position for eighteen years.³⁷ The 1839 Report lists 81 students, 59 classical, and the receipt of \$375.30 from the Literature Fund.³⁸ The total value of the lot, building, library and apparatus was listed as \$7,631, but the debts amounted to \$1,092.³⁹ The total annual revenue was \$1,517, which was also the figure for the total tuition, and which only exceeded the total annual expenditures by \$14.00.⁴⁰ The tuition at that time was \$5.00 for the primary department and \$6.00 to \$7.00 for

35. Samson Scrapbooks, Vol. 65, Rundel Library, Rochester.

36. Peck, History of Rochester & Monroe County, pp. 241-242.

37. McKelvey, "On the Educational Frontier", p. 24.

38. Regents Report, 1839, Schedule 1, pp. 47-53.

39. Ibid., Schedule 2, pp. 55-60.

40. Ibid., Schedule 3, pp. 61-66.



THE ROCHESTER FEMALE ACADEMY

84 South Fitzhugh Street, Rochester, New York. 1837-1903. Known as the Mrs. Nichols' School, 1889-1892, and as the Misses Nichols' School, 1892-1903. The School was discontinued in 1903.

the junior and senior departments. The extras included French at \$3.00 additional; painting, \$5.00; and music, \$12.00. Although the school took very few boarding students, an average cost of \$2.50 a week was listed.⁴¹

In both of these schools as in others of the period the personality of the principal or preceptress was consciously or subconsciously copied by the students. Blake McKelvey in remarking about this wrote:

Possibly this factor was most evident in the seminaries where the girls were bred in the likeness of Miss Doolittle, Miss Seward, or Miss Allen. Thus the diminutive Araminta Doolittle was noted for a charming poise which contributed a becoming grace to the rules of etiquette which she drilled into her girls. They emerged with a polished self-restraint, always to be recognizable as Miss Doolittle's girls.⁴²

One of Miss Doolittle's girls, Alice L. Hopkins, wrote an article about her beloved teacher and the Rochester Female Academy. She mentions that this institution was different from the Rochester Collegiate Institute, which she had first attended, but then goes on to say, "I do wrong to call the Academy an institution, it was as I knew it, an individual--it was Miss Araminta D. Doolittle." Miss Hopkins described Miss Doolittle's desires for her students as follows: "What she wanted was to make us all over into high-bred, courteous, cultivated, truthful women of society, well dressed

41. *Ibid.*, Schedule 8, pp. 132-145.

42. McKelvey, "On the Educational Frontier", p. 26.

and above all, without eccentricities, trained never to do anything especially to attract attention." Miss Hopkins also describes the school facilities. "Many of us can recall that large, rather low room, at that time uncarpeted, the windows set close together on three sides and lining the walls, and the desks, where we sat with our backs to the room and the light straight in our eyes." The Rochester Female Academy unlike most of the schools had no school picnics, exhibitions or advertisements. "No prizes were given in the Academy, nothing to stimulate competition. It was never suggested that we struggle to outdo each other in anything. We were to obtain knowledge and culture quite for their own sakes."⁴³

After Miss Doolittle left Rochester in 1856, Mrs. Cathro M. Curtis rented the building for a private school. Rev. James Nichols and his wife, Sarah, who had been in charge of Geneseo's Temple Hill Academy, took over the management of the school in 1858.⁴⁴ At this time the school which had not received any money from the Literature Fund since the 1853 Regents Report again obtained an annual stipend. This amounted to \$135.49 for the 74 classical students out of a total of 118 according to the 1858 Regents Report.⁴⁵ When Rev. Nichols died, his wife carried on until her death in 1892, after

43. Alice L. Hopkins, "Reminiscences of Miss Araminta D. Doolittle and the Rochester Female Academy", Rochester Historical Society Publications, Vol. VIII, pp. 132-138.

44. McKelvey, "Private Education Since 1850", p. 156.

45. Regents Report, 1858, Schedule 2, pp. 187-196.

which her daughters kept the school going until 1903. The building was used for an apartment hotel, the Fitzhugh, until 1957 when the Rochester Female Academy along with many other historic Third Ward structures was torn down to make way for the Inner Loop road.

An early academy in Monroe County was the Wheatland Academy in Scottsville the subscription for which was circulated in 1824. A two-story, two room brick building was constructed and used as an academy⁴⁶ until 1830 at which time it was forced to close mainly due to competition from the newly organized Rochester High School.⁴⁷ The Regents Reports do not indicate that the Wheatland Academy ever participated in the Literature Fund.

The first steps to establish Monroe Academy in Henrietta were taken in July, 1825 at a meeting of the residents of the town during which it was agreed to raise \$6,000 in shares of fifty dollars each. By October enough money had been raised to continue with the plans and in December it was voted to locate the academy "on the stubble lot of Orange Hedges", which he donated for the purpose.⁴⁸ The contract for the building, which was constructed of brick made in Henrietta in David Deming's brickyard, was let for \$4,500.⁴⁹ The school

46. W.H. McIntosh, History of Monroe County, New York, p. 193.

47. McKelvey, "On the Educational Frontier", p. 20.

48. McIntosh, op. cit., p. 250.

49. Ibid., p. 248.

opened in October of 1826 with ^{David} Daniel B. Crane of Bloomfield as principal.

An advertisement dated March, 1827, which tells of the opening of the school is worth quoting in part:

The publick are hereby notified, that an institution has been established, under the title of the Monroe High School, in Henrietta village, near Rochester; at which the monitorial system of instruction is adopted, precisely after the method so successfully pursued in the New York High School under the care of Messrs. Barnes and Griscom. A spacious brick building is erected for the purpose, 50 by 60 feet, and three stories high, with a grand room in the middle story, 60 feet long by 40 wide, and 16 feet high--the whole capable of accommodating about 260 scholars.

After several hundred words telling of the advantages of the monitorial system "in which much time is saved to the student, and much money to the parent," the advertisement gives the following information:

Both the male and female parts of the school will be divided into three departments; which, together with the branches taught in them, are as follows.--

Introductory Department

The alphabet, spelling, writing on slates, reading, writing on paper, elements of arithmetick, English grammar and geography. -- The latter is principally taught from maps.

Junior Department

Spelling by dictation, reading, penmanship, arithmetick, continuance of geography, sketching maps, composition, English grammar, elocution, elements of natural history taught by lectures upon emblematick paintings.

Senior Department

Analytical grammar, geography complete, mapping, use of the celestial and terrestrial globes, higher arithmetick, Bennett's system of Italian bookkeeping, algebra, geometry, trigonometry, surveying, mensuration, ancient geography, antiquities, history, rhetoric, composition, explanatory lectures on philosophy, chemistry, and natural history, Latin, Greek and French languages. The French language will be taught by a native of France.

The principal has furnished himself with a hydrogeographick map, for the aid of the junior and senior departments in the study of geography, by which is shown a perfect exemplification of the earth, the water actually flowing between the several islands, continents, etc. and the general principles of navigation.

The payment of tuition will be made to the principal in advance, and the terms of instruction will not be varied from the following rates.--Introductory, \$1.50 per quarter of 12 weeks. Junior, \$3.00. Senior, \$5.00.

The students will be equally taxed to defray the expense of fuel, but no charge will be made for slates, pens, or ink.

Genteel board, for scholars of both sexes, may be had at 8 to 12 shillings per week.

Books (by the most approved authors) furnished by the principal, at wholesale prices.

A committee, appointed by the trustees of the institution for the purpose, will, at regular intervals, examine both the male and female departments of the school, and report for the satisfaction of parents, the progress of the students, and the general state and moral discipline of the school. This is deemed a better method of critically examining a school, than by publick exhibitions, inasmuch as parents will thus be made more accurately acquainted with the real advancement of their children, and the students themselves will thus have a constant stimulant to laudable emulation before them. The moral and religious instruction of the pupils placed under the principal's care, will be sedulously attended to, but sectarism will be altogether avoided.⁵⁰

50. This is copied from a photostat borrowed from Dr. Canuteson, Brockport State Teachers' College, Brockport, N.Y.

Mr. Crane was assisted by Miss Mary Allen, preceptress, and D.M. Crosby and Mr. Smith.

In January, 1828, Mr. Crane contracted to rent the building for three years at five hundred dollars a year. By the time of the expiration of the contract, Mr. Crane had cleared only \$436.26 for the three years work even though the attendance had averaged around 300 students.⁵¹ Prof. D.B. Crane moved to Rochester and started a boy's academy in the old Episcopal Church building on Buffalo Street, and Miss Mary B. Allen opened a private school for girls in Pittsford.⁵² This did not mean that the school completely collapsed because Oliver Baker, a Yale graduate, and William Crocker successfully revived the Monroe Academy, and it continued under various principals for many years.⁵³

That the monitorial system was completely abandoned is brought out in the 1836 Regents Report in which Monroe Academy has the following to report about its school:

The mildness and efficacy of the system of government and instruction pursued in this institution during the past year, have been such as to elicit the highest approbation of its friends and patrons. Discarding the rod and ferule, the instructors have thought that their dignity, as well as good order among the students, could best be preserved by uniting courtesy with firmness in their treatment of those under their charge.

The same report has an interesting note on cheating:

51. McIntosh, op. cit., p. 250.

52. McKelvey, "On the Educational Frontier", p. 20.

53. Ibid., p. 22.

Once a fortnight, all advanced students are required to present compositions for the perusal and remarks of the instructors. One subject is proposed to the whole, thereby preventing much of the plagiarism usual when each student selects his own subject.⁵⁴

The Regents Reports of 1842 and 1843 do not list Monroe Academy. The property had come into the hands of E. Kirby who deeded it to George Freeman who in turn deeded it to James Sperry, Joseph Brown, Dr. J.H. McHazeltine, Silas H. Ashman, Henry Allen, Abbie C. Allen and James E. Allen. These people became the board of trustees for the new Monroe Academy which was granted a charter by the Regents, February 7, 1843. They contracted with Mr. Freeman, a Dartmouth College graduate, to take the school for five years and make what he could. William J. Sperry and Harriet Allen assisted him. In 1846 Mr. Freeman asked to be released from his contract and in that year money was raised by subscription and the subscribers assumed the title.⁵⁵ There were a succession of new principals from then on until 1871 when the public school authorities of Henrietta bought the school to be used first for a union school,⁵⁶ later as the Henrietta High School, and now as the Henrietta Civic Center, still serving a useful purpose in its community.

The fame of the Monroe Academy spread well beyond Monroe

54. Regents Report, 1836, pp. 72-73.

55. McIntosh, loc. cit.

56. McKelvey, "On the Educational Frontier", p. 163.

County as is evidenced from this paragraph which introduces the chapter on Henrietta in McIntosh's History of Monroe County:

Ten years ago, the writer of this was riding in the stage from Rochester to Henrietta. Among the passengers was an elderly man going to visit some relatives in Rush. He hailed from Michigan and had traveled much in that and other western States. He was much interested in Henrietta,-- a place he had never seen,--and made many inquiries about the village, and especially about Monroe Academy. All through Michigan and the west he had met intelligent and enterprising men and women who had formerly lived in Henrietta or received their education in Monroe Academy. He wanted to know what kind of a place Henrietta was. Evasive answers were given. He was told that the stage passed through the centre of the village, in full view of the academy, and he could soon see both for himself. Nearing the Four Corners, the academy and the village were pointed out. The stranger's countenance showed a trace of disappointment. "Henrietta is not much of a place," he remarked, as we rode up to the only hotel and the full proportions of the village were apparent. "That," said we, "is where you are much mistaken. Henrietta is a good deal of a place, but not many people live there." This remark embodies the sentiments of all present and former citizens of the town.

The Erie Canal, which did so much to make some communities prosperous, stymied the progress of many uprising new communities when its route passed too far away. Before the Canal and the railroads one of the best locations for a new business was on one of the main thoroughfares, such as Ridge Road, which was used by the Indians long before any

white man trespassed along the trail. During the War of 1812 the Ridge Road was improved in order to transport munitions to Lewiston. Half-way between Rochester and Lewiston was the town of Clarkson which became a main stopping point for all teamsters and travelers. Before the Erie Canal was built Clarkson was "the great business point west of Rochester, and between it and Lewiston."⁵⁸ McIntosh has this to say about Clarkson:

The high anticipations entertained for building up a business place at this point called together the most enterprising of the early emigrants, and had the Erie Canal run one mile farther north it would have been made a place of great importance, and Brockport would not have been named. It now has a population of about three hundred, which has varied but little for the past forty years.⁵⁹

Although the Canal passed Clarkson by, and the village only contained two churches, two taverns, one store and thirty dwellings⁶⁰, the town had an academy. The history of the Clarkson Academy is closely linked with the history of the Presbyterian-Congregational Church which was built in 1825 on land which was donated by Gustavus Clark to use for both a church and a school. In 1835 the school trustees leased as a site for an academy part of the church property for 1,000 years at a yearly ground rent of \$1.00. An oil painting of the church and academy, done for Charles Jones in

58. McIntosh, op. cit., p. 168.

59. Ibid.

60. Thomas F. Gordon, Gazetteer of the State of New York, p. 526.

1843, was given to Mrs. Mable Redman, who now has it framed at the top of a mirror brought to Clarkson by packet-boat and wagon. This painting, which is supposed to be the only picture of Clarkson Academy in existence, shows the school as a two story red brick building with oblong windows each containing 20 panes of glass.⁶¹

The Clarkson Academy was incorporated by the Regents, March 17, 1835. The 1836 Report listed 23 students at the time of the report, 22 classical and the receipt of \$174.84 from the Literature Fund.⁶² The lot and building were valued at \$2,000; the tuition amounted to \$618 and the debts at that time were \$105.⁶³ The 1838 Report indicates that the school had a library and apparatus worth \$500 and that there were three teachers whose total salary amounted to \$1,480 although the total tuition was only \$930.⁶⁴ The elementary students paid \$3.00 per quarter, but those pupils studying bookkeeping, chemistry, history, and botany paid \$4.00 a quarter while the tuition for language and all other studies was raised to \$5.00 per quarter.⁶⁵

In writing to the Regents it was reported that the academy was under the immediate charge of Rev. Reuben Nason of

61. Mrs. Redman was kind enough to allow us to take a picture of her painting. She lives on Ridge Road in the house where Philip Bloss, the portrait artist and cabinet maker lived in 1820-1830.

62. Regents Report, 1836, Schedule 1, pp. 17-21.

63. Ibid., Schedule 2, p. 26.

64. Regents Report, 1838, Schedule 2, pp. 48-49.

65. Ibid., Schedule 7, pp. 106-114.

Maine, but he died right after the school started and his daughter, Martha Nason, who was principal of the female department, died shortly after.⁶⁶ Rev. Norris^u Boll was the principal from 1836-1841,⁶⁷ and it was during that time that vocal music became a regular branch of instruction under a system copied from that of Professor Masa of the Boston Academy whereby all applicants for the musical department were to be accepted, "on the supposition that all possess naturally a musical talent, which may be successfully improved." The results were supposed to have more than justified the adoption of the system.⁶⁸ *the 1839 Regents Report*

The church was renovated in 1857 and the church meetings held in the academy building until the later burned to the ground because of an over-heated chimney. In 1859 the Clarkson High School, which was held in a new building constructed behind the church, was incorporated by the Regents, but it never received money from the Literature Fund. When the principal, Mr. Charles McClean, left to teach at Brockport, the school became more of a district school; in fact it was used up to 1956 as District School No. 2 after which the property reverted to the church.⁶⁹

66. Regents Report, 1836, p. 71.

67. Franklin B. Hough, Historical and Statistical Record of the University of the State of New York, p. 602. Hough gives the name as Rev. Bull, but Mrs. Redman, who has read the minutes of the early church meetings, said it was Rev. Boll, who was both pastor of the church and head of the Clarkson Academy.

68. Regents Report, 1838, p. 104.

69. This information from Mrs. Redman.

On the Mendon-Pittsford Road in the village of Mendon one can see today the building which housed Mendon Academy, incorporated April 20, 1836. The Mendon Fire Department now use and treasure this beautiful cobblestone building, which not only was used as an academy for twelve years but also as a district school until rather recently. The first principal was Rev. Marcenus Stone, assisted by his wife. Mr. Buell and Miss Raymond, the next instructors, became missionaries to Burma.⁷⁰ Franklin W. Olmstead was in charge in 1840-42 and again in 1844-45.⁷¹

The school is first reported in the 1839 Regents Report at which time there were 93 students, 31 classical and the school obtained \$197.20 from the Literature Fund.⁷² The total value of the lot, building, library and apparatus was listed at \$2,600.⁷³ There were two departments and two teachers.⁷⁴ The total annual tuition, revenue, and expenses were each listed at \$600 which at least balanced.⁷⁵ The elementary students paid \$3.00 a quarter; the higher English, \$4.00; and those studying Latin, Greek, and French paid \$5.00 per quarter. The cost of board ranged from \$1.50 to \$2.50 a week.⁷⁶

70. McIntosh, op. cit., p. 264.

71. Hough, op. cit., p. 661.

72. Regents Report, 1839, Schedule 1, pp. 46-53.

73. Ibid., Schedule 2, pp. 55-60.

74. Ibid., Schedule 4, pp. 67-69.

75. Ibid., Schedule 3, pp. 61-66.

76. Ibid., Schedule 8, pp. 132-145.

The school did not receive very much money from the state because there were never more than 39 classical students; and in 1847, as reported in the 1848 Regents Report, there were only 16 classical students. Mendon Academy reported to the Regents the next year and after that was not listed again. The property was purchased by the district for school purposes.

The history of Brockport State Normal School gives a true picture of the financial difficulties encountered by many of the academies. The Baptist Association of Western New York in 1832 offered to establish a college west of Rochester in the town which offered the most local aid. After considerable strife among Warsaw, LeRoy, and Brockport, the later was chosen because Hiel Brockway offered to donate six acres of land and \$3,000, which generous contribution was followed by other donations from the citizens of Brockport.⁷⁷ In 1834 construction was started on a four story stone building, 60' X 100'.⁷⁸ By 1835-36 enough of the building was inclosed to start a school with Professor Morse as principal. The building which cost \$20,000 was heavily mortgaged, and during the Panic of 1837 the Baptist group were unable to meet the mortgage payment, and the

77. McIntosh, op. cit., p. 160.

78. Brockport State Normal School Semicentennial, 1917, p. 22.

property fell into the hands of Philemon Allen, a contractor. When Mr. Allen's business also failed, the property passed to his assignees, and the school was closed and the building became "literally a harbor for beasts."⁷⁹

In 1841 some of the citizens of Brockport organized as a stock company issuing certificates in shares of \$25 and bought the building and grounds for \$3,800.⁸⁰ After spending \$2,000 to repair the building they opened a school on December 1, 1841 with 130 students. It was incorporated by the Regents February 15, 1842 as Brockport Collegiate Institute. The first catalogue of 1842 said that "a teachers class will be formed which will receive particular attention."⁸¹ According to the Regents 1843 Report the school received \$423.33 from the Literature Fund for their 164 classical students.⁸² The lot and building were valued at \$23,000 and the debts amounted to \$5,140.⁸³ The total revenue was \$2,205, but the total expenses amounted to \$2,555.⁸⁴ At this time there were four departments and eight teachers.⁸⁵

The catalogue of the school issued in 1845 lists 248 males and 145 females, making a total of 393 students. The tuition was based upon the subjects studied. It was \$3.00

79. McIntosh, op. cit., p. 160.

80. Ibid.

81. Brockport Semicentennial, op. cit., p. 22.

82. Regents Report, 1843, Schedule 1, pp. 66-69.

83. Ibid., Schedule 3, pp. 80-87.

84. Ibid., Schedule 4, pp. 94-95.

85. Ibid., Schedule 5, pp. 97-105.

a term for those studying reading, writing, orthography, Emerson's First Part, and Mitchell's Small Geography. The tuition was \$4.00 when geography, arithmetic, grammar, U.S. History, Constitutional United States, Natural Philosophy, Natural History, etc. were studied. The classical students who paid \$6.00 a term studied Greek, Latin, Chemistry, Robbins Outlines, Physiology, Rhetoric, Mental and Moral Philosophy, Astronomy, Political Economy, Logic, Botany, Algebra, Geometry, and Surveying. Music and art was extra, and the minimum room rent was \$2.00 a week, board \$1.25 and washing .37½ per dozen. Under "Female Department" it was emphasized that the plan of the building kept the male and female departments entirely "SEPARATE. Young Gentlemen are not permitted to visit Young Ladies in their rooms, not to enter the portion of the building assigned exclusively to the females." This catalogue also had some good advice when it stated that "each student must have an umbrella and a pair of over-shoes."⁸⁶

The first principal, Julius Bates, was very successful until his death in October of 1845. He was succeeded by Prof. Morehouse who stayed until 1846 when J.G.K. Trinar took over.⁸⁷ The enrollment during these years was quite high, reaching 354 as reported in the 1847 Report with 242 classical students,

86. Brockport Collegiate Institute 1845 Catalogue, pp. 17-21.

87. McIntosh, op. cit., p. 161.

which gained \$691.52 for the school from the state Literature Fund.⁸⁸ Mr. N.P. Stanton and his wife came from Buffalo in May, 1853 to take over the management of the school and all was going very well until a fatal Sunday in April, 1854 when the Institute burned to the ground. The day after the fire the Trustees held a meeting and decided to rebuild as soon as possible. By 1855 a new building was ready for students; the central part was 50' X 75' and four stories high, and the two wings were each 40' X 75' and three stories high. It cost \$25,000.⁸⁹ The University of Rochester held the first mortgage of \$8,000 and the new principal, David Burbank, held the second mortgage for \$2,000.⁹⁰

The Collegiate Institute was for years "the pride of the village; it flourished with various degrees of success; it was always a good school and well conducted, but financially it rarely afforded an adequate support to its managers."⁹¹ By 1866 there was no money available to pay the interest on the mortgage so it seemed that the bankrupt school must be abandoned. However, about that time the New York State Legislature authorized the establishment of four more normal schools; so the Trustees of Brockport Collegiate Institute decided that they would do all in their power to have their school chosen for one of the new normal schools. The village voted to raise

88. Regents Report, 1847, Schedule 2, pp. 68-75.

89. Brockport Semicentennial, op. cit., p. 22.

90. McIntosh, loc. cit.

91. Brockport Semicentennial, loc. cit.

\$50,000 by taxation to pay off encumbrances and enlarge the buildings and present it to the state for purposes of a normal school.⁹² There was a bitter contest in Albany, but finally in March 1867 Brockport was chosen. The normal school formerly opened in April, 1867; however, a portion of the old school was reserved for an academic department. In 1867 \$4,034.03 was received from the state for normal school and \$650 from tuition in the academic.⁹³ Although the buildings have been rebuilt during the years from 1867 to 1958, Brockport has never stopped training teachers and will continue to do so in the years ahead.

Today if one drives west of Rochester on Route 33A to the corner of the Riga-Mumford Road, he will come across the beautiful brick home owned by Mr. and Mrs. Arthur Cowles. There is an historical marker there which states: "Flourishing School for Boarding and Day Pupils was Organized here in 1846. The Building was earlier known as Thomson's Tavern." This building was the home of the Riga Academy incorporated by the Regents May 11, 1846. In that year the members of the Congregational Church of Riga with other prominent members of the town decided to organize an academy so that they would not have to send their youngsters away for higher education and also because they thought that "being removed from the

92. Ibid., p. 23.

93. McIntosh, op. cit., p. 161.

The well, which was mentioned above, still has good water and is being used by the Cowles.

vices and allurements of large towns and cities, it would attract a considerable patronage from those places." Accordingly the old brick tavern erected by Joseph Tompson in 1812 was purchased and the Riga Academy organized.⁹⁴

Mrs. Cowles has a journal of the Riga Academy which contains the minutes of the meetings of the trustees of the school. The first meeting to discuss the organization of the academy and appoint committees to get property and put out a circular was held at the home of Rev. S.H. Ashmun and was attended by I.R. Smith, I.P. Rogers, Asa Adams, and Isaac Lovejoy. In 1845 they purchased for \$1,000 fifty-eight square rods of land containing:

A two story brick house, 44' X 34' and also a wood shed, 40' X 21', one well of good living and durable water, also one water lime cistern. Half of lower floor exclusive of the hall consists of a school room for males, the same part of the upper half of the lower floor is occupied by two parlors with folding doors between. The remaining half of the upper floor consists of four rooms for the use of teachers and pupils. The basement contains a cook room, dining hall, pantry, cellar etc. The style of work on the house is modern of first rate quality and the house is well adapted to the intended purposes. Except the want of a large hall for publick purposes. The school rooms are supplied with 75 substantial chairs and tables, also black boards for the use of the school. The present value of said building has been estimated at \$2,350.⁹⁵

One of the early entries in the Journal stated, "Resolved by the proprietors to proceed to build an addition according

94. McIntosh, op. cit., p. 187.

95. Journal of the Riga Academy. The well, which was mentioned above, still has good water and is being used by the Cowles.

to a plan submitted by a committee of the original proprietors."⁹⁶ However the erection of a wing was not accomplished until 1852 when a Greek Revival type structure was attached to the west of the original building. At the time of its opening, Mrs. L.A.C. Sanford, Preceptress, delivered an address which was later published. She told of the aims of the school and stressed the importance of womanhood. "We have a three-fold nature. Body, mind and spirit all require early and ceaseless care." She urged the young ladies to take care of their bodies and not to dress too tightly; also to study "domestic education." Her philosophy of life was aptly expressed in these words: "Mind and body must be usefully employed if one would know the blessedness of living, if one would embody the true dignity and excellence of her sex." She pointed out that colleges were beginning to open their doors to women and that there were unlimited regions of knowledge for young ladies if they would study great books and their Bibles.⁹⁷

The 1860 Catalogue lists the tuition for the three terms as follows:

Common English Branches	per term \$5.00
Higher Arithmetic, Bourdon, Trigonometry, and Surveying (extra)	1.00

96. Ibid.

97. Mrs. L.A.C. Sanford, "Address Delivered Before the Ladies of the Riga Academy", pp. 4-8.

Philosophy, Chemistry, Botany, Astronomy,	
Moral Philosophy, Rhetoric, and	
Composition, (extra)	\$1.00
Music, (Piano-Forte and Vocal), each	10.00
Use of Instrument	2.00
Room rent, per term	1.00
Incidental, per term	.30
Board, per week	2.00 98

The school reported regularly to the Regents through the 1854 Report, which was based upon the 1853 school year. There were more students in 1853 than any other year; 211 students, 129 classical. The school received \$227.61 from the Literature Fund.⁹⁹ They did not report the next two years but again in the 1857 Report which indicated only 86 students, 51 of whom were classical.¹⁰⁰ There was no mention of Riga in the 1858 Regents Report; but the school was listed in 1860, 1861, 1862; not in 1863; but again the 1864 Report had figures from the Riga Academy, which was the last report given.

When the Riga Academy closed in 1863, Alfred Fitch bought the property from the society for \$700. It was sold to Mr. Ides in 1870. When he died in 1914 he left the property to two maiden daughters, who in turn willed it to the Lima Seminary as a model farm, or if Lima did not want it, the property could go to the town of Riga. However, neither Lima nor Riga wanted it so the executor of the estate took it over for his nephew until the funds, \$30,000, ran out.

98. Catalogue of the Riga Academy, 1860.

99. Regents Report, 1854, Schedule 2, pp. 180-188.

100. Regents Report, 1857, Schedule 2, pp. 184-192.

It was rented for a number of years and then sold in 1940 for taxes. Leonard and Eve Mooney bought it at the tax sale for \$1,900. They tore down the Greek Revival wing because they were unable to get fire insurance with it up. The south wing had been moved many years before to the Riga-Center-Bergen Road and used for the David Bridgman residence until it burned. In 1947 Mr. and Mrs. Arthur Cowles bought the house and put it back into its original condition.¹⁰¹

The history of the Clover Street Seminary in Brighton was interesting because it started as a family school and later became so famous that Horace Mann visited it. Mr. Isaac Moore, a farmer, wanted his children to have more education than that offered by the district school; so he persuaded his sister-in-law, Miss Celestia A. Bloss, to come and live with the family and teach his children. She had attended Monroe Academy and the Rochester High School and had been an instructor in Miss Atkinson's select school and at the Rochester Seminary. Miss Bloss's teaching attracted the neighbors' children also and soon there were so many students that a separate little white house beyond the garden was built for the school. Mrs. A.M. Wilkes of Attica, a daughter of Mr. Moore, in writing about the early days of the school said, "My mother's ingenuity was often put to the

101. The above information was from Mrs. Cowles, who has studied old deeds and records concerning Riga Academy.



Clover Street Seminary, 1957

test to accommodate the friends and cousins who without money and without price my father invited to share our home and school."¹⁰²

As more friends and relatives sent their sons and daughters, more space had to be provided; so in 1845 a large brick building, which still stands, was constructed on Clover Street near the Elmwood intersection. The Rochester day pupils were brought from the Clinton House in Exchange Street in an omnibus drawn by two Indian ponies. In the winter the omnibus had runners and the floor was covered with straw. Some of the students came on the packet boats on the canal.¹⁰³

The success of the Clover Street Seminary was largely due to Miss Bloss, who was the author of Bloss' Ancient History, which became the specialty of the school.¹⁰⁴ The March 27, 1839 Rochester Daily Advertiser is quoted below:

Clover Street Seminary is a noble monument of private enterprise. By the munificence of one individual, aided by a lady of gifted and thoroughly disciplined mind, it has arisen from a mere family school to the rank of one of the first seminaries of learning in the land. The system of teaching is admirable; and although exclusively under the supervision of females, all the more substantial branches of learning are taught. Boys are fitted for college, the same as in our public academies.¹⁰⁵

There were a couple of interesting customs mentioned by

102. Joseph B. Bloss, "A Full History of the School", Samson Scrapbooks, Vol. 52, Rundel Library, Rochester, N.Y.

103. Peck, History of Rochester & Monroe County, op. cit., p. 237.

104. Bloss, loc. cit.

105. Samson Scrapbooks, Vol. 52.

Mr. Bloss in his history. He writes of the building of a wing on the boarding house and "at that time the girls had pages at their tables; that is, one boy was seated with three or four girls at a table and gladly did their errands at their bidding. This custom was instituted to teach the boys gallantry. " Once a month they had what was referred to as "Judgment Night", when comments as to the progress of the students were read. Typical of these were the following:

1. Studious and ambitious, trying to be good, but tardy and talks too much at the table.
2. Thinks too quickly, needs reflection.
3. Knows the object of going to school.

Board, tuition and washing were \$100 a year in advance for 44 weeks. Later it became \$25 a quarter for 11 weeks. In 1852 tuition was listed separately from board as: preparatory, \$15.60; Junior Department, \$22.50; Middle Department, \$30.50; Senior Department, \$40.50. French and music were always extra.¹⁰⁶

The Clover Street Seminary was incorporated by the Legislature April 7, 1848, and admitted to the Regents the next year. At the time of the first report, given in the 1849 Regents Report there were 203 students, 94 classical; and \$249.95 was received from the Literature Fund.¹⁰⁷ The lot and building were valued at \$5,950; the library, \$175;

106. Ibid.

107. Regents Report, 1849, Schedule 2, pp. 83-91.

apparatus, \$157 and debts, \$500.¹⁰⁸ The total annual revenue, all from tuition, was \$1,219; salaries amounted to \$1,038; and the total expenditures, \$1,193.¹⁰⁹

Miss Bloss married Isaac Brewster in 1849 and continued the school until her death in 1855; after which it was carried on by J.G. Cogswell until the spring of 1857, when the school was rented to Prof Sawyer who continued about a year. The Regents Report of 1858 lists the Clover Street Seminary, but that is the last one. It was then sold on two mortgages, amounting to \$3,500. Later a Mr. Drum had a private boys' school there for a few years.¹¹⁰ It is now the residence of Joseph Wilson, president of the Haloid Corporation.

During 1832 the First Baptist Church of Webster was erected, and in 1855 when a new church was built the old frame church was moved to a site on the William Corning property and given to Mr. Corning and Rev. Spencer Holt, pastor of the Baptist Church, on the condition that it should always be used as an academy.¹¹¹ The 1858 Regents Report first mentions the Webster Academy and lists 103 students, 50 classical, and the receipt of \$9156 from the Literature Fund.¹¹² The lot and building were valued at \$4,650; library, \$150; and apparatus, \$162.¹¹³ The tuition was \$13.50 for primary

108. Ibid., Schedule 3, pp. 92-99.

109. Ibid., Schedule 4, pp. 100-107.

110. Hough, op. cit., p. 606.

111. "The Webster Academy, Reminiscences of Mrs. John Hicks Crippen", The Webster Herald, December 30, 1938.

112. Regents Report, 1858, Schedule 2, pp. 187-196.

113. Ibid., Schedule 3, pp. 198-205.

students; \$16.50 for higher English and \$19.50 for classical students. Board was listed at \$2.50 a week.¹¹⁴ Most of the students from out of town lived in a boarding house which stood next door to the school, but the overflow lived with families in the village. Many of them were "basket boarders"; they would go home weekends and return with enough food to last them the week.¹¹⁵

Mrs. John Hicks Crippen's reminiscences of the Webster Academy vividly describe this school, which was typical of academies of the time:

The school bell rang and we entered the first floor class rooms of Miss Delia Curtice, whose great wisdom allowed us, when we grew restless, to take our books out of doors to study under the trees. During the spring term, she would take her botany class to the woods, now standing south of the school, where each child would pick a flower and analyze it for his lesson. We always sang the alphabet and were taught to sing the multiplication table to the tune of Yankee Doodle. Words missed in our "Spelling Down" were forever remembered through the humiliation incurred.

The advanced classes recited in the upper room. These were taught by Professor Dann. Both rooms were heated by wood stoves. Sessions were begun with prayer and Bible readings. The upper room was entered from a hall at the head of the stairs. Here we hung our hats and coats on the first nail we came to as there were no locker rooms in those days.

Two doors led from the hall into the school room, the boys used the first door and the girls, the door beyond. Usually two pupils sat at a desk. There was a back bench that ran the length of the room for the use of extra pupils and visitors.

114. Ibid., Schedule 9, pp. 252-260.

115. Mrs. Crippen, op. cit.

116. Mrs. Crippen, "Webster thru the Years", The Webster Herald, October 6, 1936.

Every Friday afternoon the boys spoke pieces and the girls read compositions. The pupils were divided so that each one spoke or read alternately. Leslie Van Alstyne always spoke the same piece when his turn came. He began, "God bless the man that first invented sleep. So said Sancho Panza, and so say I." By the time he had spoken that far the whole school was in a roar. Leslie would gravely make a bow and leave the platform. As he never gave us any other selection from the classic, and never finished the one he did give, we never knew the ending.¹¹⁶

Mrs. Crippen mentions Professor Miller who succeeded Professor Dann, but who only stayed a year because he was refused a raise in salary. After that there was a new teacher every year, "usually a young student from the University of Rochester who, when he asked for more pay or left to study law, was replaced by another young man."

After Mr. Corning died, his family wished to get possession of the land on which the academy stood but according to the original agreement this was not possible. Finally one night in 1872 the building burned to the ground. Mrs. Crippen mentions the fact that the bell rope burned first so that the people were not immediately warned of the fire.¹¹⁷ Afterwards the old boarding house was turned into a school. In 1876 the Union Free School was built and the old boarding house converted into a two-family dwelling, which stood at the site of Mrs. Gordon Witmer's home now.¹¹⁸

116. *Ibid.*

117. *Ibid.*

118. Tom Gaffney, "Webster thru the Years", *The Webster Herald*, December 6, 1956.

There was also an academy in Penfield, incorporated as the Penfield Seminary, by the Regents, October 8, 1857. One of the folders describing the school points out that Penfield is only seven miles by stage from Rochester and that "This place is removed from the baneful influences of a large city, and yet abundant in everything for the comfort and advantage of a student life."¹¹⁹

A diary written by Calvin Wooster Owen and now in the possession of Mrs. Robert Thompson, Penfield Historian, describes the meeting preparatory to the building of the academy.

I have drafted two plans for the building, one of which has been approved by the committee. The estimated cost is about \$4,000. The size is 44' X 70' having two stories and a basement--built of brick. It is proposed to build by subscription and not to commence with less than \$5,000. The paper is now being circulated, \$25 a share. The result of the enterprise is quite problematical. I am free to admit that I am very much in doubt whether the required sum, will be raised. The truth is, it's my opinion, that there is not public energy enough to carry it out. This seems to be an age of selfishness and personal show and any object that doesn't seem to show an immediate return of dollars and cents, we are slow to engage in. On that account I apprehend that this enterprise will be a failure.

Mr. Owen goes on to make some derogatory comments about the attempt to start an academy in Penfield in 1827. At that time construction progressed as far as putting up the walls, but there was not enough money to go on with the project

119. Brochure describing the Penfield Seminary in the possession of the town historian, Mrs. Robert Thompson.

and all who had invested in the school lost their money.

A later comment in his diary, dated January, 1859, states:

An academy has been built in our village during the past summer and is good and well built--a brick building capable of accommodating 150 students. Builders were S. and W. Beilhey, carpenters, and E. Hazen Mason. . . Masonary, \$1,800; carpenter work, \$2,300. The seating and stoves and some other items were \$300; the bell and hanging it, \$93. Cost of the site, \$1,500; a total of about \$6,000 besides cost of plans, \$37 and the time spent by the building committee; also my time in superintending the work which will be some forty or fifty dollars.¹²⁰

A brochure telling about the school lists the following tuition charges: Juvenile Department, \$2.00; Common English, \$4.50; Higher English, \$6.00; Ancient Language, French and Mathematics, \$7.00; Piano, \$10.00; Instruments, \$2.00; Oil Painting, \$10.00; Penciling and Crayoning, \$2.00. This same advertisement states:

The Bible is a text book for all, as the first of all books, spiritually, morally and intellectually and is guided by its precepts, all will "Do right", but in case any student fail, by accident or intention, the teacher will counsel with such as a friend and if any case of obstinacy occur,¹²¹ it will be placed in the hands of the Trustees.

The Penfield Seminary reported to the Regents for the 1861 Report at which time 134 students were listed, 56 classical; and \$100.24 was received from the Literature Fund.¹²²
The lot and building were valued at \$6,000; the library, \$174;

120. Calvin Wooster Owen's Diary, in the possession of Penfield Town Historian, Mrs. Robert Thompson.

121. From a brochure of the school, not dated. Possession of Mrs. Thompson.

122. Regents Report, 1861, Schedule 2, pp. 175-179.

the apparatus, \$152.¹²³

An act was passed April 15, 1871 allowing the trustees of the Seminary to sell the property for not less than \$2,500 to the town of Penfield, District No. 1 and with the proceeds pay debts and divide the surplus among the stockholders.¹²⁴ The building is still standing today on Penfield Road near the Four Corners, but the front of the building has been added on to for the use of the Penfield Fire Department.

123. Ibid., Schedule 3, pp. 181-184.

124. Hough, op. cit., p. 683.



They are founders and benefactors of an academy about to be erected and established at Canadagus, in the county of Ontario, for the instruction of youth in the languages and other branches of useful learning, and that they have contributed more than one-half in value of the real and personal property and estate collected or appropriated for the use and benefit of the same.

In 1796 funds were solicited for the new academy, the sum total of which amounted to 6500 acres of land, \$1216, and

V. Ontario County

1800 Ontario County in 1789 "extended from the Pre-emption line, 1 mile E. of Geneva, to the western, northern, and southern bounds of the state, and was known to the early settlers by the general appellation of the 'Genesee country.'" This whole territory, which was included in the cession to Massachusetts, was sold to Gorham and Phelps in 1787.¹ In 1789 Mr. Phelps opened the first land office in America for the sale of forest lands to settlers at Canandaigua.² One of the first acts of Mr. Phelps and Mr. Gorham was to set aside a large tract of land for an academy or seminary. The deed of conveyance was made January 28, 1791, and in 1795 Oliver Phelps, Nathaniel Gorham, Arnold Potter, and Nathaniel Gorham, Jr., applied to the Regents of the University of the State of New York for an act of incorporation, which stated that:

1. Thomas F. Gordon, Gazetteer of the State of New York, 1836, p. 587.

2. Ibid., p. 588.

They are founders and benefactors of an academy about to be erected and established at Canadague, in the county of Ontario, for the instruction of youth in the languages and other branches of useful learning, and that they have contributed more than one-half in value of the real and personal property and estate collected or appropriated for the use and benefit of the same.³

In 1796 funds were solicited for the new academy, the sum total of which amounted to 6300 acres of land, \$1216, and £800, and the legal interest on \$1,000 and £1200, converting it all into currency, the land at twenty cents per acre; the whole amounted to \$4,581.⁴

Charles Williamson and Thomas Morrisy wrote a letter to the Regents about the school, dated February 7, 1798:

The Canandaigua Academy is possessed of personal and real property to the amount of \$30,000 at least. The building is not yet completed, but will be finished next summer. Its dimensions are 50 by 40 feet. No tutor has yet been provided by the Trustees. They intend, as soon as the building is ready and the income from their funds will warrant it, to procure one, and to make him a very liberal compensation. The property given to the institution consists in lands in Ontario county, and sums of money, the interest of which is to be annually paid. Both the principal and interest are secured upon valuable landed property. We do not exactly know the amount of the pecuniary donations, but suppose them to be about \$5,000. Those in land amount to upwards of 8,000 acres.⁵

3. W. H. McIntosh, History of Ontario County, New York, p.78.

4. Ibid., p. 79.

5. Franklin B. Hough, Historical and Statistical Record of the University of the State of New York, p. 412.

McIntosh's History of Ontario County gives excerpts from some of the earliest meetings of the boards of trustees:

September 7, 1811, that the committee of repairs be authorized and requested to complete the second story of the academy building as soon as possible; and that the school committee be authorized to employ an assistant teacher in the academy.

December 6, 1813, that Rev. Mr. Howes be informed that it is desirable that he should eat at the same table with the pupils, that he take such oversight of the wood delivered at the academy for the use of the school as may be necessary to prevent any improper use or loss of it, and that he be at liberty to keep a fire in his lodging room provided he defray the expense thereof.

Voted, October 3, 1818, that public notice be given that the academy will open for the reception of students on Monday, the 12th of October, instant, and that the price of board shall not exceed one dollar and seventy-five cents per week, and washing fifty cents per dozen, the students to furnish their own beds and furniture, and their proportion of fuel, and that the tuition be five dollars per quarter.⁶

During many of the early years of the academy it was not self-supporting but was kept in operation by loans and subscriptions. In 1828 Mr. Henry Howe, a graduate of Middlebury College in Vermont, was elected principal and during the years until his resignation in 1849 he was able to raise Canandaigua Academy to a very prominent position among the schools of the state.⁷ The 1828 Regents Report gives the following data about Canandaigua Academy: whole number of students at the time of the report, 60; classical students

6. McIntosh, op. cit., p. 79.

7. Ibid.



CANANDAIGUA ACADEMY,

COR. MAIN AND MECHANIC STS., CANANDAIGUA, N. Y.

claimed, 25; classical students allowed, 20; received from the Literature Fund, \$161.29;⁸ value of lot and building, \$4,000; other real estate, \$2,820; value of apparatus and library, \$50; value of other personal estate, \$16,424.94; tuition, \$402.38; debts, \$800; salaries, \$1,075.⁹

Mr. Howe decided that if the academy were to be prosperous it must have students from other towns besides Canandaigua, so he went to neighboring villages and gave lectures on educational matters, and he arranged to board boys in his own private family. In 1834-35 the building was inclosed with brick, raised one story and extended east and west.¹⁰ There were five rooms for instruction, rooms for library and apparatus, chemical laboratory, forty rooms for boarding students, and a large apartment for the family of the principal.¹¹

The Regents Report of 1836 shows that Canandaigua Academy had 135 students at the time of the report and received \$289.98 from the Literature Fund and eighty-one classical students were allowed by the Regents.¹² Of course, one of the factors increasing attendance at the school was the growth of Canandaigua itself. The 1836 Gazetteer describes Canandaigua as follows:

8. Regents Report, 1828, pp. 19-22.

9. Ibid., pp. 23-24.

10. McIntosh, op. cit., p. 79.

11. Canandaigua Academy Catalogue, June 15, 1876, p. 17.

12. Regents Report, 1836, pp. 17-21.

Upon the public square are the court house, of brick; the prison, inclosed by a high wall, of stone; the county clerk's and surrogate's offices; the town house and the Eagle hotel. The village contains, also, a state arsenal, 1 Presbyterian and 1 Baptist, churches, of brick; 1 Methodist and 1 Episcopal, churches, of wood; all neat, and three of them elegant structures; an academy for males.

There is also here the Ontario Female Seminary, founded by the subscriptions of the inhabitants, incorporated 14th April, 1825, located on a beautiful site, and with very commodious buildings.

Here, also, are the "Ontario Bank", incorporated 12th March, 1813, with a capital of \$250,000; . . . a branch of the Utica bank, with a capital of \$150,000; a safety fund bank, incorporated 20th April, 1830, and having an average deposit of \$40,000; a large steam grist mill, a windmill, a furnace for castings, 2 tanneries, 1 brewery, 2 asheries, 3 fire companies, 8 public houses, including 2 large and very commodious hotels; 13 general stores, 3 drug stores, 2 book stores; 3 printing offices, each issuing a weekly paper; 1 gunsmith, 2 tin manufactories, 2 hat factories, 17 law offices, 10 physicians, 500 dwellings, and 3,000 inhabitants.¹³

Canandaigua Academy was designated in 1830 as one of eight in the state to start a special department for the instruction of teachers. In reporting to the Regents in 1835 about the teacher training the principal stated that the future teachers met five evenings each week for two to three hours and recited Hall's Lectures on School-Keeping. The pupils brought to class written compositions on such subjects as:

- (1) Defects in Common Schools, (2) Circumstances which restrain and discourage the efforts of the teacher,
- (3) Best modes of teaching alphabet, reading and

13. Gordon, op. cit., p. 591.

spelling, (4) Best modes of teaching arithmetic, etc. (continuing through all the subjects) (5) Pestalozzi and his mode of instruction, . . . (9) Government of schools, (10) Best method of arresting the attention of pupils, (11) What plans can a teacher adopt to render his labors more extensively useful to his pupils?, (12) Construction of school-houses.¹⁴

The 1838 Report begged the Regents to prescribe the subjects on which teachers should be examined.¹⁵ In 1842 the report from Canandaigua stated that they did not believe that the business of teaching common schools could be elevated into a profession at that time and "in the present state of our country." Although Canandaigua Academy was willing to give free tuition to potential teachers if they would sign a paper saying that they would teach one year or three winters of four months each, only two out of twenty were willing to do so. Many former students trained gratuitously as teachers never taught and never intended to do any teaching.¹⁶

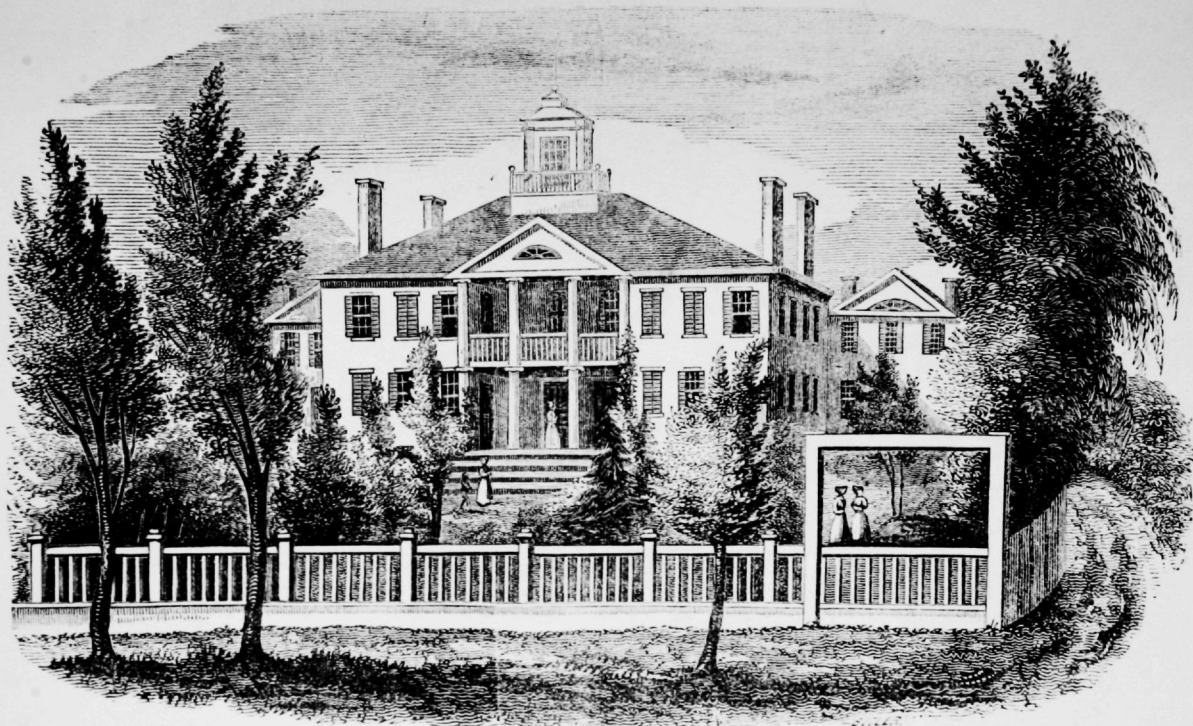
Canandaigua Academy continued to serve as a fine conservative educational institution until 1897 when it was discontinued. In 1905 the old building was razed and a new one built on the same location, and although it is a typical high school, over its door are the proud words, "Canandaigua Academy."

One of the first schools in the country to foster higher education for women was the Ontario Female Seminary, started

14. Regents Report, 1835, pp. 65-67.

15. Regents Report, 1838, pp. 124-125.

16. Regents Report, 1842, pp. 155-156.



ONTARIO FEMALE SEMINARY, CANANDAIGUA.

in 1824 in Canandaigua. The land was deeded by Henry B. Gibson in 1825 and work started on the brick building, 75' in front and 50' deep, two stories high and with a basement four feet above the ground.¹⁷ The first five years of its existence were not spectacular, but after Miss Hannah Upham was hired as principal in 1830 conditions improved remarkably. Her first move was to secure the services of five "young, alert, well-trained New England teachers" and Miss Arabella Smith to be business manager and vice-principal. The school was bankrupt in 1830, but by 1835 there were 180 pupils, seventy-five from Canandaigua and the rest from fifty-two localities and six different states and Canada.¹⁸

Miss Upham, whose ruling principle was love, was adored by her students. One of her pupils in writing about her said:

Miss Upham sat on a raised platform never losing sight of any informalities in conduct of the pupils . . . If a girl was restless, or idle she was invited to share the distinction of Miss Upham's platform, but Miss Upham never realized she offered a premium to naughtiness. We always managed to be on the platform sometime during the week to enjoy the caressing kindness of her reproofs.¹⁹

The Regents 1838 Report quotes a lecture read to the young ladies about education.

The chief object of study is to learn to think; to acquire that correct judgment and ready decision

17. McIntosh, op. cit., p. 76.

18. M.L. Bumpus, "Hannah Upham, A Pioneer Educator", New England Magazine, January, 1905, pp. 546-547.

19. Ibid., p. 548.

in regard to different kinds of conduct, or which is usually styled common sense. . . Common sense is the art of thinking well, and to think well may be learned as well as to think at all. Your studies enable you to discriminate more correctly as to the fitness of things, and hence rendering it more probable that you will act prudently and wisely throughout your future lives. It is the triumph of education to enable the mind to understand the situation in which it is placed, to lay its plans wisely and to carry them into decided action.

The same report told in some detail how the teachers at the Ontario Female Seminary attempted to teach the students according to their individual differences. "We have found individual defects and obliquities of mind requiring particular attention", and "every means is used to counteract a natural dullness of perception."²⁰

The girls from towns other than Canandaigua were required to board in the seminary.

It may be proper to remark in justification of of this regulation, that the frequent company a young lady would meet in a large village, is deemed incompatible with her best good as a scholar. While mingling much in society, her mind must necessarily be preoccupied, and therefore fails to receive that discipline from her studies which should be the great object of education.²¹

When Miss Upham retired in 1848, she was succeeded by Mr. and Mrs. Edward G. Tyler, who continued to promote the welfare of the school. Prof. Tyler in writing to the Regents for the 1849 Report said that the studies at Ontario Female Seminary "shall keep pace with the progress of the age" and

20. Regents Report, 1838, pp. 102-103.

21. Regents Report, 1836, p. 70.

include a due proportion of practical subjects. "To the study of the body politic is added the study of the body corporeal. While we study objects all about us, we study too, ourselves, and seek to know the Anatomy and Physiology of human life." He goes on to say:

One division of time once a week is devoted to presentation of useful and practical subjects such as modes of study, standards of recitation, manners, habits, laws of intellectual, moral, and physical being, wind, rain, snow, cold, and heat. Thus mind is waked up, the eyes opened, the ears unstopped, and an interest attached to every thing about and within.²²

About this time the academies started reporting to the Regents regarding physical education, a term which was usually interpreted as meaning the amount of ventilation the classrooms had. Ontario Female Seminary had physical education listed as daily exercise in the open air, and "as a further promotion of recreation in the open air, the seminary has been provided with an elegant carriage or omnibus, accomodating 25 or 30 at once."²³ By 1855, however, physical education was more strenuous because Caroline Cowles Richards in writing a diary, which included her life at Ontario Female, mentioned how her sister, Anna, was one of the best climbers of the ropes in the gymnasium.²⁴

In 1852 the school was enlarged by adding to the south

22. Regents Report, 1849, pp. 162-164.

23. Ibid., p. 164.

24. Diary of Caroline Cowles Richards, 1852-1872, p. 45.

wing a two story building, 40' X 60', and by furnishing an elegant chapel and school room as well as additional lodging rooms. Ontario Female Seminary could then accommodate a large day school and a boarding school of eighty pupils, and twelve or fifteen teacher, together with a full complement of domestics.²⁵ The 1860 Catalogue listed pupils from Michigan, Pennsylvania, Massachusetts, Illinois, Wisconsin, Texas and Alabama.²⁶

Geneva, Kanadesaga, was acquired of the Indians in 1787 for \$12.00. The Lessee Co. agents leased the lands from the Indians for 999 years which move was supposed to prevent New York or Massachusetts from acquiring possession of the lake country, but in 1788 the Legislature declared the lease void. The Lessee agents attempted to start a movement for declaring a new state which attempt was not stopped until 1793.²⁷ The history of Geneva's first academy is about as involved as the story of Geneva itself. McIntosh's History of Ontario County devotes eight pages to the complicated history of how Trinity Church in New York City and Fairfield Academy were involved in Geneva Academy, which school became the present Hobart College. Geneva Academy first petitioned the Regents for incorporation on the 30th of January in 1807 at which time they stated:

25. McIntosh, op. cit., p. 76.

26. 1860 Catalogue of the Ontario Female Seminary.

27. Harry R. Melone, One Hundred and Fifty Years of Progress, pp. 216-217.

That your petitioners have erected and instituted an Academy in the village of Geneva, for the instruction of youth in the languages and other branches of useful learning, and that your petitioners have contributed more than one-half in value of the real and personal property and estate collected and appropriated for the use and benefit of said Academy. . .

Your petitioners beg leave further to represent, that the real estate belonging to their Academy consists of a lot of land fronting the public square in the said village of Geneva, on which they have erected a building twenty-five feet by thirty-eight feet and one and a half stories high, and that they have for upwards of two years past employed a gentleman of abilities, regularly graduated at Princeton College, who together with an assistant has the superintendence of upwards of sixty students.²⁸

The petition was not granted until March 29, 1813. The Geneva Academy received the following grants from the Literature Fund: 1815, \$80.00; 1816, \$60.00; 1817, \$35.00; 1822, \$118.75; 1823, \$274.38; 1824, \$229.12.²⁹

The Vestry of Trinity Church in New York City had been educating its theological students at Fairfield Academy, but in 1821 decided to transfer their patronage to Geneva Academy providing the people of Geneva should furnish a suitable lot of land and building. The Academy opened April 25, 1821 under Rev. Daniel McDonald and in June the Branch Theological School with nine students opened, although it was still part of the "General Theological Seminary" in New York.³⁰ In 1821-22 the Geneva Academy built the stone building now

28. Hough, op. cit., p. 630.

29. Ibid., p. 470.

30. Ibid., pp. 200-201.



GENEVA ACADEMY, 1957

called "Geneva Hall" and used at the present time by Hobart College students.

Geneva Academy became a college by a charter granted on February 8, 1825, and in June 1826 the Branch Theological Seminary was formally divorced from the school.³¹ Geneva College, now called Hobart, is still functioning as an excellent educational institution.

Geneva also pioneered in the field of union graded schools, having one of the first of its kind in the state.³² In 1839 after much discussion and many meetings the old school districts Nos. 1 and 19 were annulled and united into a new No. 1 school. A building was erected that same year on Milton St. There were four rooms and accommodations for 300 pupils. Mr. Isaac Swift, the first principal, stayed for thirteen years.³³ There were five teachers altogether. In 1842 the building was enlarged with a wing on the east; the west wing was added in 1853. That was the year the Geneva Union School was incorporated and authorized to maintain a classical department and to instruct a normal class. The Geneva Classical and Union School made its first report to the Regents for the 1854 Report at which time the number of students was 495, 126 of whom were allowed as classical

31. Ibid., p. 204.

32. Joel H. Monroe, A Century and a Quarter of History of Geneva, p. 59.

33. McIntosh, op. cit., p. 77.

students and the school received \$411.12 from the Literature Fund.³⁴ At this time the value of the lot and building were listed as \$10,000; the library, \$1,161; the apparatus, \$221; other property as \$4,500; the total, \$15,883; but the debts were \$3,000.³⁵ In 1854 the tuition charges per quarter were \$4.00 for common English students and \$5.00 for the higher English and Classical students. The average cost of board and room was \$2.25.³⁶

The building on Milton Street was destroyed by fire in 1868 and with it all the furnishings including the library and apparatus. The school was continued in temporary quarters until a new school was built on the same site in 1870.³⁷ This building still stands and is used by the Geneva School system.

East Bloomfield, one of the earliest villages, was settled first by a party from Sheffield, Massachusetts in 1789.³⁸ The first schoolhouse was built in 1792,³⁹ and by 1838 the leading citizens of the town decided to organize an academy for the boys and girls of the community. The East Bloomfield Academy was incorporated by the Legislature in 1838, and the first principal was Rev. Aaron Garrison, "an experienced and successful teacher of youth."⁴⁰ The large

34. Regents Report, 1854, Schedule 2, pp. 180-188.

35. Ibid., p. 192.

36. Ibid., p. 224.

37. McIntosh, op. cit., p. 771.

38. Ibid., p. 206.

39. Ibid., p. 207.

40. Ibid., p. 212.



EAST BLOOMFIELD ACADEMY, 1957

three storied brick building, big enough to accommodate 200 pupils, still stands on the west side of the public park, just half a block from Route 20. It is used by the local Grange.

At the time East Bloomfield Academy started reporting to the Regents in 1840 the value of the lot and building was given as \$4,950.⁴¹ "The academic year consisted of two terms of twenty-two weeks each, beginning in May and November of each year. Three departments were maintained, a primary, a higher English, and a classical; tuition being graded at six, eight, and ten dollars per term."⁴² The Regents list the cost of board as from \$1.65 to \$2.00 per week.⁴³ The academy was maintained for forty years after which it became the property of the Union Free School District.⁴⁴

Naples, once described by William Jennings Bryan as "a spread of beauty written by the Great Author of the Universe" was founded in 1789 by a company of New England pioneers. An Indian village, Koyandagee (Between the Hills), of thirty to forty families once occupied the site.⁴⁵ The Naples Academy was the outgrowth of an ineffectual attempt to form a Union School in 1858. Even in 1853 when an article was published in the Journal it was pointed out that

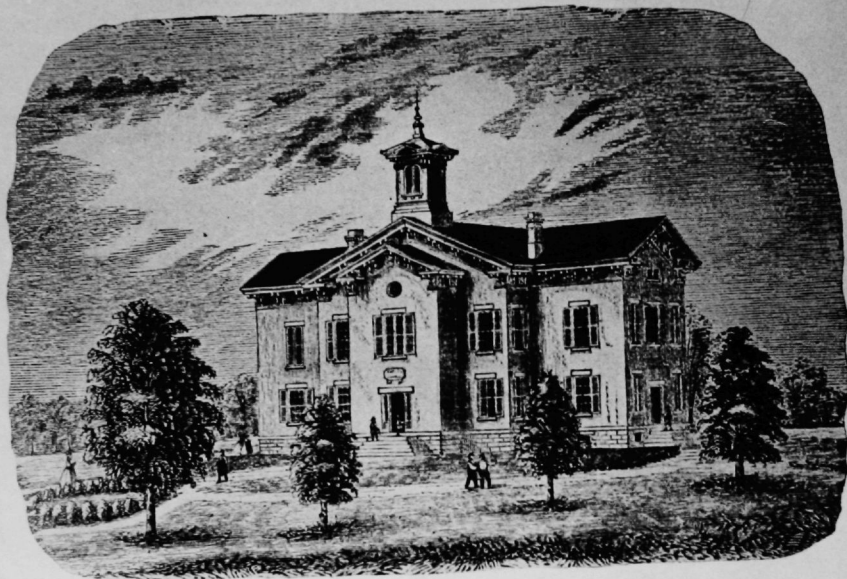
41. Regents Report, 1840, Schedule 2, pp. 55-60.

42. McIntosh, op. cit., p. 212.

43. Regents Report, 1840, Schedule 8, pp. 106-120.

44. George S. Conover, History of Ontario County, p. 409.

45. Melone, op. cit., p. 188.



1861-62

Naples Academy

"we cannot build academies, single-handed, we can only urge upon our citizens the importance of building one in Naples; it is for them to determine."⁴⁷ By 1860 \$12,750 was pledged, many of the subscriptions being \$25 pledges, and a building was erected. The trustees of the Naples Academy were listed as follows: James Covell, grist-mill and produce dealer; Shotwell Powell, farmer and member of the State Legislature; Edwin R. Parrish, farmer, buyer and seller of wool, produce and stock; Henry H. Watrous, hardware dealer; Samuel H. Torrey, teacher and lawyer; Seymour Sutton, author of The Genesee Country; James L. Monier, merchant and real estate dealer; Brunson King Lyon; postmaster Naples, 1830-41.⁴⁸ The occupations of these men are given because they were representative of many lists of trustees of other academies in the Rochester Area.

The academy building was brick, two stories high; "45' X 55' with a point projection 12' X 21', and a wing on either side 21' X 36'; 13 rooms all commodious and suitably arranged for school rooms, music rooms, recitation rooms, laboratories, etc." The library which contained 1,000 volumes was in a room by itself.⁴⁹ The first principal was Prof. M.M. Merrill,

47. "Our Village--An Academy", The Journal, Friday, March 25, 1853.

48. This information was from Mr. John Schuyler, present postmaster of Naples.

49. The Naples Record, Vol. 44, #31, a reprint from the Naples Record of August 1, 1874.

assisted by Miss Thompson. "The academy had fair success until the 'free school law' compelled all unendowed Academies to become a part of the free school system and then it was given to and became the Academic Department of the Union Free School."⁵⁰ This was in 1877; in 1897 it was changed to Naples High School, and in 1914 the building was remodeled at a cost of \$23,000.⁵¹ There is nothing left of the original academy building at this time.

The Union School at Phelps also reported to the Regents. Phelps, once called "Woodpecker City" and subsequently "Vienna", is in the center of a rich agricultural area and during the nineteenth century had a number of mills and manufacturing enterprises.⁵² In 1845 two districts were united and District 8 was formed and the \$4,200 Union School built on a two acre site purchased for \$400. The first year Phelps Union and Classical School was listed in the Regents Report was in 1857 when it reported a total of 465 students, 64 of whom were classical students, and it received \$122.72 from the Literature Fund.⁵⁴ In that year the lot and building were valued at \$5,200; the library, \$595; and the apparatus, \$446.⁵⁵ The tuition was \$12.00 for common English and \$16.00

50. "A Hundred Years of Naples' Life Reviewed", The Naples Record, July 10, 1889.

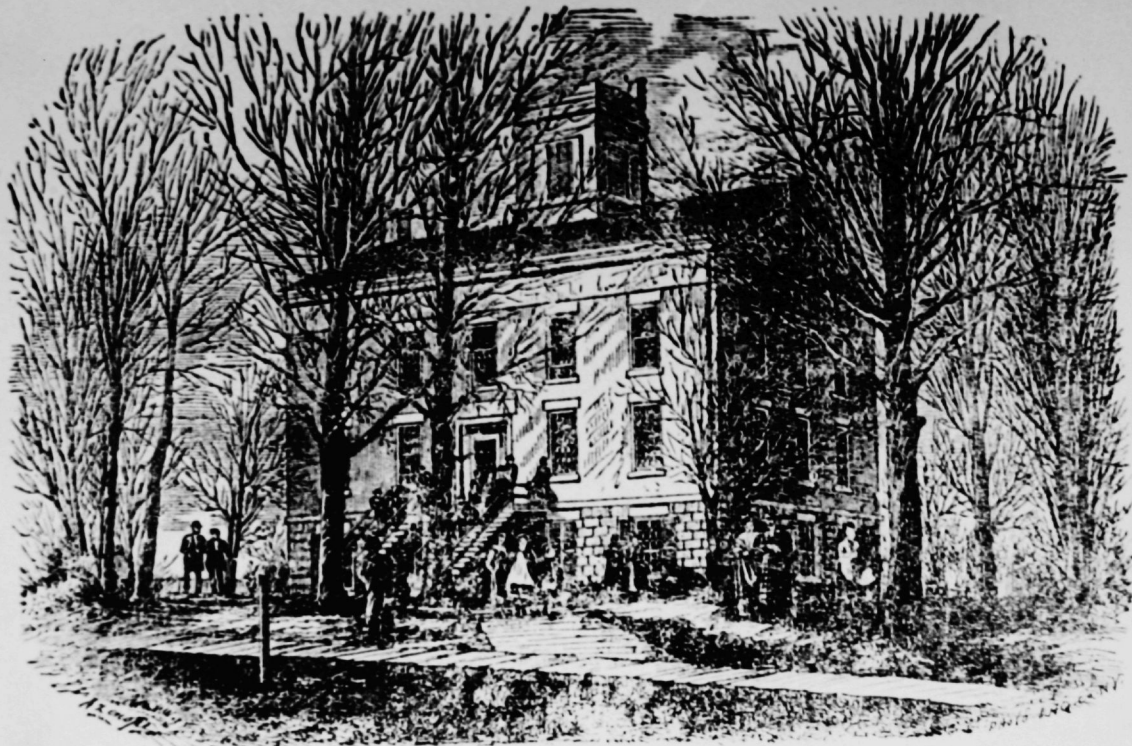
51. The Naples Record, Vol. 44, #31.

52. McIntosh, op. cit., pp. 165-166.

53. Helen Post Ridley, When Phelps Was Young, pp. 62-63.

54. Regents Report, 1857, Schedule 2, pp. 184-192.

55. Ibid., Schedule 3, pp. 194-201.



First Union School

Phelps Union and Classical School

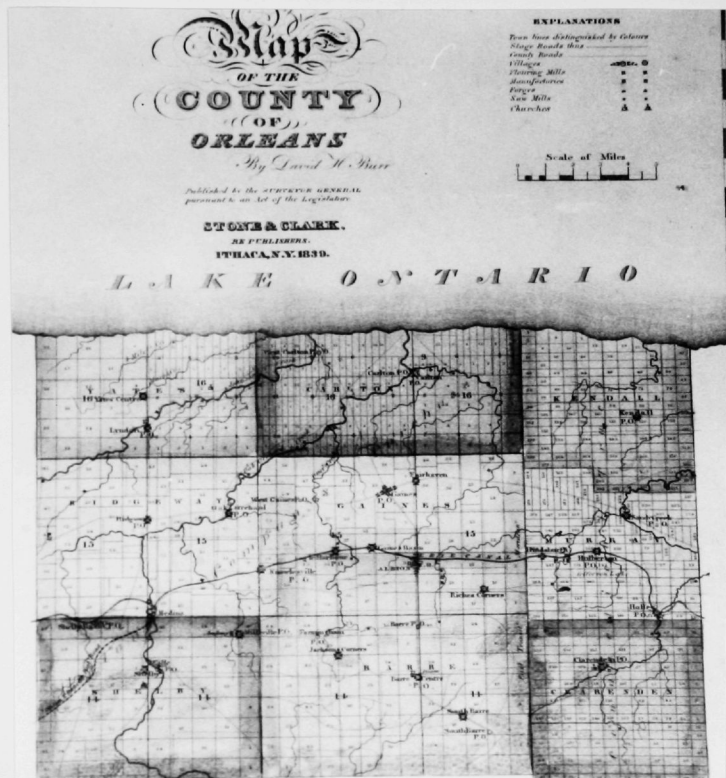
for higher English and classical students. The average cost of board for a week was \$2.00.⁵⁶

McIntosh's History of Ontario County gives an account of the many teachers who came and went during the early history of the Phelps Union and Classical School.⁵⁷ In 1890 an addition to the old school was erected at the cost of \$7,500. In 1925 the voters decided to raze the old school and build a new one.⁵⁸

56. Ibid., Schedule 9, pp. 245-253.

57. McIntosh, op. cit., pp. 167-168.

58. Ridley, op. cit., p. 63.



COPY OF ORIGINAL DAVID W. BURR MAP OF ORLEANS COUNTY

VI. Orleans County

Orleans County, which was originally partly in the Holland Land Purchase and partly in the Pulteney Estate, was taken from Genesee in 1824.¹ The first academy in the county was Gaines Academy, incorporated by the Legislature in April, 1827 and admitted by the Regents January 26, 1830.² It was the outgrowth of a select school that had started some years before in that community.³ The 1836 Gazetteer refers to the academy in its description of Gaines:

Gaines, post village, incorporated 26th April, 1832, 3 miles N.W. from Albion, has 1 Presbyterian and 1 Methodist, churches, an academy, 2 taverns, 4 dry goods stores, 1 tannery, 1 ashery, and about 50 dwellings.⁴

In 1830 Gaines Academy received \$123.70 from the Literature Fund for its 62 students, only 19 of whom were classical

1. John W. Barber, Historical Collections of the State of New York, pp. 274-275.

2. Franklin B. Hough, Historical and Statistical Record of the University of the State of New York, p. 626.

3. This information from Mr. Achilles, Orleans County Historian.

4. Thomas F. Gordon, Gazetteer of the State of New York, p. 611.



Gains Academy + 1827-?

From Picture on Wall of Orleans County Historian's Office

students. The lot and building were worth \$3,000.⁵ They were none to prosperous that year according to the report to the Regents because the salary amounted to \$810; whereas they only received \$693 from tuition and their debts were listed as \$460.86.⁶

Julius Bates, the principal in 1839, was probably responsible for the report to the Regents which contained some educational philosophy which could be applied with profit in these days:

It is not left optional with the student, whether he will read and spell or not. But every student, old and young, attends to an exercise in reading and writing at least four times a week; and the younger ones, twice a day. We consider it the height of folly to build a polished edifice upon a bad foundation; and accordingly we urge it upon all, first to make themselves perfectly familiar with the common English studies.⁷

This 1839 Report also told something about the school's curriculum. Arithmetic and English were stressed because half of the students were fitting themselves to be farmers, mechanics or clerks. All the students were told to watch for pronunciation mistakes and in that way the teacher had few criticisms to make himself. The report as to physical education read as follows: "In the upper floor we have a trap-door which can be raised at pleasure. By opening the lower door and this scuttle, a free circulation of air is

6. Ibid., p. 9.

7. Regents Report, 1839, p. 130.

9. Hough, 22. Ill., p. 626.

10. Hough, 22. Ill., p. 683.

readily obtained.⁸

The property of Gaines Academy was sold in 1844; and although a private school continued for two or three years, it had to close for want of support.⁹

On the front of the courthouse in Albion there is a tablet which reads:

To Mark the Site of
PHIPPS UNION FEMALE SEMINARY
Founded in 1833
And in Memory of the Founder
Caroline Phipps Achilles
This tablet is placed by the
Seminary Association
May, 1913

The name of Sophronia Phipps might have been placed on the tablet also because the school was one similar to LeRoy Female Seminary in that two sisters worked together to make it possible for other women to have more than a common English education. A list of the principals of Phipps Union Seminary during the years of its existence tell the story:

Caroline Achilles, 1839
Sophronia Phipps, 1840-46
Sophronia Hodge, 1847
Frederick Jones, 1848
Mrs. Caroline P. Achilles, 1849-66
George A. Starkweather, 1867-68
Mrs. Caroline P. Achilles, 1869
Selina F. Barrell, 1873
Mrs. Caroline P. Achilles, 1874-76.¹⁰

Caroline Phipps, who had attended Gaines Academy, started teaching school when she was fourteen years of age. She

8. *Ibid.*, p. 131.

9. Hough, *op. cit.*, p. 626.

10. Hough, *op. cit.*, p. 685.

decided to start a seminary for girls, but in those days most people believed that girls did not need to be educated, and it was only through perseverance and personal charm that she was able to raise money to build the four story brick building which was completed in 1837.¹¹

Albion is described in the 1836 Gazetteer as follows:

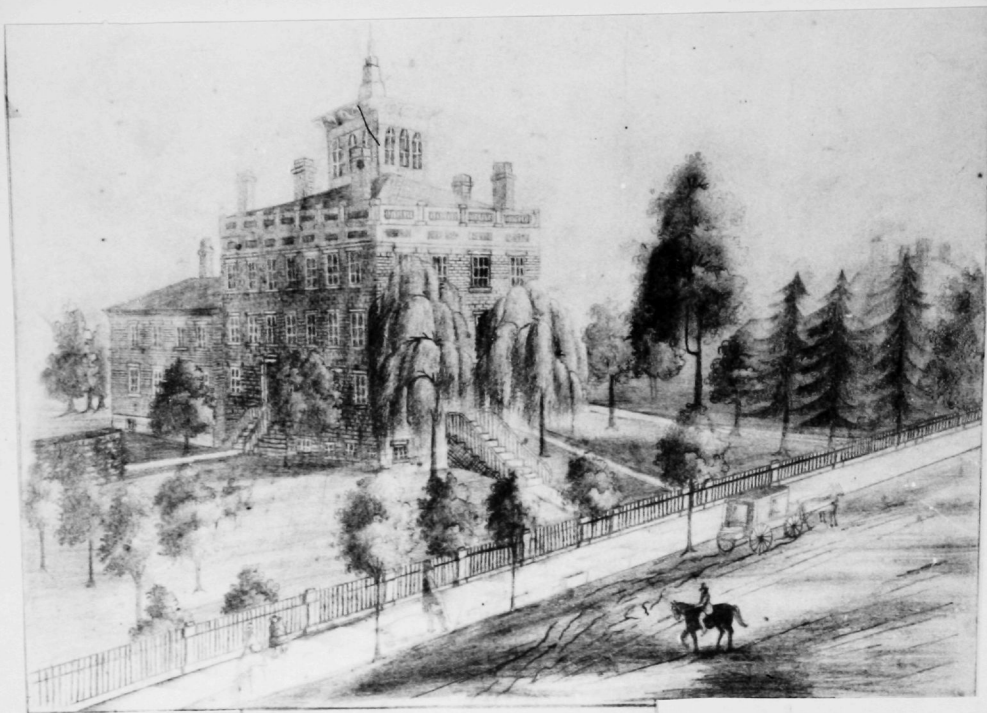
Albion, founded in 1823, by Nehemiah Ingersoll and George Standart, Jr.; the county seat of justice, incorporated 21st of April, 1828, lies near the centre of the county, upon the Erie canal . . . It contains 1 Presbyterian and 1 Methodist, churches; a high school and seminary for females; a court house of brick, a neat edifice in which are the county offices, erected upon a public square; a prison of hewn logs; a bank incorporated 20th April, 1834 with a capital of \$200,000; 4 forwarding and commission houses; 13 dry goods stores, 2 shoe and leather stores, 1 book store, 2 tanneries, 1 ashery, 2 grist mills, 3 saw mills, 1 carding and cloth dressing mill, 1 furnace for casting iron, 5 taverns, 1 wholesale, and several retail, groceries, various mechanics, 9 lawyers, and 5 physicians; 2 printing offices, each issuing a weekly journal; 220 dwellings of brick and wood, many of which are large, neat and commodious; surrounded by a fertile country abounding in fruit, such as apples, pears, peaches, apricots, nectarines, grapes, etc.¹²

Phipps Union Seminary was incorporated by the Regents, February 11, 1840 with Caroline's husband's name, Henry L. Achilles, of Rochester the only one on the application for a charter. In 1840 the school received \$543.56 from the Literature Fund; there were 136 classical students.¹³ At

11. C.H. Wise, "One Hundred Years of Secondary Education," a paper given at a DAR meeting in Albion, Nov. 11, 1950.

12. Gordon, op. cit., p. 610.

13. Regents Report, 1840, Schedule 1, pp. 46-52.



Phipps Union Seminary.
Albion. N.Y.

From Picture on Wall of Orleans County Historian's Office

the time of the 1840 Report the total value of the lot, building, library and apparatus was listed at \$10,219.¹⁴

The 1857 catalogue for Phipps Union Seminary listed the tuition charges per quarter as being \$4.00 for preparatory; \$5.00 for middle, \$6.00 for the Junior class and \$7.00 for the Senior class. Board at that time was \$125 a year.¹⁵ It was considered preferable for pupils "from abroad" to board in the Seminary, "under the immediate care of the Principal and Teachers, where every necessary attention will be paid by them to the health, happiness, manners and habits of their pupils, and that system adapted which will most effectually develop those faculties that elevate woman as a moral, intellectual and social being."¹⁶ On page three of the catalogue was this interesting statement: "No pupil will be admitted into the Institution hereafter without a certificate from a Physician (as in eastern towns) certifying that the bearer has previously had the kine pox."¹⁷ (small pox)

The school was sold twice and each time the property reverted to the original owner who again took it over and made it a success. After two fires in 1874 and 1875 the school was discontinued.¹⁸

14. Ibid., Schedule 2, pp. 55-60.

15. Annual Catalogue of the Phipps Union Female Seminary for the Year Ending, June 25, 1857, pp. 19-20.

16. Ibid., p. 3.

17. Ibid.

18. Wise, op. cit.



Albion Academy.

From Picture on Wall of Orleans County Historian's Office

The county seat of Orleans also had a boys school during this period, the Albion Academy, incorporated by the Legislature, May 1, 1837. It was started in the basement of the Baptist church, but in 1839 a building program was commenced.¹⁹ The school, which was established as a stock company with \$10,000 capital, was admitted by the Regents, February 27, 1841.²⁰

There were 75 students listed in the 1841 Regents Report; 30 were classical students and \$140.26 was received from the Literature Fund.²¹ The value of the lot and building was \$3,000;²² there were two departments with three teachers;²³ the tuition per quarter was \$1.50 for common English, \$3.00 for higher English and \$4.00-\$5.00 for the classical students.²⁴ On May 23, 1876 the school was changed to the Albion Union School, Academic Department, and the old building enlarged by the addition of two wings.²⁵ The present high school occupies the site now.

At Millville in the town of Shelby there still stands a cobblestone two story building which once housed the Millville Academy. In 1836 Millville had "1 Methodist church, 2 saw mills, 1 store, 1 tavern, 1 tannery, 1 ashery, and 10 or 12 dwellings"²⁶, and it is not any larger now, if as big. The

19. This information from Mr. Achilles.

20. Hough, op. cit., p. 578.

21. Regents Report, 1841, Schedule 1, pp. 39-46.

22. Ibid., Schedule 2, pp. 49-55.

23. Ibid., Schedule 4, pp. 65-68.

24. Ibid., Schedule 8, pp. 115-130.

25. Hough, op. cit., 579.

26. Gordon, op. cit., p. 611.



MILLVILLE ACADEMY, 1957

Millville Academy, which was incorporated by the Legislature April 25, 1840 and admitted by the Regents February 16, 1841 received \$163.18 from the Literature Fund in 1841 based upon 106 students, 47 of whom were classical students.²⁷ The lot and building were then worth \$2,850,²⁸ and the tuition which amounted to \$1,065 was their total revenue and it just equaled their total expenses²⁹ for their two department, five teacher school.³⁰ James F. Cogswell was principal from 1840-44, and there was a new one almost every year during the years that followed through 1856 when the school discontinued their reports to the Regents.³¹ The building was later used by District Number 7, Town of Shelby, for a common school until the Methodist Church of Millville purchased the property in 1956.³²

In the town of Yates just north of Lindenville and on the west side of the road to Yates Center was Yates Academy, a school which had a high reputation during its forty-eight years of existence. It was founded largely through the efforts of Peter Saxe, brother of the Vermont poet John G. Saxe. Peter came to Yates in 1818 and started a store. He talked with his customers about the necessity and benefits

27. Regents Report, 1841, Schedule 1, pp. 39-46.

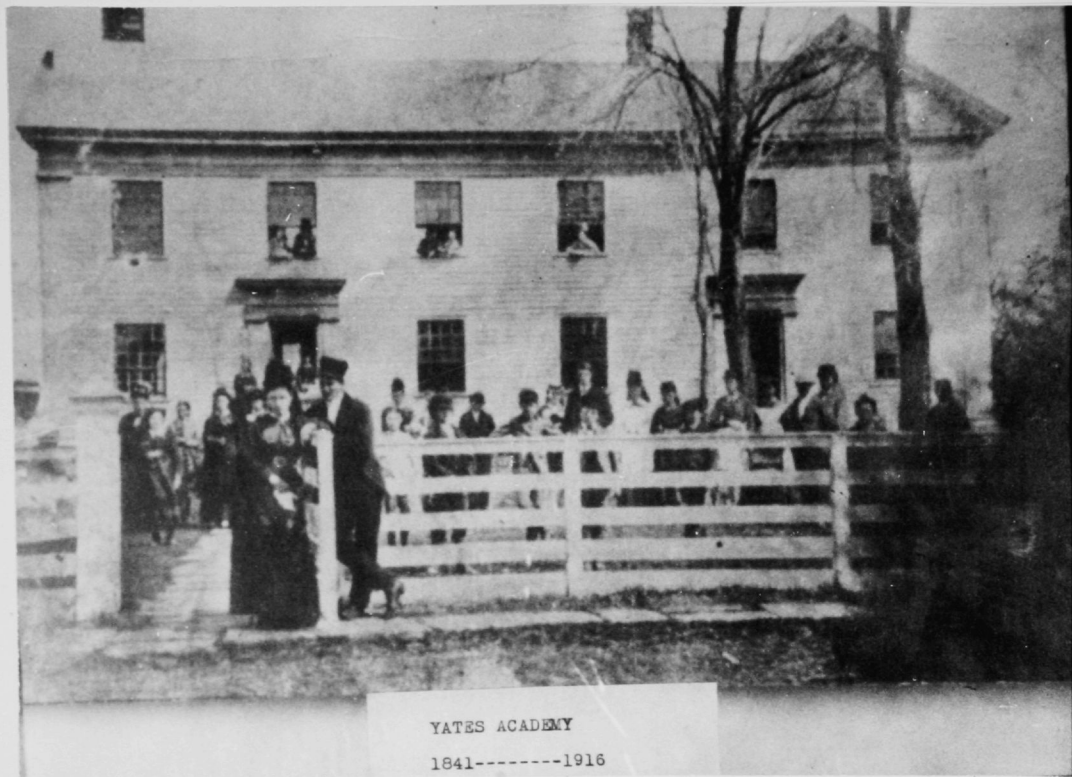
28. *Ibid.*, Schedule 2, pp. 49-55.

29. *Ibid.*, Schedule 3, pp. 57-63.

30. *Ibid.*, Schedule 4, pp. 65-68.

31. Hough, *op. cit.*, p. 662.

32. This information from Mrs. Muindon, who lives across the road from the old Millville Academy.



YATES ACADEMY

1841-----1916

From Picture on Wall of Orleans County Historian's Office

of an academic school. He made all the plans necessary to start one and because the people had confidence in him, they cooperated and their academy was incorporated by the Regents August 23, 1842.³³

The large two storied frame building was valued at \$2,349 in the 1843 Regents Report³⁴ and it is possible that they cleared \$10 that year since the total revenue was listed as \$225 (all from tuition) and the total expenses were only \$215.³⁵ The 1845 Regents Report gave the tuition rates as \$3.00 for common English; \$4.00-\$5.50 for higher English; and \$6.00 for classical studies. That year there were 214 volumes in the library and board cost \$1.25-\$1.50 a week.³⁶ Added to the tuition and board costs were "15¢ for wood, sweeping and bell-ringing." Yates Academy had a most unique arrangement, at least in terms of modern schools; "Tuition in all cases is payable at the close of each term". This was taken directly from the 1843 catalogue and it goes on to say that if it is necessary to send a collector for the bill, his fee must also be paid by the student.³⁷ The school continued for forty-eight years; the building was torn down in 1916.

33. This information from Mr. Achilles, who received part of it from a paper, "History of Yates Academy" written by Josie Gracey, December, 1948.

34. Regents Report, 1843, Schedule 3, pp. 80-87.

35. Ibid., Schedule 4, pp. 94-95.

36. Regents Report, 1845, Schedule 7, pp. 110-116.

37. Yates Academy, Annual Catalogue, 1843.

In the village of Holley a public meeting was called in March of 1847 to solicit funds for an academy. If the people could not give money, they contributed other things such as "lumber, lumber at mill, timber, lime, brick, building stone, plows, village lot, boots and shoes, teaming, and 'my work'". On a lot in Wright Street donated by Hiram Frisbie the people built a two story brick building.³⁸ To get an idea of the kind of town Holley was, the 1836

Gazetteer is quoted below:

Founded in 1823, by Elisha Johnson, and named after the acting canal commissioner, has 1 Baptist and 1 Presbyterian churches, 2 grist and 1 saw, mills, a furnace for casting iron, a woollen factory, making flannels and cloths; 2 taverns, 5 general stores, and about 70 dwellings, upon 6 spacious streets, many of them of brick and remarkably good. It is a very thriving village, pleasantly situated upon a gentle ascent.³⁹

Holley Academy was incorporated by the Regents March 28, 1950. The first annual report in 1851 showed a receipt from the Literature Fund for \$122.83 for the 55 classical students from an enrollment of 100.⁴⁰ At that time the lot and building were listed at \$2,706; the library, \$161; the apparatus, \$154; and there were no debts.⁴¹ The tuition was \$4.00-\$5.00 a quarter which amounted to \$563.00 for the year and exactly equalled the total expenses, \$532.00 of

38. Isaac S. Signor, ed., Landmarks of Orleans County, p.197.

39. Gordon, op. cit., p. 611.

40. Regents Report, 1851, Schedule 2, pp. 122-129.

41. Ibid., p. 133.

which went for salaries. Board for a week averaged \$1.25.⁴²

In 1868 the trustees of the academy turned over the academy property to the trustees of the Union Free School:

Upon the express condition that an academical department shall be kept up therein without any vacation to exceed at any one time more than one year and upon the failure to keep up said academical department, as above provided, said academy property, both real and personal, shall revert back into the hands⁴³ of the original contributors or their representatives.

The building was used until 1932-33 when it was torn down to build the present high school.

At Medina, another canal town in Orleans County, the Medina Academy was incorporated by the Legislature in 1850.

"The academy has been prosperous from the time of its organization and has steadily grown in favor and strength, for it was founded upon the modern system of maintaining an academic department by tax upon the assessed valuation of the district. It has always been a free academy, by which title⁴⁴ it is popularly known now." (The now referred to was 1894)

The school district was known as the joint district Number 12 of Ridgeway and Shelby, and the building was a three story block stone structure built on a lot donated by the Honorable Silas M. Burroughs at the head of Pearl Street and fronting⁴⁵ on Catherine Street where the high school stands now.

In 1852 when the Medina Academy first reported to the

42. Ibid., p. 141.

43. Signor, op. cit., p. 198.

44. Ibid., p. 196

45. Ibid., p. 195



Medina Academy

Regents the school had 177 students, 107 classical and received \$218.91 from the Literature Fund.⁴⁶ At that time the building was valued at \$6,150; the library, \$181; the apparatus, \$267; and there were no debts.⁴⁷

The 1851-52 Catalogue states: "the object at which the faculty aim is the development of the mind. To secure this end, it is never forgotten that the great purpose of scholastic effort is the securation of power, first to acquire knowledge and second to communicate it."⁴⁸

By 1861 there were three academic teachers, four primary, a teacher of music and a teacher of penmanship. Henry Pomeroy, AM.C.E., was the Lecturer on Civil Engineering and Henry H. Holt, MD, lecturer on Physiology. The academic course took three years to complete and there were three terms: Fall, August 12-November 22; Winter, December 2-March 14; Spring, March 31-July 3. The 1860-61 Catalogue lists tuition in the academic department: Junior Branch, \$4.00 for reading, elocution, spelling, geography, grammar, arithmetic, bookkeeping and history of the United States; Middle Branch, \$5.00 for elementary algebra, physiology, philosophy, botany, geometry, Burritt's Geology of the Heavens, bookkeeping; Senior Branch, \$6.00 for Latin, Greek, French, chemistry, geology, astronomy, geometry, calculus, etc. Twelve penmanship lessons from Prof.

46. Regents Report, 1852, Schedule 2, pp. 140-148.

47. Ibid., Schedule 3, p. 153.

48. Catalogue of Medina Academy, 1851-52. own historian.

Shattuck (who lived in Medina and made a fortune from selling books on Spencerian penmanship) were \$1.00 extra. There was also a teacher training course on the best methods of teaching, classifying and maintaining classes under Prof. Morehouse, who was the school commissioner for the county. They assumed that teaching the first grade was the easiest and a young teacher started there and was promoted grade by grade.⁴⁹

In 1884 the building was enlarged to nearly double its capacity to meet the needs of the school. By 1894 the Medina School system had five schools and 20 teachers, five academic teachers. In 1921 the old academy was removed and the high school built.⁵⁰

found it impossible to travel all the way to Waterloo for their legal business, so a frame court house was built in Ovid in 1801. The present picturesque county buildings were erected in 1847.¹

Ovid Academy was incorporated in 1826 and opened to pupils in 1827. There were many changes during the forty-six years that Ovid Academy educated the youth of Seneca county and of other counties and states. The 1830 Regents Report lists 27 classical students and the receipt of \$197.37 from the Literature Fund.² According to the report for that year receipts from tuition amounted to \$800 but

1. Melone, *One Hundred and Fifty Years of Progress*, p. 234.
2. *Regents Report*, 1830, p. 8.

49. Catalogue of Medina Academy, 1860-61.

50. Information from Mr. Russell Waldo, town historian.

salaries were \$910 and debts \$2,350.³

Along with the facts and figures for the 1838 Regents Report was some information as to the type of education the Ovid students were receiving. "Pronunciation of the English language is strictly and practically attended to. . . in recitation, spelling

VII. Seneca County

One of the earliest academies was located at Ovid in Seneca County. John Seeley, the first pioneer, came to that vicinity in 1792, and it was he who donated lands for the county buildings. Transportation was so difficult in the early days that the people in the southern part of the county found it impossible to travel all the way to Waterloo for their legal business, so a frame court house was built in Ovid in 1801. The present picturesque county buildings were erected in 1847.¹

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2. Regents Report, 1830, p. 8.

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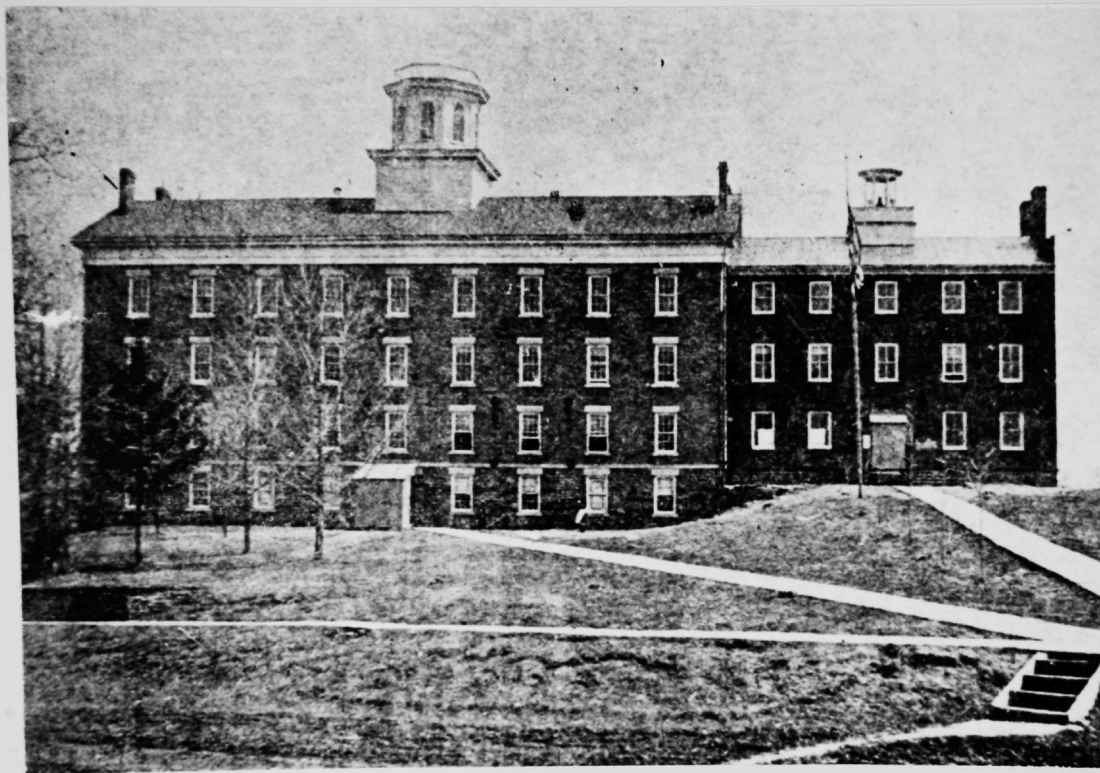
Along with the facts and figures for the 1838 Regents Report was some information as to the type of education the Ovid students were receiving. "Pronunciation of the English language is strictly and practically attended to. . . in recitation, spelling or declamation, the pronunciation is always corrected, if wrong, and equally so in our intercourse with scholars." As far as physical education was concerned; it was reported as follows: "Each scholar has a good and sufficient back support, and is allowed to go out and take the air and exercise as often as once an hour or an hour and a half; the school rooms in the meantime get a good airing. The north end of the academy lot being a descent, scholars run up and down the hill, making it good exercise."⁴

The 1853 Catalogue for Ovid Academy mentions plans to enlarge both the curriculum and the building. The reasons for doing so were stated as follows:

Society, in this country, has undergone important changes, and persons are now judged by new and more elevated standards. The qualifications for the discharge of business claims, and for a respectable standing with others, have been much increased. Methods of instruction have been greatly modified. Western New York, moreover, the place of their operations, is rich in resources, and

3. Ibid., p. 9.

4. Regents Report, 1839, p. 129.



OVID ACADEMY

From photograph loaned by Miss Libbie Kinnan

populous, and is, hereafter, for a long time, destined to advance in a certain and increased ratio, both in wealth and in number.⁵

The school at that time added a Professor of Agricultural Chemistry increasing the teaching staff to seven. There were four departments: Preparatory, Junior, Senior and Classical.⁶ In subsequent years the building was greatly enlarged. The new part was four stories high and 40' X 100' in size. The dormitories were on the top floor.⁷ Transportation to Ovid was aided by the steamboats on Seneca Lake which stopped twice each day at Ovid Landing and also the steamboats on Cayuga Lake which ran daily from Ithaca to Cayuga Bridge and stopped both on their down and return trips. "Carriages, with good teams, are in waiting always at these Landings, to take persons to their place of destination."⁸

Perhaps the popularity of this school can be explained in part by the philosophy of education of the men in charge. Since it is so aptly expressed in the 1853 Catalogue, its full context is given here:

An intellectual Education consists, we think mainly, in the discipline of the intellectual faculties of the mind, in imparting to them facility and strength. We are, therefore, less solicitous to make our scholars learn much, than to make

5. Ovid Academy Catalogue, 1853, pp. 15-16.

6. Ibid., p. 16.

7. This information from Mr. Robert J. Purdy of Ovid.

8. Ovid Catalogue, op. cit., p. 24.

them understand distinctly what they attempt to learn. We endeavor, so far as able, to develop the faculties of mind in the order of their relations. Whenever the subjects admit of it, we pursue the Analytical method of instruction.

Respecting moral and religious subjects, our effort is, to enlighten reason, to fix and rectify the heart, and to enliven conscience. As the guardians of a public school, we do not feel ourselves called upon to explain the technicalities of theology, nor to enforce the doctrines and creed of any one of the different sects of professing Christians; we teach, for substance, on these points: That man is created for a definite end; that there are demanded of him, by consequence, certain determinate duties, and that voluntary departure from the line of duty made known to him by reason and conscience, and by Revelation, must be followed by ruinous consequences. We endeavor also to explain the nature and force of habit; to show in its various forms the foundation, degree and weight of our moral obligations, and the consequent solemnity of our moral responsibilities.⁹

Ovid Academy reported to the Regents through 1864, but that year the East Genesee Conference Seminary was incorporated and established on the premises formerly owned by the Ovid Academy. There was no report in 1865, but in 1866 a report from the East Genesee Conference Seminary was sent in. This school merged in the Ovid Union School, Academic Department; organized under the general act of May 2, 1864, and admitted by the Regents January 9, 1873.¹⁰ The building was used as a public school until 1904 when it was torn down to make way for a new school.¹¹

9. Ibid., p. 22.

10. Franklin B. Hough, Historical and Statistical Record of the University of New York, p. 678.

11. Mr. Robert J. Purdy.

In the town of Waterloo, which shared the county court and legal business with Ovid, an academy was incorporated in 1842. Subscriptions were circulated in 1840 to raise money enough to erect an academy building. The "Rotunda Building" was a model of Tuscan architecture, 90' X 40'. Basement to top measured 36' plus the 15' rotunda. The total expense of building the school was \$9,000. It opened in May, 1842 under Joseph E. Larned, principal and his sister, Sophia G. Larned, preceptress.¹² The Waterloo Academy reported to the Regents from 1843 to 1847.

Mr. Edward Cooper, Waterloo's principal in 1845 wrote to the Regents about college entrance requirements, lamenting about other institutions advertising quick preparation and about colleges so hungry for students that they would admit them without looking into the thoroughness of their preparation. He suggests that the Regents demand more thorough college preparatory courses and more property before academies could share in the distribution of the Literature Fund.¹³

In 1847 the Waterloo Academy was forced to close because their expenses were too high. School District No. 1 and No. 2 of Waterloo united and purchased the academy

12. John E. Becker, A History of the Village of Waterloo, pp. 137-138.

13. Regents Report, 1845, pp. 153-154.



WATERLOO ACADEMY, the Rotunda Building

building for \$4,000. Then in 1855 District No. 1 and No. 15 united to form the Waterloo Union School, Academic Department.¹⁴ This school first reported to the Regents in 1857 at which time the lot and building were listed at \$6,500; the library, \$350; and apparatus, \$475.¹⁵ In 1871 it was remodeled and another story added in which state it was used for many years until it was torn down and a new building put up on the same site.

Waterloo's neighboring city of Seneca Falls also had an early academy. Mr. Van Cleef put up the first frame building in Seneca Falls in 1794, and the first grist mill was begun in 1795 by Colonel Mynderse. Portage at Seneca Falls became a business of importance during those early years, especially with the incorporation in 1813 of the Seneca Lock Navigation Company.¹⁶ In 1832 subscriptions were solicited for an Academy at \$25 a share. Col. Mynderse bought twenty shares and donated and transferred a lot for the Academy to the trustees. The school, which was brick 32' X 50' and two stories high, was nearly completed when \$1,666.20 was expended and although \$508.80 was still needed, school was opened anyway.¹⁷ At first the Regents refused to incorporate the academy because of insufficient endowment, but

14. Becker, op. cit., pp. 138-139.

15. Regents Report, 1857, Schedule 3, pp. 194-201.

16. Melone, op. cit., pp. 175-176.

17. Grips, Seneca Falls, New York, p. 96.

in 1837 Col. Mynderse died and left the school \$2,000 after which it was duly incorporated by the state legislature April 27, 1837 as the Seneca Falls Academy.¹⁸ It started reporting to the Regents in 1839 at which time it received \$176.11 from the Literature Fund for its 25 classical students.¹⁹

The 1848 Regents Report contains a letter from Oren Root, principal of the Seneca Falls Academy, which had some things to say about science which sound apropos now.

The very rapid progress of the sciences in this country, seems to require that the teachers of our permanent Seminaries early accustom their pupils to experimentation, in no other way can they properly prepare them for the exigencies of the present day. . . . Teachers do not need expensive sets of apparatus, but they can use the things on hand . . . in a simple watch-glass, water can be decomposed and its constituent gases collected . . . with an oil flask costing only two cents and a bent tube fitted with a cork, nearly all the important gases can be prepared in quantities sufficient for experiments necessary to show their peculiar properties.

Mr. Root goes on to quote William Maclure, the pioneer of American Geology, who said that a collection of rock specimens was better than a collection of crystallized minerals because rocks are near at hand and can be seen in daily life.²⁰ Oren Root came to the Seneca Falls Academy in 1845 and remained for four years before going to Hamilton College as a professor of mathematics. His son also attended Seneca Falls during this period, and the elder Root was known as

18. Grips, op. cit., p. 97.

19. Regents Report, 1839, Schedule 1, pp. 47-53.

20. Regents Report, 1848, pp. 170-171.



Seneca Falls Academy.

First building
Lot donated by
Col. Wilhelmus Mynderse
in 1832, Incorporated 1837
Had 59 pupils on Dec. 21, 1838

"Square Root" and the younger as "Cube Root". When Oren Root went to Hamilton, he sold his large collection of minerals and geological specimens for \$4,000.²¹

With the growth of the union schools Seneca Falls Academy suffered and in 1867 when they reported only 35 classical students, the members of the corporation decided to rent the building to the Seneca Falls school system for \$300 annually on the condition of their maintaining a classical and academic department. In 1885 a new board of trustees of the Academy passed formal resolutions to transfer the property of the Seneca Falls Academy, worth then nearly \$20,000, to the board of Education on the condition that a suitable building be erected with funds supplemented by money from the district and that a school of academic grade be forever maintained and that the school be called "Mynderse". The taxpayers raised \$15,000 so that with a total of \$30,000 to work with the old academy building was torn down and a new school erected in 1886.²² In 1926 another Mynderse Academy was built next to the old one and the older one was torn down. In 1954 a \$1,700,000 high school was built on another site and it also bears the proud name of Mynderse Academy.²³

21. F.J. Medden, "The Schools of Seneca Falls", Centennial Volume of Papers of the Seneca Falls Historical Society, p. 74.

22. Grips, op. cit., p. 97.

23. This information from Mr. Arthur Baker, superintendent of Seneca Falls Schools.

1. Hamilton Daily, Young Seneca Directory, 1867-68, p. 27.
 2. Sarah T. Ziegler, "Palmyra Founded in 1789", The Lyons Republican and the Clyde Times, May 18, 1939, p. 12.

100 families which comprise nearly 500 souls. It contains one large Presbyterian meeting house, a superb brick academy to which may be added a Methodist meeting house, new building; seventy-five dwelling houses, thirteen stores, three druggist shops, three respectable taverns, together with a due proportion of mechanic establishments; but the rapid increase of business in the place offers good encouragement to a still greater number, etc.³

VIII. Wayne County

Wayne County, named in honor of General Anthony Wayne, was taken from the northwest corner of Ontario and the north part of Seneca counties in 1823. The Erie Canal which runs for for forty-three miles through the country side gave impetus to the settlement of the county.¹

Palmyra, one of the first towns in the county, was founded in 1789 by John Swift. "From 1790 to 1812 John Swift was connected with every enterprise in Palmyra. He gave lands for the first sawmill, the first graveyard, the first schoolhouse, and the first church edifice in the village. He was moderator of the first town meeting, the first supervisor, the first pound master, the first captain."²

By 1822 the village of Palmyra had grown to such an extent that it was described in the Palmyra Herald and Canal Advertiser of June 19, 1822 as follows:

The village of Palmyra may not only be considered as delightfully pleasant but as healthy as any other in the western district. It already embraces

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1. Hamilton Child, Wayne County Directory, 1867-68, p. 21.
 2. Sarah T. Ziegler, "Palmyra Founded in 1789", The Lyons Republican and the Clyde Times, May 18, 1939, p. 12.

100 families which comprise nearly 800 souls. It contains one large Presbyterian meeting house, a superb brick academy to which may be added a Methodist meeting house now building; seventy-five dwelling houses, thirteen stores, three druggist shops, three respectable taverns, together with a due proportion of mechanic establishments; but the rapid increase of business in the place offers good encouragement to a still greater number, etc.³

The "superb brick academy" mentioned was built for \$12,000 by a stock company organized in 1821 by James White, Orvid Lord, and Henry Jessup. The building had a hallway leading up from the center at first, but later stairs were put on the outside to make more room.⁴ There were four departments, and the first bell the village had was purchased for the academy.⁵ This bell which was used as a fire bell on the village hall in later years is on display in the main hallway of the Palmyra Library and Historical Museum.

The school was incorporated as Palmyra High School in March, 1829. It first reported to the Regents in 1834 at which time there were 112 students, 69 of whom were classical pupils; and the school received \$229.38 from the Literature Fund.⁶ The Regents Report for 1836 mentions the use of Abbott's Teacher for both reading and spelling and the introduction of Duer's Outlines of Constitutional Jurisprudence. "It is the great exertion of the teachers to learn scholars to think,

3. Ibid.

4. Thomas L. Cook, Palmyra and Vicinity, p. 274.

5. Hon. George W. Cowles, Landmarks of Wayne County, pp. 177-178.

6. Regents Report, 1834, p. 12.

and to give a practical education, rather than a fashionable one."⁷

The school continued until 1857 after which it was sold to Romanists to be used as a church. It was later torn down when a new church was built.⁸

In 1846 three school districts united to form the first Union School for which a \$11,000 three storied brick building, 70' X 60' was constructed on Canandaigua Street.⁹ It had a bell in its tower which weighed 700 pounds. There were eleven rooms in the building. On the first floor above the basement there was a large room 57' X 43' which was used for exercises and lectures; fifty persons could be seated there. At the rear of this large room were two smaller ones used for classes. The second floor contained recitation rooms, a library, and a room for the apparatus and cabinet of natural history objects. The building was complete with fifty-two desks and many blackboards.¹⁰

An academic department was organized from the senior and junior departments and in April, 1857 the Palmyra Classical Union School was incorporated by the Legislature.¹¹ The 1862 Catalogue for the Palmyra Union and Classical School had the following paragraph about the Academic Course:

7. Regents Report, 1836, p. 70.

8. Cook, loc. cit.

9. Ibid.

10. Palmyra Union School Catalogue, 1849-50, p. 27.

11. Franklin B. Hough, Historical and Statistical Record, p. 681.



Palmyra Classical Union School

The Senior Departments embrace a strictly Academic Course of study, which takes four years to complete. The students in these Departments are not retarded in their progress by being classed with those unqualified to pursue the branches studied, or by the diversion of the time and attention of the teachers to attend to those pursuing the branches generally denominated Common School Studies. We have our separate departments for that class of student.¹²

The same Catalogue mentioned the school's apparatus which was "sufficient for illustrations in Philosophy, Chemistry, Anatomy, and Astronomy." The tuition per quarter in 1862 was: first grade, \$1.00; second grade, \$1.25; third grade, \$2.00; fourth grade, \$2.50 for residents. Non-residents were charged \$2.00, \$3.00, \$4.00 and \$5.00 respectively.¹³

In 1889 a new two storied building was constructed and the old one torn down, and again in 1924 the second building was torn down to make way for a third on the same site.¹⁴

One of the early academies in Wayne County was located in the village of Marion in 1839. The town of Marion was settled in 1795 by Henry Lovell and Daniel Powell. Marion was formed from Williamson, as "Winchester", in 1825, but the name was changed to "Marion" in 1826.¹⁵ The old Marion Academy was built of cobblestone in 1839. Ornon Archer, the first principal, "by his energy and skill as an

12. Palmyra Classical Union School Catalogue, 1862-63, p. 32.

13. Ibid.

14. A "Palmyra Academy" was incorporated by the Legislature April 11, 1842 but never organized. Hough, op. cit., p. 681.

15. Child, op. cit., pp. 46-47.

instructor and manager made it a success."¹⁶ In 1841 there were 210 students, including several from Sodus, Perinton, Webster, Lyons, from the Buffalo Indian Reservation and from adjoining towns.¹⁷ The school did not make formal reports to the Regents, but it continued until 1851; the building was torn down in 1893.¹⁸

When the old Marion Academy died out, there were a number of citizens in the community who wished to have a college preparatory type school so a subscription list was prepared which read as follows:

June 29, 1855

We, the subscribers agree to pay the several sums set opposite our respective names, to the trustees of Marion Collegiate Institute, for the purpose of founding an institution of learning in or near the village of Marion, N.Y., which shall embrace an extensive course of instruction in the languages (ancient and modern), mathematics, surveying, civil-engineering, belles-lettres and the fine arts, for both sexes, shall be furnished with a sufficient chemical and philosophical apparatus and a suitable library. The building to be of brick, at least three stories high, and capable of accommodating at least four hundred pupils, the grounds to be inclosed and planted with shrubbery and laid out with gravel walks. This subscription shall be due and payable as follows: twenty per cent when the several subscriptions shall in the

16. W.H. McIntosh, History of Wayne County, p. 124.

17. Mira Crane, "Splendid History of the Marion School", One Hundredth Anniversary Edition of Marion, N.Y., Friday, August 27, 1926, p. 21.

18. Vera Curtis, "The Settlement of the Town of Marion," The Lyons Republican and Clyde Times, Thursday, May 18, 1939, p. 13.

aggregate amount to the sum of ten thousand dollars; twenty per cent when the basement story shall be up, twenty per cent when the walls shall reach the first and second stories, respectively, and twenty per cent when the building shall be completed.¹⁹

The charter for the Marion Collegiate Institute was incorporated provisionally by the Regents July 6, 1855. This charter was declared absolute January 14, 1858.²⁰ In September, 1855, it was voted to rent the building of J.S. Rich for \$100 a year and fit up Eddy's furniture rooms to be used for a schoolroom. I.N. Sawyer, the first principal, was paid \$150 per quarter; Rev. R. Mann was paid \$50 per quarter; Miss Jane Sawyer, who taught the English branches, received \$2.50 per week. There were ninety pupils the first year. There wasn't enough money available to more than start the construction. It was decided that instead of having the school sponsored by all the churches of Marion they would give the controlling vote to whichever church would raise enough money to complete the school. In that way the school became sponsored by the Baptist Church.

Mr. Charles H. Dann, the second principal, proposed that he take the school and carry it on without any expense to the board, having all the receipts for his services. Such an arrangement was made and followed by the subsequent principals.²¹

19. Crane, loc. cit.

20. Hough, op. cit., p. 659.

21. Crane, loc. cit.



MARION COLLEGIATE INSTITUTE.

Marion Collegiate Institute first reported to the Regents in 1858 when they had 173 students, 80 classical, and received \$146 from the Literature Fund.²² The lot and building were valued at \$11,050, the library, \$180; the apparatus \$158.²³ The average cost of board for a week was \$2.00, and the tuition was \$13.00 for common English students, \$17.00 for higher English and \$23.00 for classical.²⁴

By 1904 when all the surrounding towns had established high schools, it became so difficult for the principal to conduct the school on a paying basis without an endowment that it was decided to make the Institute the academic department of the District School Number One.²⁵ In 1924 a new school building was erected at a cost of \$140,000 on the old site and attached to the old Institute building, which was drastically remodeled (the third floor was removed) so that it now housed the auditorium and gymnasium end of the building.

The alumni of Marion Collegiate Institute are a very loyal group. During the annual homecoming in 1955 a musical play was presented for which Mrs. Merrit C. VanOstrand and Mrs. Susan White were mainly responsible. One part gave a description of the old building to the music of "How Dear

22. Regents Report, 1858, Schedule 2, pp. 187-196.

23. Ibid., Schedule 3, pp. 198-205.

24. Ibid., Schedule 9, pp. 252-260.

25. Crane, loc. cit.



To My Heart".

On the upper floor a large room
Where were held all entertainments
Lectures, musicals, prize speaking
Parties, basket balls, etc.
Oft its very walls were threatened
By the enthusiasm exhibited.

This floor was topped by a square cupola
Where 'tis said the active pupils
Like Marg Sweezey and Doris Dieyo
Used to walk the guarding railing
And boy scouts would practice semaphore
With the pals over on Prospect.

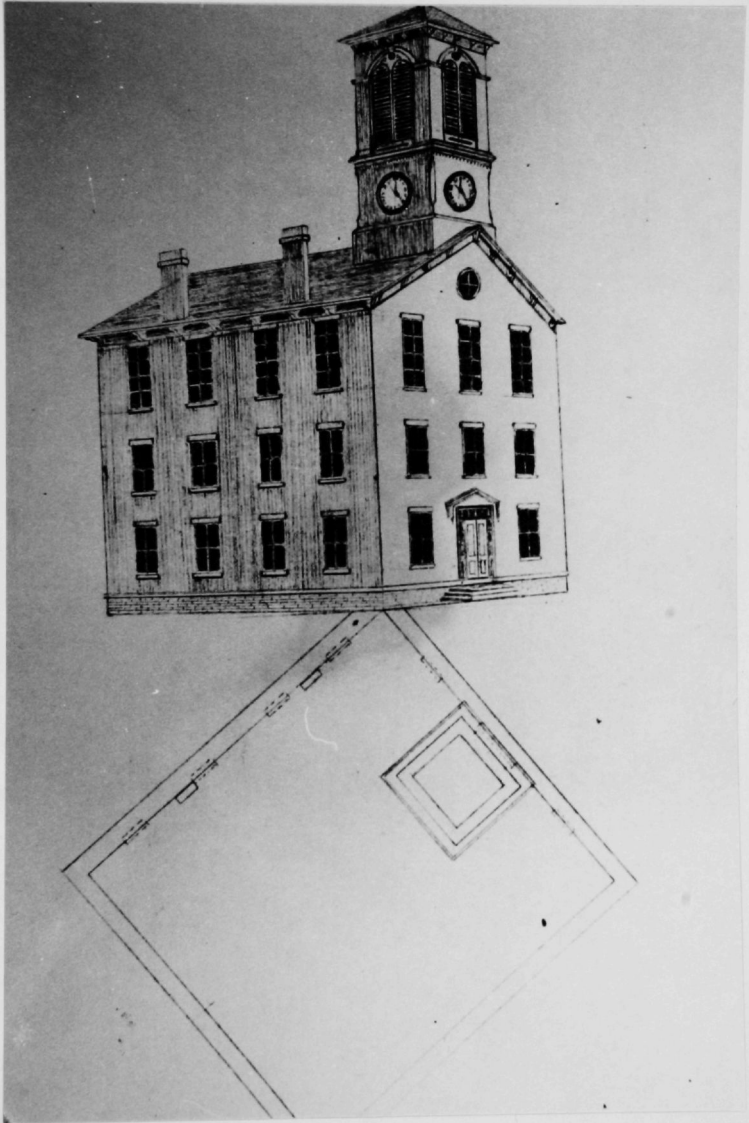
By a wide circuitous stair way
We are led down to the second floor
Where were class rooms and a study hall
On the first floor lived the principal
With his family and some teachers²⁶
Or some pupils often had their housing.

The village of Walworth, not far from Marion, also had an academy. The town of Walworth, named for Gen. Chancellor Walworth, was formed from Ontario, April 20, 1829. Among the early settlers in 1799 were Andrew, John, Samuel and Daniel Millette,²⁷ Dr. Hurlburt Crittenden in 1804, and Stephen Douglass who in 1804 built the first frame building in the town to be used for an inn.²⁸ In the 1836 Gazetteer Walworth Corners listed: "1 Methodist, and 1 Baptist Churches, a select school, 1 tavern, 1 tannery, 2 stores, 1 drug

26. This information from Mrs. Merritt C. VanOstrand of Marion, who graduated from Marion Collegiate Institute in 1896 and who has kept an active interest in the alumni affairs ever since. She has a book in which she has kept a record of the graduates of the classes from 1864-1904 and many catalogues, etc. which she was kind enough to let me borrow.

27. "Four Millettes Settled in Walworth in 1799", The Lyons Republican & Clyde Times, May 18, 1939, p. 18.

28. Child, op. cit., p. 61.



Architect's Drawing of Walworth Academy

shop, and from 20 to 25 dwellings.²⁹

In May, 1841, Walworth Academy was incorporated by the Legislature and in 1842 a cobblestone building costing \$4,000 was erected for the school. There were two departments and one hundred pupils the first year.³⁰ In 1844 when the school started reporting to the Regents it received \$192.31 from the Literature Fund based upon sixty classical students.³¹ At that time the lot and building were worth, \$4,150; the library, \$150; apparatus, \$424; and with other property the total value was listed as \$10,378 with debts of \$1,805.³² The tuition was \$3.00 per quarter for common English students and \$4.00 for the higher English and Classical students. Board ranged from \$1.00 to \$1.75 a week.³³

In 1857 a new brick building costing \$8,000 was built which had three departments and three teachers. The school was under the charge of C.J. Norris, who was much admired by his students. Mrs. Lovell in writing about Walworth Academy says:

Chief among these memory pictures is that of our honored Principal, J. Carlton Norris. We see him pacing to and fro upon the platform, swinging his bamboo cane, nothing of the sedate school master marking his demeanor. His was a dynamic personality--abounding in vigor. He was blessed with

29. Thomas F. Gordon, Gazetteer of the State of New York, 1836, p. 763.

30. This information from Mrs. Emily Huntley of Walworth.

31. Regents Report, 1844, Schedule 2, pp. 64-73.

32. Ibid., Schedule 3, pp. 75-82.

33. Ibid., Schedule 4, pp. 84-91.

Walworth Academy



a keen sense of humor, and yet, with a glance--or if occasion demanded, an accompany bang of his cane--he could bring the most obstreperous pupil to the attitude of the lowly worm.³⁴

The people of the town were very proud of the bell on the academy, which is now mounted in front of their high school and ascribed as follows:

This bell was donated by Moses Padley and mounted in the tower of the Walworth Academy in 1858. Faithfully continued in service until 1929. Erected on memorial by the Walworth Board of Education and dedicated on June 30, 1949.

"How cruelly sweet are the echoes that start when memory plays an old tune on the Heart."³⁵
Eliza Cook

In 1877 Walworth was selected for teachers' training, which course was tuition free but limited to twenty-five. A brochure prepared at that time to attract students had this to say about Walworth:

No town can boast of being more suitably situated as a home for students than Walworth. Health, quiet and respectability are characteristics of this beautiful place. The government of the school will aim to promote in the student industry, order, healthful and scholarly habits, a proper self-respect, a courteous bearing toward each other, a reverence toward God and His work.³⁶

In 1903 Walworth Union High School was organized and occupied the Walworth Academy building until March, 1930 when it was torn down to make way for a new high school.³⁷

34. Myra Rice Lovell, "Memories of Walworth Academy."

35. Copied directly from the inscription below the bell.

36. Prospectus of Walworth Academy, 1877.

37. This information from Mrs. Emily Huntley.

Even though Macedon Center had only "2 Quaker Meeting houses, 1 store, and 8 or 10 dwellings" and a Methodist church, an academy was opened in 1841 in the old tavern known as the Hollister House.³⁸ Eaton B. Northrop, the first principal, was assisted by Stephen Ramsdell and Austin Mandeville. The school was incorporated by the Legislature April 11, 1842, and in September of that year it was decided to build an extension for the academy and use the old tavern as a boarding house.³⁹ The wing which was added was two stories high and 96' X 26'. The first floor contained three recitation rooms, a laboratory and halls; the upper floor had a chapel 40' X 26' and a library room.⁴⁰ When the academy first reported to the Regents in 1845, it had 113 students, 58 classical, and received \$178.68 from the Literature Fund.⁴¹

The Macedon Academy was founded by the Society of Friends and "for more than half a century wielded a powerful influence in guiding the morals and elevating the standard of education in this section of Western New York."⁴² The Alumni Association of Macedon Academy compiled a history of the school in which it is stated: "It is doubtful

38. Gordon, op. cit., p. 762.

39. Charles A. Stalker, "Webb Harwood First Settler in Macedon, Arrived in 1789", The Lyons Republican & Clyde Times, May 18, 1939, p. 12.

40. History of Macedon Academy, 1841-1891, p. 12.

41. Regents Report, 1845, Scedule 2, pp. 66-74.

42. Cowles, op. cit., p. 336.



Macedon Academy, 1957

if another institution in the state can be named, around which there are thrown so few allurements to dissipation and vice, and so many encouragements to improvement and virtue."⁴³ The book goes on to say, "The system of instruction is thorough and practical, designed to prepare the students for college, qualify them to engage successfully as teachers, and enable them to meet all the claims of an active, honored life. Extraordinary care is taken to not only store knowledge but develop moral faculties."⁴⁴

In 1854 a "new, beautiful and commodious" building was erected at a cost of \$7,000 and the old one became the boarding house. There were five teachers, a library and extensive apparatus.⁴⁵ This building still stands next to the store at the Four Corners and is used for community gatherings. The old academy was sold in 1859 and burned the same year; the old boarding house was burned in 1873.

In the northeast corner of Wayne County in the village of Red Creek a three storied frame building was constructed in 1837 for an academy. The school which was incorporated by an act of the legislature on March 27, 1839 was not admitted under the visitation of the Regents until 1846.⁴⁶ The Regents Report in 1846 indicates that there were 76

43. History of Macedon Academy, 1841-1891, p. 13.

44. Ibid., p. 14.

45. McIntosh, op. cit., p. 119.

46. Hough, op. cit., p. 690.

classical students out of 227 and that \$207.31 was received from the Literature Fund.⁴⁷ The lot and building were worth \$4,000; the library, \$90; the apparatus, \$12; and there were \$550 in debts outstanding.⁴⁸ At this time tuition was \$4.00 a quarter for common English courses, \$5.00 for higher English and \$6.00 for classical. The board averaged \$1.13 a week.⁴⁹

In 1854 a three storied brick building, 50' X 70', was added to the original building. The brick building was for classrooms, a chapel, and the ladies' dormitory while the wooden structure housed the male students and the principal and his family. In 1858 the brick part burned, but was replaced by a similar brick structure. The contract for \$4,000 was let to Jonathan P. Jones. There was a judgment for \$1,500 against the original building which was not paid so the school was sold on mortgage in 1865 to Mr. Jones' son, William, who disposed of it to a stock company for \$10,000. The school was reorganized as the Red Creek Union Seminary and incorporated by the Regents January 10, 1867. In 1895 it was united with the Union School and became Red Creek Seminary and Union School. The name was changed two more times; in 1904 to Red Creek High School and in 1939 to Red Creek Central School. The old academy building was used until 1926, when a new building was constructed on a new

47. Regents Report, 1846, Schedule 2, pp. 68-72.

48. Ibid., Schedule 3, pp. 75-79.

49. Ibid., Schedule 7, pp. 113-115.



Red Creek Union Academy, 1957

site.⁵⁰ Both the 1837 wooden structure and the brick building which replaced the first addition destroyed by fire in 1858 are still standing and are used as an apartment house at the present time.

In the eighteen fifties an academy was started in Sodus. According to Child's Wayne County Directory of 1867-68 Sodus was named after the Indian word, "Assorodus", meaning "silvery water", and the first settlement was made in 1794 under the auspices of Charles Williamson, agent of the Pulteney Estate.⁵¹ Col. Williamson had a highway built from Palmyra to Sodus Point and then built a sawmill, inn and wharf at the Bay, but these improvements were labeled "premature" because it wasn't until after the turn of the century that people started to come in any numbers and then they came chiefly from Great Britain and later from Holland and Germany.⁵² By 1867 Sodus contained "3 churches, (Bapt., Presb. and M.E.) the Sodus Academy, incorporated by Regents, Jan. 11, 1855, and employing four teachers; a planing mills, and about 700 inhabitants."⁵³

50. "The History of Red Creek Central School" (from data gathered by Frank A. Mosher) in the booklet, "Dedication and Centennial Celebration", June 22, 1940, Red Creek, N.Y., pp. 2-5.

51. Child, op. cit., p. 58.

52. Lewis H. Clark, "Sodus Pioneers Were Sturdy, Intelligent and Industrious", The Lyons Republican & Clyde Times, May 18, 1939, p. 22.

53. Child, op. cit., pp. 58-59.

Pawfield Reg. p. 4 5/17/63

Sodus Academy Article Jogs Reader's Memory

Dear Sir:

I presume that many besides me have found the series of articles titled "Academies of the Sodus Country," which have been appearing in your local newspaper, very interesting both from the standpoint of general local history and because of personal acquaintance with those who were in some way connected with these various institutions.

The Lewis H. Clark mentioned in the May 3 article as having had a part in founding Sodus Academy in 1853 and as having later been principal of the Academy for six years was my grandfather. In 1847, at the age of 20, this same man attended Macedon Academy, one of the academies covered in your Apr. 26 article.

In 1884, Lewis H. Clark, having acquired a family by this time, brought them to Macedon Center from Sodus and started six years of being principal of the Academy. During most of that period two of his daughters were on the faculty with him: Mary as Preceptress and Ellen

to teach French and German. Their younger brother, Lewis Hosea Clark (my father), joined them on the faculty for one year before going to Cornell University. After his sophomore year at Cornell, he stayed out of college two years to teach again at Macedon Academy. He taught under his father during 1889-90 and he himself became principal during 1890-91, the rest of the Clarks having gone back to Sodus.

During the 90's my wife's father and mother, Mark B. Furman and Elizabeth Engert attended Macedon Academy, as well as a number of my wife's aunts and uncles.

One more local note about Sodus Academy. It stood on ground across the street from which I was born and raised. The grade school and high school building which replaced the Academy was there until 1924 when our own Leo Gentner of Main St., East Rochester built a new building on the same site.

Very truly yours,

Lawrence D. Clark, Sr.

During 1851-52 Professor Lewis H. Clark had a prosperous select school on the second floor of Rogers Store; even so, it was he who organized a meeting to consider the question of establishing an academy at Sodus. Prof. A.B. Johnson was hired as the first principal when the school opened in 1853.⁵⁴ During the next year a sum of money for the necessary library and apparatus was raised and on January 11, 1855 Sodus Academy was incorporated by the Regents as an endowment academy. In 1858-59 a subscription of \$800 was raised to meet the liabilities so that there would be no more debt.⁵⁵ According to the 1855 Regents Report Sodus Academy had 193 students, 154 of whom were classical and \$270.31 was received from the Literature Fund.⁵⁶ At that time the lot and building were valued at \$3,117.⁵⁷ The building was frame and had two floors above the basement.

There were a succession of principals; one a year until Lewis H. Clark held the position for six years, 1858-64. He was followed by Elisha Curtiss who gave twenty-seven years of service to the Sodus schools, both in the Sodus Academy and in the high school which succeeded it. Walter Green, who wrote a book about Sodus, describes Prof. Curtiss as a muscular, large man, who had been a runner and crack athlete at

54. George H. Ilse, "Early Development of the Schools in Wayne County", The Lyons Republican and the Clyde Times, May 18, 1939, p. 5.

55. McIntosh, op. cit., p. 174.

56. Regents Report, 1855, Schedule 2, pp. 157-165.

57. Ibid., Schedule 3, pp. 166-173.



Sodus Academy

Union College from which he graduated just before coming to Sodus.

In those days, shortly after the pioneer period, the principal of Sodus Academy frequently needed plenty of muscle. There were farm boys who during the spring, summer and fall worked on their fathers' farms and matriculated for the winter term at the Academy. Some of them were 22 or 23 years old, full-grown men with toil-hardened muscles. "Prof" always had a two-foot long, one-half inch thick black walnut ruler and if any of those stalwart lads got obstreperous he was liable to find himself yanked over the tops of the desks and that heavy ruler applied to his anatomy with such force that it snapped in two.⁵⁸

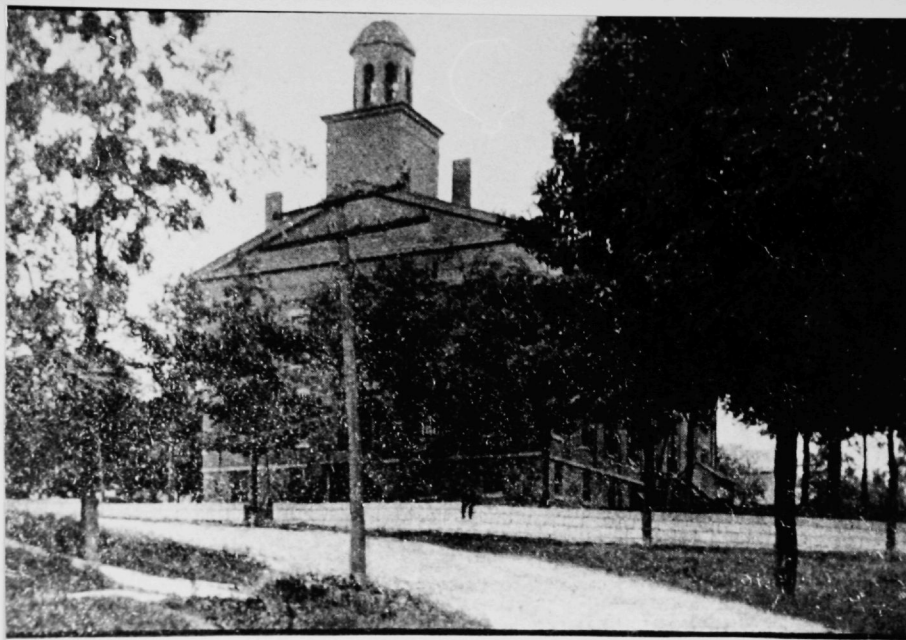
In 1902 the Academy united with the Sodus High School and the old building was torn down to make way for a new one.⁵⁹

Lyons, the capital city of Wayne County, is said to have been founded in 1789 by the Stansell brothers, William and Nicholas and their families. The settlement was called the "Forks" until 1793 when Charles Williamson, agent for Sir William Pultney, visited the settlement and changed the name to Lyons because it reminded him of the town of that name in France. The first court house was built in 1823 but the growth of the village was slow until the coming of the Erie Canal in 1825.⁶⁰ Lyons is described in Gordon's 1836

58. Walter Henry Green, Great Sodus Bay, p. 273.

59. This information from Mrs. H.B. Hopwood, a former Sodus Academy student.

60. Sarah E. Veeder and Helen Edson Ennis, "Historical Sketch of Lyons is Fascinating", The Lyons Republican and The Clyde Times, May 18, 1939, p. 1.



THE FIRST UNION SCHOOL BUILDING.

Lyons Union School

Gazetteer as follows:

Lyons, the shire town, incorporated April 16th 1831; at the head of the Clyde River, and upon the Erie Canal, is beautifully situate upon a plain, on the north bank. . .; contains a court house and prison of brick, of plain substantial structure, upon a public square; 1 Presbyterian, 1 German Lutheran, and 1 Methodist, churches, a bank, incorporated in 1836, capital \$200,000, 5 taverns, 14 general stores, 5 groceries, 2 printing offices, each issuing a newspaper, a furnace for casting iron, 1 flouring, 1 grist, 1 saw, and 1 carding and cloth dressing, mills, and 250 dwellings.⁶¹

According to Hough's book a Lyons Academy was incorporated by the Legislature, March 29, 1837 and another act of incorporation was passed May 7, 1840, but no organization was effected.⁶²

The Lyons Union School was organized under the special act of April 19, 1855. When it first reported to the Regents in 1857, there were 160 students, 100 classical; and it received \$191.75 from the Literature Fund.⁶³ At that time the lot and building were reported worth \$15,500; the library, \$595; apparatus, \$446.⁶⁴ The tuition for the year was \$10.50 for all classes of students. Average cost of board for a week was \$2.25.⁶⁵ In 1889 the building was torn down to make way for a new school on the same site.⁶⁶

61. Gordon, op. cit., p. 761.

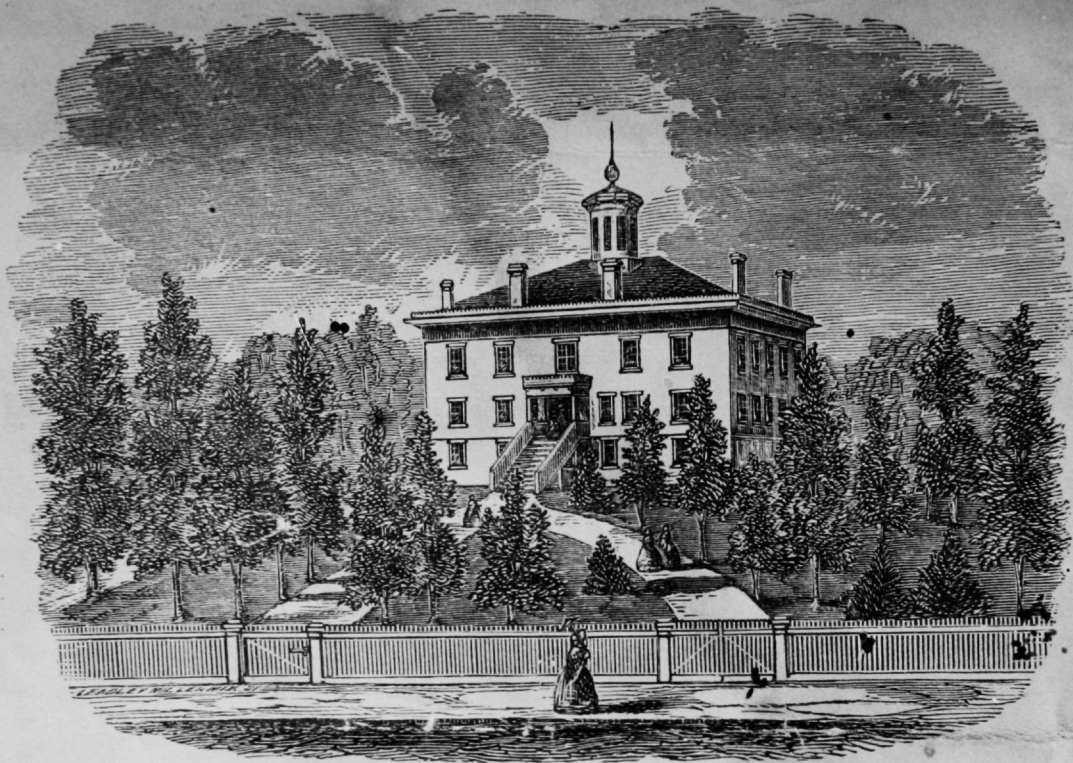
62. Hough, op. cit., p. 657.

63. Regents Report, 1857, Schedule 2, pp. 184-192.

64. Ibid., Schedule 3, pp. 194-201.

65. Ibid., Schedule 9, pp. 245-253.

66. This information from Mr. George Miller of Lyons.



BOARD OF EDUCATION.

Leavenworth Institute

The town of Wolcott was originally part of Seneca County, but it was taken off in 1807 although legal organization was not effected until 1810. Jonathan Melvin purchased 500 acres of land in 1806 and the following year built the first buildings in the town. In 1810 he gave the village of Wolcott land for a schoolhouse and a public park.⁶⁷ Another public spirited man, Isaac Leavenworth, was responsible for Wolcott's academy. In 1854 a group of citizens of the village decided to try to raise enough money to buy a site for an academy of "not less than five acres in the center of the village" by selling shares at \$25 each. Mr. E.Y. Munson headed the list with \$100. Then Mr. Leavenworth gave them five acres of land and said that he would contribute \$3,000 in six equal payments if the village would also raise \$3,000.⁶⁸ This was accomplished and Leavenworth Institute was provisionally incorporated by the Regents July 14, 1859. The charter was declared absolute January 10, 1861.⁶⁹ The building had five rooms and was two stories high. The first principal was M.J. Slee.⁷⁰

In November of 1865 the Union Free School consolidated and was reorganized as the Leavenworth Institute and Union School. A brochure for the school in 1865 mentions the Fifth Grade as being the academic department and under the

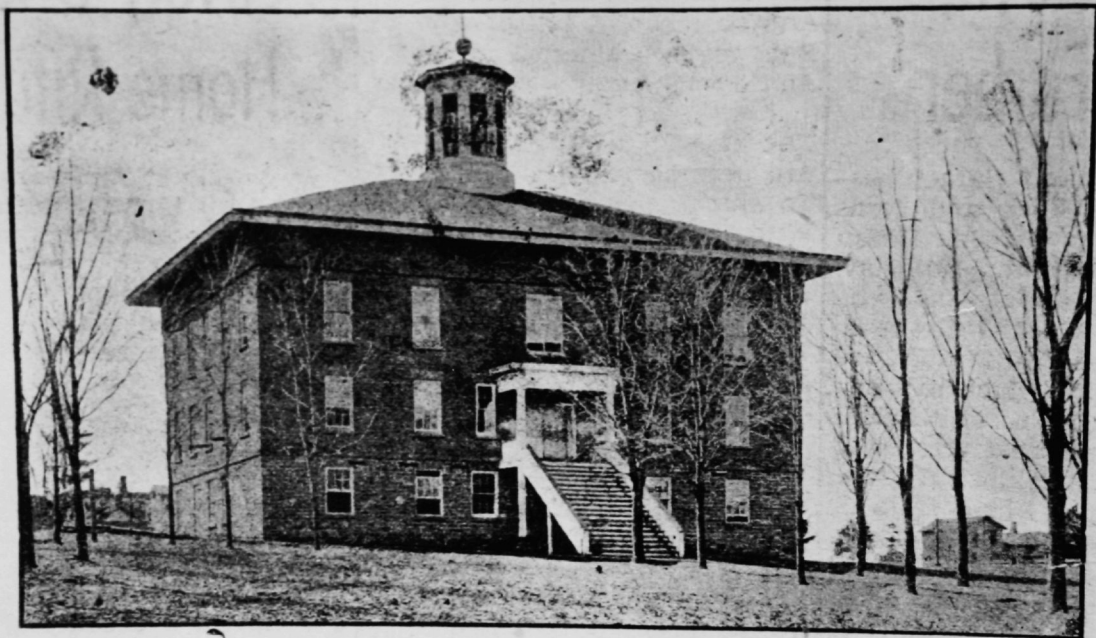
67. Marie Seward Joslyn, "Wolcott Was Named After Governor of Connecticut", The Lyons Republican & Clyde Times, May 18, 1939, p. 20.

68. This information from Miss Winona Tyrrell of Wolcott.

69. Hough, op. cit., p. 652.

70. McIntosh, op. cit., p. 652.

Leavenworth School Marks 100th Birthday



visitation of the Regents. The rates then were \$6.00 a term (three terms a year) for common English, \$7.00 for higher and \$8.00 for the "Language" students.⁷¹ The building which with the lot was valued at \$6,376 in the Regents 1861 Report⁷² was condemned as unfit for school purposes in 1895 and a new school was erected at the cost of \$27,000. In June 1931 this school consolidated with Districts No. 1 of Wolcott, Huron, Butler and Rose, and a new building was started which cost over a half a million and was dedicated August 13, 1935. Today this building is not large enough to house all the students and Leavenworth Central, as the town's people still call the school, is once again involved in a building program.⁷³

The Newark, which is in the town of Arcadia, had a Union School and Academy organized under the general act of May 11, 1853. The settlement of the town was started by Joseph Winters and B. Franklin in 1791. In 1806 Jacob, Philip and Isaac Lusk came in from Columbia County and purchased one square mile of land which is now Newark. In 1867 Newark was quite a place to quote from Child's Directory:

It is on the Erie Canal, and is a station on the direct branch of the N.Y.C.R.R. . . . The village contains a union school, with nine teachers,

71. "Leavenworth Institute and Union School, 1865".

72. Regents Report, 1861, Schedule 3, pp. 181-184.

73. This information from Miss Winona Tyrrell.

and has an average yearly attendance of 300 scholars; 10 churches. . . 2 banks, 2 flouring mills, 2 tanneries, 2 furnaces, and nearly 3,000 inhabitants. A number of years ago, the building of a large collegiate institute was commenced on the summit of the large hill at East Newark, but owing to trouble in collecting subscriptions, the building was discontinued after being raised to the height of two stories. The difficulty since being arranged, the work has recently been recommenced, and with a prospect of early completion. When done, Newark can boast of one of the finest school buildings in the State.⁷⁴

The school under construction referred to above was the Wayne and Ontario Collegiate Institute, which was first incorporated by the Regents July 6, 1855 as the Wayne County Collegiate Institute. In 1871 a report was received claiming that "further progress had been made in the construction of the Academic building which was then nearly completed."⁷⁵ The school was finished and opened in 1873; however it failed financially and the property was sold to George Wagner of Rochester. In 1878 through the efforts of Representative James H. Miller the state purchased the empty property to use as a branch of the Syracuse Asylum for Idiots. The building which was first planned as an academy is now the administration building at the Newark State School.⁷⁶

The Newark Union School and Academy did not come about easily but after many years of debate and meetings. In 1844

74. Child, op. cit., pp. 34-35.

75. Hough, op. cit., p. 724.

76. Cecilia B. Jackson, One Hundred Years of Newark, 1853-1953, p. 13.

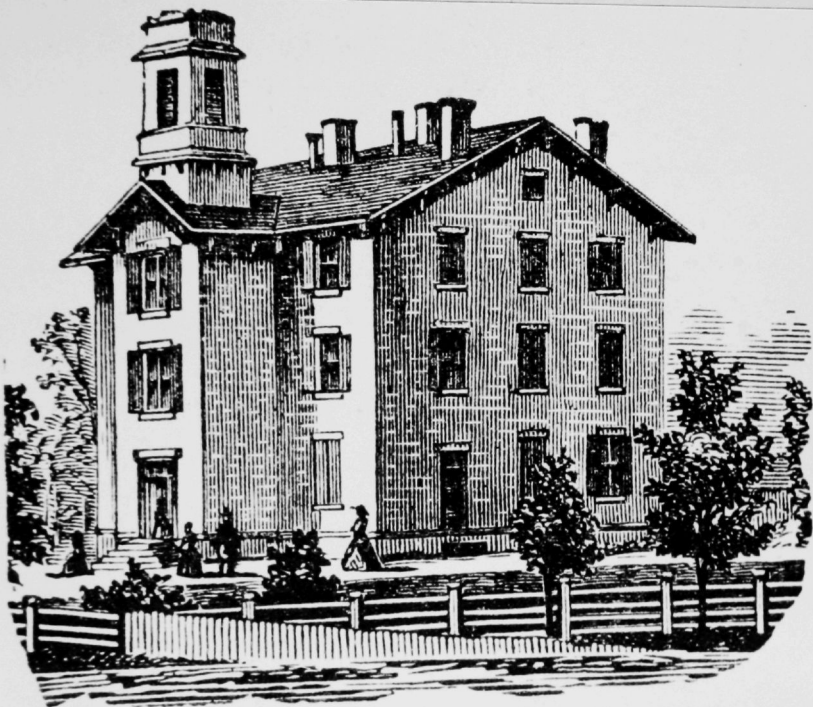
there were four school districts within the limits of Newark each containing a small inadequate school house. The question of consolidating was discussed at that time, but the opposition was so bitter that the matter was dropped until May of 1849 when after a three day long meeting, followed by another one after a week's adjournment, the school districts 8, 9, 18, and 24 were united into one district. \$5,500 was raised by taxation for the building of a three story frame building, 54' X 66'. The total cost of the building which was opened in the fall of 1851 was \$7,442.17. In 1857 it was voted to call the school the Newark Union Free School, the old rate system at that time being abolished. In 1863 the words "and Academy" were added to the name and after increasing the library and apparatus, the school was received by the Regents February 5, 1863.⁷⁷

The 1864 Regents Report lists 143 students, 112 classical, and the receipt of \$207.90 from the Literature Fund.⁷⁸ The lot and building were valued then at \$10,000; the library, \$295; and the apparatus, \$591.⁷⁹ An old newspaper clipping telling of the Newark Union School lists the courses in the academy as rhetoric, Virgil, algebra and advanced algebra, English composition, Latin, English history, plane geometry,

77. Mrs. F. Neff Stroup, "Around Town--So Long Ago". Mrs. Stroup, historian for the Town of Arcadia wrote a series of articles about Newark at the time of its incorporation in 1853.

78. Regents Report, 1864, Schedule 3, pp. 214-218.

79. Ibid., Schedule 4, p. 221.



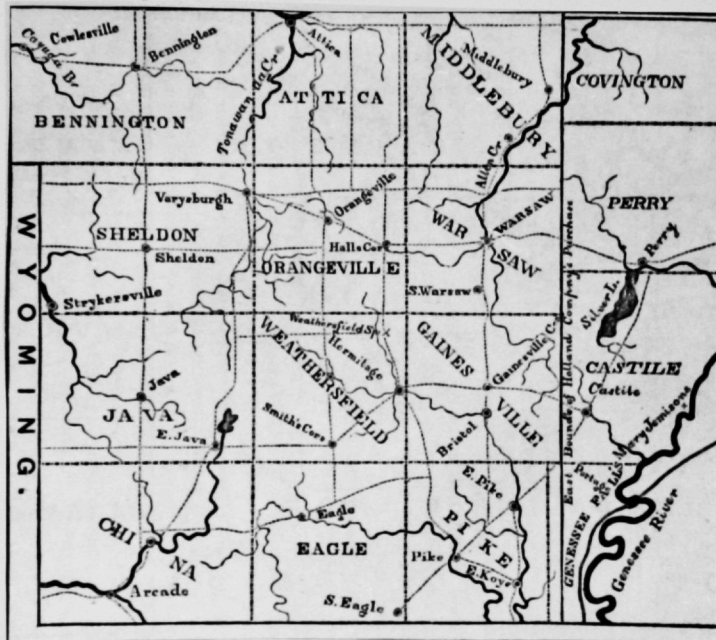
This is what Newark's first high school looked like in 1887. It stood on the old Washington High School site (Church and East Ave.).

German, bookkeeping, English literature, political economy, and United States history. It goes on to say:

No students are admitted to this department until they have passed the preliminary Regents examinations, and none are graduated from it until they have passed the required advanced examinations. This iron clad rule prevents there being any partiality shown, and compels students to graduate on their merits, and leave school well fitted to enter any college.⁸⁰

The school served the community until 1891 when a new high school was erected at the corner of Church and East Avenue and the old building sold and since torn down.

80. From Mrs. Stroup's scrapbook.



From Page 580 of Turner's Holland Purchase

IX. Wyoming County

The first classical school west of Canandaigua, Middlebury Academy, was incorporated in 1819 in the village of Wyoming. At that time the village was called Middlebury and the county was part of Genesee. Genesee County was first divided in 1806 with the formation of Allegany; in 1808 Cattaraugus, Niagara and Chautaugua were erected; Livingston and Monroe in 1821; Orleans in 1824; but Wyoming did not become a separate county until 1841. In 1840 it was decided to build a new court house and jail in Batavia. This did not satisfy the people in the south part of Genesee County; so they had a bill introduced in the Legislature in 1841 to submit the question of a removal of the county seat to a vote of the people and to divide the county if it was decided negatively. "Rather than risk an affirmative decision by the people, the Batavians instructed their representative to favor a division of the county." Therefore in April 1841 Wyoming County was set up.¹

1. F.W. Beers, History of Wyoming County, New York, p.96.



MIDDLEBURY ACADEMY, 1957

In 1809 Mr. Silas Newell bought the valley land now the site of Wyoming village from a Dutchman, Jacob Van Norman, for ten shillings an acre.² The number of people settling there grew until in 1816 Mr. Newell felt that the community needed an academy so he circulated a subscription and secured promises of \$4,000.³ He not only pledged \$600 himself but also undertook the construction of the building, 40' X 50', which was made of bricks manufactured by Mr. Newell. In order to be recognized by the Regents an endowment fund had to be created and to that end notes were given for amounts of \$25, \$50 and \$100. Again Mr. Newell helped by mortgaging his farm for \$3,600 for the benefit of the institution.⁴ The method of using notes to keep the school going was used again and again. The following is an example of how the notes were worded:

Mortgage for Peter Capvell

\$100.00. For Value received, I owe, and promise to pay the Trustees of Middlebury Academy, One Hundred Dollars, with interest. In Witness whereof, I have hereunto set my hand and seal at Wheatland this 25th day of June, A.D., 1835. The condition of the Obligation is such, that if the above bounder Elisha Harmon shall pay the interest that shall become due on said vote, on or before the 15th day of January in each and every year, then the said Obligation to

2. "Sesqui-Centennial Year Recalls the Town's History", Special Sesqui-centennial Edition, The Wyoming Reporter, August 9, 1952, p. 1.

3. Harry S. Douglass, "Old Academy Building a Middlebury Landmark", Wyoming Reporter, August 9, 1952, p. 5.

4. Beers, op. cit., p. 217.

remain in the hands of the said Trustees, and the principal uncalled for so long as the said interest shall be punctually paid, at the time above specified for payment. And it is also a Condition of this Obligation, that the said Elisha Harmon shall have the privilege of sending one Scholar to said Academy for the term of twenty years, free from any charge for tuition, provided the above is complied with.⁵

In 1820 Middlebury Academy received \$51.10 from the state Literature Fund and during the 1820'ties the following amounts: 1821, \$50.00; 1822, \$237.50; 1823, \$195.11; 1824, \$88.12; 1825, \$271.87; 1826, \$238.29; 1827, \$201.61; 1828, \$208.21; 1829, \$253.90.⁶

In 1835 Middlebury Academy was chosen as the school in the eighth district to receive \$400 extra for the support of a teacher training department. In reporting to the Regents in 1838 Middlebury Academy listed thirty-four in its teacher training department and reported that the demand for "first rate" teachers was beyond the supply and that the teachers received \$18.00 to \$25.00 a month.⁷ In the 1839 Regents Report it was pointed out that up to the last term the students training for teaching were not required to pay tuition; but since there were some in the department who did not really intend to become teachers, it was decided to charge full tuition the first year, half the second, and none the

5. Copy of the original mortgage, now belonging to the Historical Society of Wyoming.

6. Franklin B. Hough, Historical and Statistical Record of the University of New York, p. 477.

7. Regents Report, 1838, p. 125.

third. That year there were forty-one in the course and twenty-three teachers had been sent forth from the school, who received wages of from \$15 to \$30 a month.⁸ Middlebury Academy authorities were sure that they could attract more students into the teacher training department because, "the retired and pleasant location of our village, with the salubrity of its air, and the morality of its inhabitants and the very low price of tuition, are, we deem, sufficient inducements for young gentlemen and ladies desiring a thorough education, to enter this department."⁹ In 1842 there were only thirty-five students in the teacher training group, but more were expected because they had acquired "new and splendid apparatus, a cabinet of minerals and geological specimens, sea shells and miscellaneous articles."¹⁰

There were no provisions for boarding students in the academy building so they roomed with people in the town. At first the cost was only \$1.00 a week but it increased to \$1.25, \$1.50. \$2.00 and finally \$2.50.¹¹

For many years there were no women on the faculty although the school was coeducational from the beginning. Miss Caroline Reynolds, who was preceptress in 1844-45, wrote several letters to her brother, Linus Haskell Reynolds,

8. Regents Report, 1839, p. 157.

9. Ibid., p. 158.

10. Ibid., 1842, pp. 160-161.

11. Beers, op. cit., p. 219.

in which she presented a word picture of the school from a woman's viewpoint.

Wyoming, Dec. 11th, 1844

Well!! here I am in Wyoming, "Principal of the Ladies Department" of this venerable institution--for "be it known to all whom it concerns" that this is the veritable "Middlebury Academy" which was incorporated about the year 1816. I find, (since I came of course, for such items were left in the background when I was invited to accept the situation), that for sundry reasons the school is rather low just now and I hardly know how I shall be pleased--however I am secure of my salary, (\$50.00 per term and board), and on the whole think it better for me to have less cares and anxiety than in an independent school.

There is this strong objection against this Academy--it is too much under sectarian influence--too much directed by the proverbial narrow-mindedness and bigotry of the Baptist Church--I don't know, Hascall, but I shall come to regard the very name, (Baptist), with perfect hatred--it is the greatest trial I have here that I must seem to be one. Indeed, the bounds of any single church are too narrow--it may do for the soul in it's childhood to wear the livery of sect, but that same soul in its maturity will cast it aside as a garment it has outgrown. These views may startle you coming from me, but be not alarmed--never did religion and virtue and holiness seem to me more lovely than now--but it is the substance and not the semblance I would seek.

The village is pleasantly situated--the view, (in the stereotyped description), "agreeable diversified with hill and dale"--the Academy standing on a little eminence and fronted by a fine lawn interspersed with trees. The people, 'bating the bigotry I spoke of, seem very kind, good people and on the whole I am determined to be content here so long as I remain--how long that will be of course I cannot tell. You would be amused to hear me lecturing to some of my classes . . .

As ever,

Your sister, Caroline.

Wyoming, April 13th, 1845

Dearest Brother;

My school has been very pleasant, saving the thousand and one vexations--I have an assistant, who takes charge of the Primary Department--she is a pretty good (girl?) but I am not her true "lovyer", as I suppose I am in duty bound to be--we have the greatest Arithmetic class this side of Utica, . . . and the greatest Algebra entirely.

Now, I hear large classes of a dozen or twenty, half of them gentlemen taller than I am, without the embarrassment more than I would feel in talking to you. And, "I may remark in passing", as the preachers say, that those same classes are the best in Western New York and those same gentlemen show no disinclination to belong to them. . .

Yours most affectionately,

Caroline¹²

For many years there were around one-hundred and fifty students in attendance, but during the years that Professor Monroe Weed was in charge of the school (1852-1866) the attendance was around 225 pupils a year and in 1865 reached 247.¹³ The academy surrendered to public ownership in 1884 and became the Middlebury Academy and Union School. In 1898 the name was changed to Wyoming Middlebury Academy and Wyoming High School. In 1910 the school inspector condemned

12. The letters, which are quoted in part, were made available by Mr. Rodney Pownell of Pike. Mr. Robert French, Pike historian, edited them. Caroline Reynolds was a daughter of Linus J. Reynolds of Salem, N.Y., a Baptist minister and editor of the Salem Register.

13. Regents Reports for 1852-1866.

the building and a new school was erected on Main Street.

According to the brochure sent out by the Middlebury Historical Society in 1947, the building was not used for a long period after which it was purchased by Mrs. Coonley Ward. Later it was acquired by Mr. Bryant Fleming, who used it as an office for his architectural work. After his death in 1946 the property passed to his nephews, Eugene and Harris McCarthy of Buffalo, who in turn presented it to the Middlebury Historical Society as a memorial to Mr. Fleming. The beautiful building with its white pillars still stands on its hillside site and is used for meetings and is open to the public during the summer on Sunday afternoons.¹⁴

The Genesee Conference of the Methodist Church, which sponsored many of the early academies in the Rochester Area, started one in the village of Pike. This school, incorporated February 1, 1856 as the Genesee Conference Seminary, opened in September of that year with an enrollment of 111. Rev. Zenas Hurd was the first principal and Mrs. Hurd, preceptress.¹⁵ The first Regents Report for the school in 1858 gives the total enrollment as 248 with 130 classical students.¹⁶ The lot and building were worth \$8,930; the library, \$211;

14. The above information was secured from the Wyoming Historian, Mrs. Mary Wilson, during a visit to the old Middlebury Academy.

15. Roy W. VanHoesen, History of Pike Seminary, p. 3.

16. Regents Report, 1858, Schedule 2, pp. 187-196.

apparatus, \$151; but their debts amounted to \$2,079.¹⁷ The next year the school was sold to the Free Baptist Society, and the name was changed to the Pike Seminary. The building was a sixty-six foot square frame structure three stories high. On the first floor were the recitation rooms; the second floor had a museum and rooms for the literary societies; and the third floor was a large auditorium with a stage.¹⁸

According to Hough's record, "The town of Pike was authorized May 2, 1876 (Chap. 401, Laws of 1876), to raise \$5,000, in aid of an endowment, if approved by a majority of the electors at a special election. The town was to own one scholarship for every \$500 paid. The Trustees to accept this condition and to raise \$20,000 before the tax could be raised."¹⁹ Evidently this was accomplished because the Forty-Third Annual Announcement of Pike Seminary in 1898 had the following paragraph:

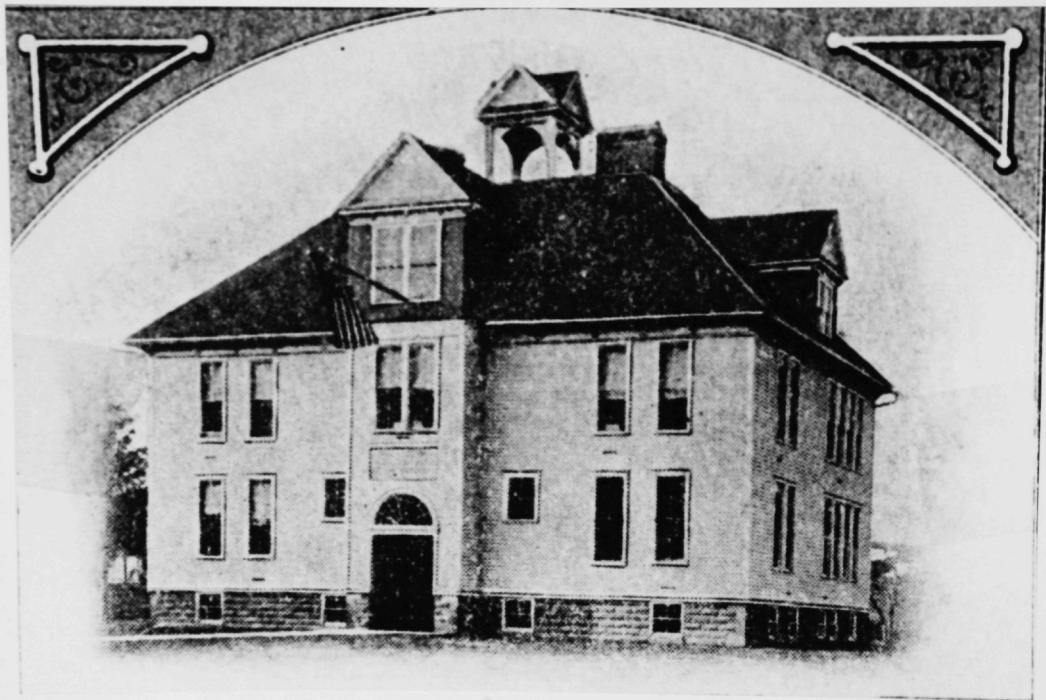
Pike Seminary is in no sense designed for a money making institution. The most liberal patronage it has ever enjoyed could not have met running expenses. Early in the school's history, generous friends of education gave to the school \$20,000 to be retained as a permanent endowment. This has preserved the school from the fate which has overtaken nine-tenths of the private schools of New York State. Through this, its growth and progress have been made possible.²⁰

17. Ibid., Schedule 3, pp. 198-205.

18. Van Hoesen, loc. cit.

19. Hough, op. cit., p. 685.

20. Forty-Third Annual Announcement, Pike Seminary, 1898-1899.



Pike Seminary

The philosophy of education of the leaders of Pike Seminary was well expressed in the 1898 announcement under the general heading of "Object":

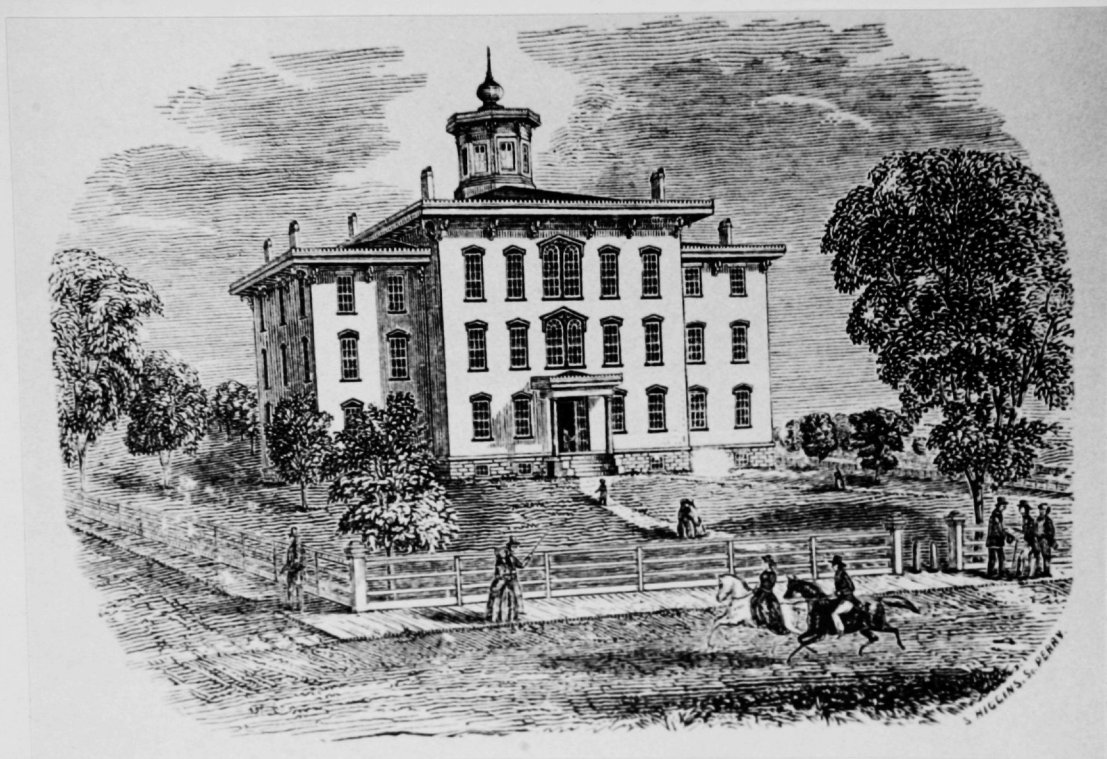
While we agree that intellectual culture is one of the primal functions of a school, we do not believe it is the only one. If a school does not stimulate loftier ambitions and arouse higher ideals; if it does not produce in its students a desire for an honorable life and a reproachless character; if it does not make stronger every worthy power and faculty of the soul, that school has but imperfectly accomplished its mission. That Pike Seminary is achieving these ends is well known to those who are familiar with its workings.²¹

Pike Seminary was converted into a public Union School April 20, 1903. In December of the next year the old Pike Seminary building burned and was replaced by a frame building on the same site. This school met a similar fate when it was destroyed by fire in February, 1946.²²

About the time the Methodists sold the academy at Pike they acquired one in Perry. The Perry Academy when it opened in 1854 was non-sectarian. The building, constructed of locally made brick, cost \$16,750 and must have been very impressive. It was 87' X 58', three stories high with a large chapel on the third floor, and contained thirty recitation

21. Ibid.

22. This information along with the histories of Pike and some old announcements were given to me by Mrs. Louise Powis Newcomb who graduated from Pike in 1893 and who was teaching there in 1898. The 1898 announcement said, "Miss Powis during the past two years as a teacher in the Seminary has made marked progress and has proven herself a thorough and systematic teacher."



Perry Academy

rooms.²³ Professor Charles H. Dann, the first principal, made a speech at the time of the formal opening of the building during which he said:

If the furniture, library, apparatus, grounds and teachers are made to correspond with the building itself, the world will be no longer left to inquire where Perry is. . . Let it be understood that this is the people's and the whole people's school, and every honest individual of whatever creed, party or calling, feel that he has an interest here; that the success of this enterprise is identical with his own.²⁴

The first faculty, which were to measure up to the building, were: Charles H. Dann, Principal; Andrew J. Rodman, Ancient Language and Mathematics; Alexander Loos, Music and Modern Language; Miss Jerusha Waterbury, Preceptress; Miss Sophronia Broughton, Drawing and Primary; Miss Amanda L. Mills, English; Miss Jesse Grieve and Miss Delia Curtis, assistant teachers.²⁵

The first report to the Regents in 1855 listed 283 students, 134 of whom were classical pupils.²⁶ When the Methodists took over the school in 1856, there were 304 students, 146 of whom pursued classical studies, and the school received \$323.52 from the Literature Fund.²⁷

In 1872 the Methodists sold the Perry Academy to the school district for \$4,500, and it was then known as the

23. Frank D. Roberts, History of the Town of Perry, New York, p. 112.

24. Ibid., pp. 114-115.

25. Ibid., p. 116.

26. Regents Report, 1855, Schedule 2, pp. 157-165.

27. Regents Report, 1856, Schedule 2, pp. 219-227.

Perry Free Academy.²⁸ In 1906 a new building was constructed, and in 1907 the old academy building was torn down.²⁹

The village five miles north of Perry called Perry Center had a much earlier academy, the Perry Center Institute, which was incorporated by the Regents January 31, 1843. The report for that year lists 103 students, 55 classical, and receipts of \$141.98 from the Literature Fund.³⁰ The total value of the academy's property and equipment was \$2,789, debts \$250, and the total expenses were \$1,206, but the total revenue only amounted to \$800, all of which came from tuition.³¹

The two story frame building located on the northeast corner of the four corners in Perry Center was arranged so that the young men were taught on the first floor and the young ladies on the second.³² The school year of four terms of eleven weeks each cost \$3.00 a term for the common English studies and \$4.00 for the higher courses. Board in the town at that time cost from \$1.25 to \$1.75 a week.³³

The school was started in 1839 by Professor Charles A. Huntington, a graduate of Burlington College in Vermont.³⁴

28. Roberts, op. cit., p. 117.

29. Ibid., p. 131.

30. Regents Report, 1843, Schedule 2, pp. 70-79.

31. Ibid., Schedule 4, pp. 94-95.

32. Roberts, op. cit., p. 103.

33. Ibid., p. 106.

34. Ibid., p. 102.



Wing of Former Perry Center Institute, 1957

Charles M. Sheldon, author of In His Steps and contributing editor of the Christain Herald, wrote a letter to Mr. Harry S. Douglass, Wyoming County Historian, in which he said:

My Mother and Father were both born in Perry Center and they both attended the Academy there. I have heard my Mother speak often of her school days, and she was enthusiastic over the great work done by her teachers. There was a debating and Literary Society.³⁵

Although, (or because of) "a very fine set of instruments for the purpose of illustration in astronomy, electricity, optics, etc., were installed with the ordinary school apparatus" the property was mortgaged in 1845. The new owners attempted to continue but because of "lack of proper management" the attendance dwindled.³⁶ The last report to the Regents came in 1846 at which time they had 107 pupils, 46 classical.³⁷ The building was eventually sold to Daniel Ball who moved part of it to the southeast corner and used it for a shoe store.³⁸ At the present time the Ford dealer owns the building, the corner of which was cut back to allow room for gasoline tanks.

Warsaw, the county seat of Wyoming, was settled by New England people in 1803 and as early as 1808 had schools

35. This letter in the possession of Mr. Harry S. Douglass is quoted in part to correct the misinformation that Rev. Charles Sheldon, himself, attended the Perry Institute.

36. Roberts, op. cit., pp. 106-108.

37. Regents Report, 1846, Schedule 2, pp. 68-72.

38. Roberts, op. cit., p. 108.

under way. About 1816 the people of the town raised money for an academy and even hired James Webster, an architect, to draw up plans; but when they learned that there was going to be an academy in Middlebury, they decided that the sparsely settled territory could not support two schools; so the people of Warsaw built a church instead, which was used by both the Presbyterians and Baptists.³⁹

In 1846 a new cobblestone school costing \$1,500 was constructed in Warsaw to house a union school, formed from the consolidation of school districts 9 and 10 and most of 11. This building, 57' X 35' had two departments on the first floor and one on the second and was large enough to accomodate two-hundred pupils.⁴⁰ "It had not been long in operation under its new name before the plan was conceived of ingrating upon it an academical department, with the law regulating seminaries, it should become entitled to share with them in the distribution of the Literature Fund."⁴¹

According to Hough's book, "The first application that came before the Regents, for the incorporation of Academic Departments in Union Schools, under the act of June 18, 1853, was from the Board of Education of Union Free Schools in District No. 1 of Warsaw, in which it was requested that

39. This information was secured from Mr. Lewis Bishop of Warsaw during a conversation on August 25, 1957.

40. The Western New Yorker, April 1, 1859.

41. Andrew W. Young, History of the Town of Warsaw, p. 114.



Warsaw Union School, 1957

the department should be called the 'Warsaw Academy'" But the Regents decided that it must be called "academical department" even though the people of Warsaw insisted that it was a clumsy name and petitioned to have it changed.⁴²

The first principal of the Warsaw Union School, Academic Department organized under the act of June 18, 1853, was Professor Richard K. Sanford, assisted by his wife.⁴³ The school was incorporated by the Regents January 11, 1855, and that year reported 233 students, 152 classical, and it received \$266.80 from the Literature Fund.⁴⁴ In 1872 a new school was built at another site. The old cobblestone building is still standing, and it is used by the Masons for their meetings.⁴⁵

During this period there was one other academy reporting to the Regents and located in the southwest corner of Wyoming County in the village of Arcade. The original subscription for establishing Arcade Academy was dated October 1st, 1861, but it did not open until April, 1863, after receiving a provisional charter from the Regents, February 20, 1862.⁴⁶ It first reported to the Regents in 1866 at which time it had 172 pupils; it claimed 91 classical students

42. Hough, op.cit., pp. 422-423.

43. Young, op.cit., p. 115.

44. Regents Report, 1855, Schedule 2, pp. 157-165.

45. This information from Mr. Lewis Bishop.

46. Beers, op. cit., p. 121.

but was allowed only 85 and \$166.32 from the Literature Fund.⁴⁷

The citizens of Arcade and vicinity raised \$4,200 in \$25 shares for their academy. Hyder Barnes erected the building for \$2,800; it was three stories high and constructed from wood from local forests. The second floor chapel was claimed as the finest in the county. In 1867 more than one hundred trees were planted to beautify the yard.⁴⁹ A few days before the school opened in April, 1863 the following advertisement appeared in the Arcade Enterprise:

THE ARCADE ACADEMY is nearly ready for the opening term. The trustees are busy putting things to rights, here and there, and will make it comfortable for the 7th. What they do is well done, and when finished and furnished, this institution will equal any similar one in western New York. Prof. Earle, the Principal, has arrived, and is also getting ready on his part. Under teachers and assistants are nearly all designated, and will be in full the week. The desks and seats are, today (Thursday) going into the school-room, and the Ladies, just like 'em, are carpeting the Chapel rostrum and have on hand for that room a fine chandelier! So every day something is done towards completion. And now, boys and girls, big and little, here and elsewhere, let us see you all on hand next Tuesday morn at the tap of the bell in your school rig, and with smiling faces, of course, and so avail yourselves of this new and inviting opportunity for an education, which is better than houses or lands, gold or silver, or greenbacks either.

After seven years of private control, the Academy was sold in April, 1870 to School District No. 1 and was then

47. Regents Report, 1866, Schedule 3, pp. 213-217.

48. Harry S. Douglass, Progress with a Past, p. 137.

50. The Arcade Enterprise, Thursday, April 2, 1863.



Arcade Academy

called the Arcade Academy and Union School. In 1900 a two story brick annex was added to the west of the original academy building. In 1927 the buildings were torn down so that a new central school building could be erected at the same site.⁵¹

Penn Yan, "in which much was done in earlier years toward the diffusion of knowledge and for the culture and general good of the community."¹ The *Gazetteer* of 1836 describes Penn Yan as follows:

Penn Yan, founded by Mr. Abraham Waggoner, is incorporated 29th April 1833 . . . contains a new court house of brick, a prison of stone, a fire proof office for the county clerk, 1 Presbyterian, 1 Baptist, and 1 Episcopal, churches; an academy incorporated, and highly flourishing; 18 general stores, 2 book stores, 2 printing offices, each issuing a weekly paper, 5 taverns, a bank, incorporated, April 2nd, 1831, with a capital of \$100,000; 2 grist, and 2 saw mills, and 450 dwellings . . . Its singular name was derived from the circumstance, that its inhabitants were Pennsylvanians and Yankees, in equal numbers.²

The Yates Academy and Female Seminary opened in 1829 with seventy pupils. The building, which was located on the east side of Main Street, was large and commodious and had a boarding house attached for fifty students.³ An advertisement in the Yates *Republican*, December 2, 1828, tells much about the school:

1. Lewis Cass Aldrich, *History of Yates County*, p. 227.
2. *Gordon, Gazetteer of the State of New York*.

51. Douglass, *op. cit.*, p. 139.

The Yates County Academy and Female Seminary

In the village of Penn Yan, was incorporated by the legislature . . . and will be opened on the first Monday of . . . the instruction of youth of both sexes under the superintendence of Mr. Gardner Kellogg, assisted by a competent

X. Yates County

Yates County, which had been taken from Ontario on the fifth of February, 1823, had an academy in the village of Penn Yan, "in which much was done in earlier years toward the diffusion of knowledge and for the culture and general good of the community."¹ The Gazetteer of 1836 describes Penn Yan as follows:

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1. Lewis Cass Aldrich, History of Yates County, p. 227.
 2. Thomas F. Gordon, Gazetteer of the State of New York, p. 774.
 3. Aldrich, loc. cit.

The Yates County Academy and Female Seminary

In the village of Penn Yan, was incorporated by the legislature . . . and will be opened on the first Monday of December next, for the instruction of youth of both sexes, under the superintendence of Mr. Gardiner Kellogg, assisted by a competent number of well qualified Male and Female Teachers.

The course of studies . . . will embrace the advantages of thorough instruction in all the principles of a practical English education, as well as the higher and more elegant ornamental branches, taught in the best Boarding Schools and Academies, necessary to complete the education of young ladies, and prepare young gentlemen for the Sophomore Class in any of the colleges in the United States.

A Primary Department . . . designed as preparatory for entering the Academy and Seminary, will be connected with this institution, under the supervision of Mr. Kellogg.

The boarding house for young ladies, attached to the Seminary is large and commodious, in which there are a sufficient number of separate lodging rooms, with a fireplace in each, for the accomodation of thirty or forty pupils.

Young Ladies who board in the Seminary will be under the matronly charge of Mrs. Kellogg, the widowed mother of Mr. Kellogg in whose character are combined all of the moral and natural qualifications, necessary to render her worthy the utmost confidence of those who place their daughters under her care.

Terms, Tuition, Board, etc.

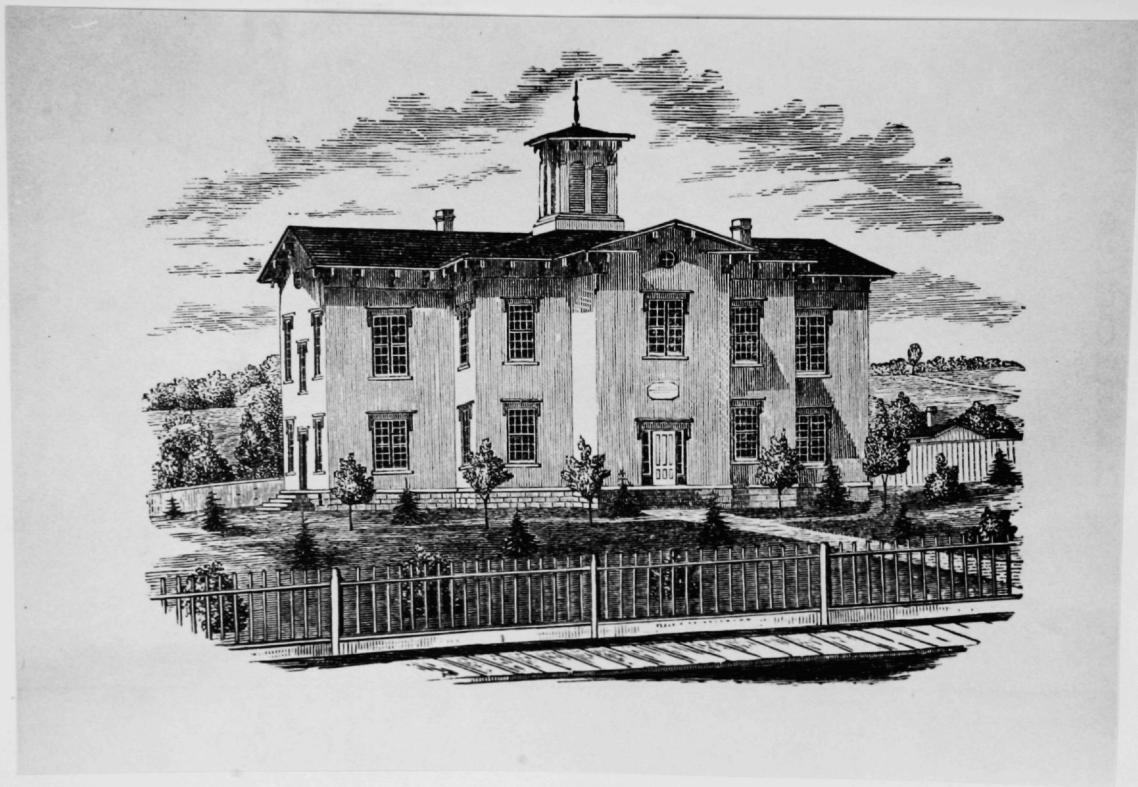
In the Male Department, Reading, Writing, Geography, English Grammar, Rhetoric, Composition, History, Arithmetic, and Natural Philosophy, per quarter \$4.00.

The same, with the addition of Logic, Intellectual Philosophy, Algebra, Geometry, Trigonometry, Surveying, Navigation, Mensuration, Astronomy, Chemistry, Logic, Intellectual Philosophy, Mathematics, and Astronomy \$6.00.

In the Primary Department, Reading, Spelling, and Rudiments of Geography and Arithmetic \$2.50.

Instruction in the French, German and Spanish languages for a reasonable compensation.

Board and room, in the Seminary for young ladies, only, will be furnished at \$1.25 per week; and



Penn Yan Academy

washing at 37½ cents per dozen. Each boarder is expected to furnish her own napkins, bed-clothing (which should be marked) and a Bible. Parents and guardians are requested to direct which church they wish their children to attend.

The expense of lights and fuel will be apportioned among the pupils enjoying the benefit of them except for the primary department which will be furnished free of charge.

Good board and lodging, for young gentlemen attending the Academy, can be obtained, in respectable families at \$1.25 to \$1.50 per week. Eleven weeks will constitute a quarter, and 44 weeks, a year--allowing 8 weeks in a year for vacations.

Yates County Academy and Female Seminary in reporting to the Regents in 1836 stated that the mode of instruction in the school was that of familiar lectures. "Advanced students are required to give illustrations of their own and to apply the principles to common life. For instance, in Plane Trigonometry and Surveying, young men go into the field and apply what they have learned from books."⁴

Although there were 341 pupils in 1834-35, by 1842 the school ceased to exist for want of support.⁵ The 1837 Regents Report is the last one which gives figures from the Yates County Academy and Female Seminary.

In 1859 the Penn Yan Academy opened with 293 students. The lot was purchased for \$2,000 and the building erected for \$8,000.⁶ According to the school's 1869 catalogue: "The grounds are ample, well ornamented and retired. The building is a large brick edifice, built after the finest models,

4. Regents Report, 1836, pp. 70-71.

5. Aldrich, op. cit., p. 227.

6. Penn Yan, New York, pp. 44-46.



Center Portion Penn Yan Academy, 1957

with improved means of heating and ventilation throughout. The Session Rooms are spacious, well-lighted and handsomely furnished with patent seats and desks on cast iron supporters." The same catalogue listed many rules and regulations two of which are quoted as follows:

8. Gentlemen are forbidden to trespass on the playground of the ladies.

10. The gentlemen will enter the Academy at the south door, and the ladies at the north door; and neither will be permitted to enter at the front door, that being used for Teachers and Visitors.⁷

In the 1861 Regents Report the value of the lot and building of the Penn Yan Academy was listed at \$14,075; the library, \$300; and the apparatus, \$520.⁸ The tuition at this time was \$10.00 for the common English students, \$18.00 for higher English and \$24.00 for classical students. The average cost of board was \$2.25 a week.⁹

In 1905 \$24,000 was spent to rebuild and enlarge the school.¹⁰ The center part of the present Penn Yan High School building is structurally the old academy although one could not observe this from the outside of the building.

South and east of Penn Yan on a broad plateau between Keuka and Seneca Lakes is the town of Dundee, originally

7. Penn Yan Academy Catalogue, 1869-70.

8. Regents Report, 1861, Schedule 3, pp. 181-184.

9. Ibid., Schedule 9, pp. 216-221.

10. Penn Yan, New York, p. 46.

12. Aldrich, M. B., p. 273.

13. This information from Miss Edith Miller, Dundee, New York.

designated, Stuart's Mills, later Harpending's Corners and in 1834, Dundee. There were many mills in Dundee. "Big Stream at one time furnished power for fifteen saw mills, four fulling mills (mills where wool was carded and cloth dressed), two woolen mills and five grist and flour mills."¹¹

In 1849 Daniel Smith, James Shannon and Isaac Maples bought the old Methodist Church in Dundee and had it refitted for an academy.¹² The school was moved back a block so that it faced the next street, Spring Street. On the first floor there was a spacious entry way, a large front room, and two recitation rooms. On the second floor there were a number of small rooms for boarding students. A boarding house for girls was erected on the west side of the academy.¹³ The Dundee Record ran the following advertisement on the 16th of September, 1858:

DUNDEE ACADEMY

H.M. Aller & A.M. & H.M. Brown
Principals

The Fall and Winter Term of this institution will commence on Mon. Sept. 6th. Thorough instruction given in all branches necessary to a good English and Classical education.

STUDENTS FITTED FOR COLLEGE

Special attention given to those who are preparing themselves for teachers.
The Female Dept. will be under the charge of a competent and experienced lady.

11. Harry R. Melone, One Hundred and Fifty Years of Progress, p. 198.

12. Aldrich, op. cit., p. 232.

13. This information from Miss Edith Miller, Dundee, New York.



Former Dundee Academy Building

Rates of Tuition Per Quarter

Primary	\$ 3.00
Common English	4.00
Higher English	5.00
Higher Math. & Languages	6.00
Agricultural Chemistry	3.00
French	3.00
Guitar	10.00
Piano	10.00
Oil Painting	10.00
Pencilling, Crayoning	5.00
Monochromatics & Water Color	8.00
Tissue Flowers	2.50
Bookkeeping	2.00
Board & Tuition per qtr.	30.00
Astronomy	1.50
Philosophy	1.50

For further in formation write the School Board.

Address:

H.M. Aller

H.B. Beekman, President

V.T. Brouwere, Sec. 14
Dundee, Feb. 25, 1858

The first principal was Richard Taylor and some of the early teachers were: Thomas E. Turner, William Marvin, H.N. Akkerm, P.G. Winfield, Hanford Struble, Ziba H. Patton, and Edmund Chadwick and his wife. About thirty of the early students became school teachers.¹⁵ Thomas Robinson bought the property in 1868; and after he had control the school received no money from the Literature Fund, but it soon passed into other hands. In 1872 Ira H. Stout was principal.¹⁶ In 1874 the main part of the academy was made into the Casino, which had plays, motion pictures and was even used

14. This was copied from an old newspaper shown me by President Beekman's granddaughter, Mrs. Dailey of Dundee.

15. Aldrich, op. cit., p. 232.

16. Stafford C. Cleveland, History of Yates County, p. 1112.



Dundee Academy, 1957

as a skating rink. The present owners of the property tore down the front of the building and left just the stage to be used for a barn and storage. This part sill stands along with the old boarding house, which was also changed and is now in a very decrepit condition.¹⁷

In the town of Starkey in the village of Eddytown the Starkey Seminary was started in 1840.

This valuable institution of learning owes its origin to the Christian denomination, a widely scattered body of people, with no stringent coherence of doctrine or organization, but with many able and independent minds, holding views and doing a work which in times past have acted with no little disintegrating force on other sects, especially in this county. Upholding the right of private opinion and taking issue with some of the leading tenets of the current orthodoxy of the age, they required the equipment of learning in their work and long felt the need of educational opportunities free from the bias of hostile opinions."¹⁸

The first building was erected in 1841 with funds raised chiefly by Elder Ezra Marvin. The building, 80' X 32' was brick, three stories high with a basement and costing \$7,000.¹⁹ Rev. Charles Morgridge was the first principal; two years later Thomas E. Turner took over until 1847. The fourth principal was Professor Edmund Chadwick. He started with fourteen pupils and "though informed by Mr. Morgridge that the Seminary might as well have been located in the moon, he entered upon his work with courage

17. Mrs. Dailey, whose mother attended the Dundee Academy, gave me this information during a personal interview.

18. Cleveland, op. cit., pp. 1105-1106.

19. Ibid., p. 1107.



Starkey Seminary, Lakemont, N. Y., formerly Eddytown, N. Y.

and by industry, perserverance and careful management, put the Seminary on a paying and prosperous basis."²⁰ An additional building was erected in 1866 at a cost of \$9,000 and in 1868 the original building was remodeled and improved which cost \$2,000. By 1892 the property was worth \$25,000 and was "supplied with modern improvements, with scientific apparatus sufficient for advanced teaching and has held its own from the time it was opened."²¹

The school's curriculum included the common English branches and complete academic and college preparatory courses. One of the selling points about the school was its location which was described as being healthful with beautiful scenery and "no saloon within three miles of the school."²²

20. Ibid., p. 1108.

21. Aldrich, op. cit., p. 228.

22. Ibid., p. 230.

List of Sources for Photographs

APPENDIX A

List of Sources for Photographs

- Albion Academy, Mr. Achilles, Orleans County Historian, Albion.
 Alexander Classical School, Standing.
 Arcade Academy, Mr. Harlan, Wyoming County Historian, Arcade.
 Avon Academy, Mrs. Preston, Livingston County Historian, Geneseo.
 Batavia Union School, 1894, at Batavia Metal Products Corporation, Batavia.
 Bethany Academy, Standing.
 Brockport Collegiate Institute, Miss Florence Lee, Monroe County Historian, Rochester.
 Canandaigua Academy, McIntosh, History of Canandaigua County.
 Cary Collegiate Seminary, Postcard, Mrs. Lewis, Canfield Historian, Oakfield.
 Clarkson Academy, Mrs. Mable Redman, Clarkson.
 Clover Street Seminary, Standing.
 Dansville Seminary, Mrs. Preston, Livingston County Historian, Geneseo.
 Duffee Academy, Snapshot from people who now own the property.
 Dundee Academy, Partially standing.
 East Bloomfield Academy, Standing.
 Gaines Academy, Mr. Achilles, Orleans County Historian, Albion.
 Genesee Wesleyan Seminary, Standing.
 Genesee Wesleyan Seminary, As formerly, Mrs. Esther Becker, Lima Historian.
 Genesee Academy, Standing.
 Genesee Academy, As formerly, Postcard, Mrs. Smith, Livingston County Historian, Geneseo.
 Geneva Academy, Standing.
 Leavenworth Institute, Miss Wanda Farrell, LeRoy.
 LeRoy Academic Institute, Dr. Burdett, Dr. Tolson, LeRoy Historian, LeRoy.
 LeRoy Female Seminary, Genesee County Historian, 1872, Mr. McLean, LeRoy Historian, LeRoy.
 LeRoy Academic Institute, Standing.
 Lyons Union School, Mr. George Miller, Lyons.
 Macedon Academy, Standing.
 Marion Collegiate Institute, Mrs. Marshall, Marion.
 Medina Academy, Mr. Russell Waldo, Medina.
 Mendon Academy, Standing.
 Monroe Academy, Standing.
 Monroe Academy, As formerly, McIntosh, History of Monroe County.

Charles Academy, Mrs. O.A. Warren, Batavia.
 Newark Union Free School, Mrs. [unclear]
 Nunda Literary Institute, Mrs. [unclear]
 Historian.
 Ontario Female Seminary, Mrs. [unclear]
 Canandaigua Academy, [unclear]

List of Sources for Photographs

Albion Academy, Mr. Achilles, Orleans County Historian, Albion.
 Alexander Classical School, Standing.
 Arcade Academy, Mr. Harry S. Douglass, Wyoming County Historian, Arcade.
 Avon Academy, Mrs. Preston, Livingston County Historian, Geneseo.
 Batavia Union School, Baker Gun Quarterly, July, 1894, at Batavia Metal Products Corporation, Batavia.
 Bethany Academy, Standing.
 Brockport Collegiate Institute, Miss Florence Lee, Monroe County Historian, Rochester.
 Canandaigua Academy, McIntosh, History of Ontario County.
 Cary Collegiate Seminary, Postcard, Mrs. Caton, Oakfield Historian, Oakfield.
 Clarkson Academy, Mrs. Mable Redman, Clarkson.
 Clover Street Seminary, Standing.
 Dansville Seminary, Mrs. Preston, Livingston County Historian, Geneseo.
 Dundee Academy, Snapshot from people who now own the property.
 Dundee Academy, Partially standing.
 East Bloomfield Academy, Standing.
 Gaines Academy, Mr. Achilles, Orleans County Historian, Albion.
 Genesee Wesleyan Seminary, Standing.
 Genesee Wesleyan Seminary, As formerly, Mrs. Bertha Hooker, Lima Historian.
 Geneseo Academy, Standing.
 Geneseo Academy, As formerly, Postcard, Mrs. Preston, Livingston County Historian, Geneseo.
 Geneva Academy, Standing.
 Leavenworth Institute, Miss Winona Tyrrell, Wolcott.
 LeRoy Academic Institute, DAR Scrapbook, Mr. McVean, LeRoy Historian, LeRoy.
 LeRoy Female Seminary, Genesee County Atlas, 1876, Mr. McVean, LeRoy Historian, LeRoy.
 LeRoy Academic Institute, Standing.
 Lyons Union School, Mr. George Miller, Lyons.
 Macedon Academy, Standing.
 Marion Collegiate Institute, Mrs. Merritt C. VanOstrand, Marion.
 Medina Academy, Mr. Russell Waldo, Medina Historian.
 Mendon Academy, Standing.
 Monroe Academy, Standing.
 Monroe Academy, As formerly, McIntosh, History of Monroe County.

- Naples Academy, Mrs. O.A. Warren, Naples Historian.
 Newark Union Free School, Mrs. Stroup, Newark Historian.
 Nunda Literary Institute, Mrs. Preston, Livingston County
 Historian.
 Ontario Female Seminary, Mrs. Statton, Curator, Wood Museum,
 Canandaigua.
 Ovid Academy, postcard, Miss Libbie Kinnan, Ovid.
 Palmyra Classical Union School, Mrs. Ziegler, Palmyra Historian.
 Penfield Seminary, Standing.
 Penfield Seminary, As formerly, Mrs. Kay Thompson, Penfield
 Historian.
 Penn Yan Academy, Partially standing.
 Perry Academy, Mr. Roberts, Perry.
 Perry Center Institute, Partially standing.
 Phelps Union & Classical School, Ridley, When Phelps Was Young,
 Mrs. Statton, Curator, Wood Museum, Canandaigua.
 Phipps Union Seminary, Mr. Achilles, Orleans County Historian.
 Pike Seminary, Mrs. Newcomb, Pike.
 Red Creek Union Academy, Standing.
 Riga Academy, Standing.
 Riga Academy, As formerly, Mrs. Cowles, Riga Historian.
 Rochester Collegiate Institute, Parker, Rochester A Story His-
torical, p. 166.
 Rochester Female Academy, Rochester Historical Society, Publi-
cation Fund, Vol. VIII, p. 132.
 Rochester Free Academy, Rochester Historical Society, Publica-
tion Fund, Vol. XVII, p. 54.
 Rural Seminary, Miss Charlotte Read, Genesee County Historian.
 Seneca Falls Academy, Mr. Arthur Baker, Seneca Falls Superin-
 tendent of Schools.
 Seward Female Seminary, Rochester Historical Society, Publica-
tion Fund, Vol. XVII, p. 154.
 Sodus Academy, Mrs. Hopwood.
 Starkey Seminary, Postcard, Mrs. Weller.
 Walworth Academy, Mrs. Emily Huntley.
 Warsaw Union School, Standing.
 Waterloo Academy, Mr. Edward Velte.
 Yates Academy, Mr. Achilles, Orleans County Historian, Albion.

REGENTS REPORT, 1855Schedule 20, 1855I. Ordinary Elementary Studies

Arithmetic	all schools in the Rochester area
Bookkeeping	all schools in the Rochester area
Composition	all schools in the Rochester area

APPENDIX B

Curriculum for Rochester Area Academies

(From Regents Report, 1855)

Geography	all schools in the Rochester area
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Orthography	all schools in the Rochester area
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Pennmanship	all schools in the Rochester area
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Pronunciation	all schools in the Rochester area
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Reading	all schools in the Rochester area
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II. Mathematics and Natural Sciences

Algebra	all schools in the Rochester area
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Astronomy	all schools in the Rochester area
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Calculus	all schools in the Rochester area
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Calculus, Integral	all schools in the Rochester area
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Calculus, Differential	all schools in the Rochester area
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Conic Sections	all schools in the Rochester area
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Electricity	all schools in the Rochester area
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REGENTS REPORT, 1855

Schedule 10, pp. 227-247

I. Ordinary Elementary Studies

Arithmetic (Plans)	All schools in the Rochester Area
Bookkeeping	All except Ingham Collegiate Institute, Phipps Union Seminary
Geometry (Analytical)	All
Composition	All
Declamation	All
English Grammar	All
Geography (Descriptive)	All except Phipps Union Seminary
Orthography	All
Penmanship	All
Pronunciation	All
Reading	All

II. Mathematics and Natural Philosophy and their applications

Algebra	All
Astronomy	All except Bethany Academy, Geneva Classical & Union School, Ovid Academy, Sodus Academy
Calculus	Only at Cary Collegiate Seminary,
Calculus, Integral	Genesee Wesleyan Seminary, Millville
Calculus, Differential	Academy, Seneca Falls Academy
Conic Sections	Only at Canandaigua Academy, Cary Collegiate Seminary, Genesee Wesleyan Seminary, Genesee & Wyoming Seminary, Medina Academy, Millville Academy, Ontario Female Seminary, Walworth Academy
Electricity	All except Brockport Collegiate Insti- tute, Clarkson Academy, Middlebury Academy, Monroe Academy, Nunda Literary Institute, Perry Academy, Phipps Union Seminary, Red Creek Union Academy,

Mechanics

Seneca Falls Academy, Sodus Academy

Engineering
(Civil)

Only at Canandaigua Academy, Cary Collegiate Seminary, East Bloomfield Academy, Genesee Wesleyan Seminary, Genesee & Wyoming Seminary, Geneseeo Academy, Holley Academy, Seneca Falls Academy

Geometry
(Plane)

All

Geometry
(Analytical)

Only at Albion Academy, Brockport Collegiate Institute, Cary Collegiate Seminary, Genesee Wesleyan Seminary, Genesee & Wyoming Seminary, Geneseeo Academy, Ingham Collegiate Institute, Medina Academy, Millville Academy, Ovid Academy, Seneca Falls Academy

Geometry
(Descriptive)

Only at Genesee Wesleyan Seminary, Genesee & Wyoming Seminary, Geneseeo Academy, Ingham Collegiate Institute, Seneca Falls Academy, Walworth Academy

Hydrostatics

All except Brockport Collegiate Institute, Holley Academy, Macedon Academy, Middlebury Academy, Monroe Academy, Nunda Literary Institute, Perry Academy, Red Creek Union Academy, Sodus Academy, Warsaw Union School

Levelling

Only at Bethany Academy, Canandaigua Academy, Genesee Wesleyan Seminary, Genesee & Wyoming Seminary, Holley Academy, Medina Academy, Seneca Falls Academy, Walworth Academy

Logarithms

All except East Bloomfield Academy, Geneseeo Academy, Geneva Classical & Union School, Macedon Academy, Medina Academy, Monroe Academy, Nunda Literary Institute, Ontario Female Seminary, Ovid Academy, Phipps Union Seminary, Red Creek Union Academy, Sodus Academy

III. Magnetism

All except Brockport Collegiate Institute, Macedon Academy, Middlebury Academy, Monroe Academy, Nunda Literary Institute, Perry Academy, Phipps Union Seminary, Red Creek Union Academy, Sodus Academy

Mechanics

Hebrew Languages

Latin

All except Brockport Collegiate Institute, Cary Collegiate Seminary, Macedon Academy, Middlebury Academy, Monroe Academy, Nunda Literary Institute, Perry Academy, Phipps Union Seminary, Red Creek Union Academy, Sodus Academy

Mensuration

Mythology

All except Bethany Academy, Brockport Collegiate Institute, Geneseo Academy, Macedon Academy, Monroe Academy, Nunda Literary Institute, Perry Academy, Phipps Union Seminary, Red Creek Union Academy, Sodus Academy, Yates Academy

Natural Philosophy

All but Middlebury Academy

Navigation

Only at Bethany Academy, Genesee Wesleyan Seminary, Genesee & Wyoming Seminary, Holley Academy, Middlebury Academy, Nunda Literary Institute, Ontario Female Seminary, Ovid Academy, Seneca Falls Academy

Optics

IV. Modern Languages

French Language

German Language

Perspective

Italian Language

All except Brockport Collegiate Institute, Genesee & Wyoming Seminary, Macedon Academy, Middlebury Academy, Monroe Academy, Ovid Academy, Perry Academy, Phipps Union Seminary, Red Creek Union Academy, Sodus Academy

Only at Cary Collegiate Seminary, Genesee Wesleyan Seminary, Genesee & Wyoming Seminary, Ingham Collegiate Institute, Ovid Academy, Phipps Union Seminary, Seneca Falls Academy

Surveying

Spanish Language

All male except Clarkson Academy, Clover Street Seminary, Red Creek Union Academy, Yates Academy

V. Technology

Anatomy

Trigonometry

Only at Genesee Wesleyan, Ingham Collegiate Institute, Phipps Union Seminary

All except Bethany Academy, Clarkson Academy

III. Ancient Languages

Greek Language

Grecian Antiquities

All male except Clover Street Seminary

Only at Bethany Academy, Cary Collegiate Seminary, Genesee Wesleyan Seminary, Geneseo Academy, Geneva Classical & Union School, Holley Academy, Middlebury Academy, Millville Academy

Hebrew Languages

Only at Genesee Wesleyan

Latin

All male except Walworth Academy and in the following female: Ingham Collegiate Institute, Ontario Female Seminary, Phipps Union Seminary

Mythology

Only at Bethany Academy, Canandaigua Academy, Clover Street Seminary, Genesee Wesleyan, Genesee & Wyoming Seminary, Ingham Collegiate Institute, Middlebury Academy, Millville Academy, Ovid Academy, Seneca Falls Academy, Yates Academy

Roman Antiquities

Only at Bethany Academy, Canandaigua Academy, Cary Collegiate Seminary, Clover Street Seminary, Genesee Wesleyan, Genesee Academy, Holley Academy, Middlebury Academy, Millville Academy, Nunda Literary Institute, Ovid Academy, Phipps Union Seminary, Seneca Falls Academy, Yates Academy

IV. Modern Languages**French Language**

All

German Language

All except Clover Street Seminary, Holley Academy, Geneva Academy, Monroe Academy, Ontario Female Seminary

Italian Language

Only at Clover Street Seminary, Ingham Collegiate Institute, Nunda Literary Institute, Phipps Union Seminary, Starkey Seminary

Spanish Language

Only at Nunda Literary Institute

V. Natural Science**Anatomy**

All except Holley Academy, Macedon Academy, Monroe Academy, Perry Academy, Phipps Union Seminary, Red Creek Union Academy, Sodus Academy

Botony

All except Albion Academy, Bethany Academy, Canandaigua Academy, Clarkson Academy, Perry Academy, Sodus Academy

Chemistry

All except Albion Academy

Chemistry
(Agricultural)

Only at Brockport Collegiate Institute, Canandaigua Academy, Cary Collegiate Seminary, East Bloomfield Academy, Genesee & Wyoming Seminary, Genesee Academy, Holley Academy, Ovid Academy, Walworth Academy, Warsaw Union School

Geology

All except Bethany Academy, Brockport Collegiate Institute, East Bloomfield Academy, Holley Academy, Millville Academy, Monroe Academy, Nunda Literary Institute, Perry Academy, Phipps Union Seminary, Sodus Academy, Starkey Seminary

Hygiene

All except Macedon Academy, Millville Academy, Perry Academy, Phipps Union Seminary, Sodus Academy

Meteorology

Only at Bethany Academy, Canandaigua Academy, Cary Collegiate Seminary, Genesee Academy, Medina Academy, Ontario Female Seminary, Warsaw Union School, Yates Academy

Minerology

Only at Brockport Collegiate Institute, Genesee Wesleyan Seminary, Genesee Academy, Ingham Collegiate Institute, Ontario Female Seminary, Ovid Academy, Walworth Academy, Warsaw Union School

Natural History

Only at Brockport Collegiate Institute, Genesee & Wyoming Seminary, Ingham Collegiate Institute, Macedon Academy, Ontario Female Seminary, Phipps Union Seminary, Warsaw Union School

Physiology

All

Zoology

Only at Genesee Wesleyan Seminary, Nunda Literary Institute

VI. Moral, Intellectual and Political Science

Criticism
(Elements of)

Only at Albion Academy, Clover Street Seminary, Genesee Wesleyan Seminary, Genesee & Wyoming Seminary, Genesee Academy, Ingham Collegiate Institute, Macedon Academy, Millville Academy, Ontario Female Seminary, Ovid Academy, Phipps Union Seminary, Warsaw Union School, Yates Academy

Philosophy

Christianity
(Evidences of)

Only at Clover Street Seminary,
Genesee Wesleyan Seminary, Genesee &
Wyoming Seminary, Genesee Academy,
Holley Academy, Ingham Collegiate
Institute, Macedon Academy, Medina
Academy, Ontario Female Seminary, Ovid
Academy, Phipps Union Seminary, Warsaw
Union School

Political Economy

History
(General)

All except Bethany Academy, Cary
Collegiate Seminary, Red Creek Union
Academy, Yates Academy

History of the
United States

All except Albion Academy, Brockport
Collegiate Institute, Macedon Academy,
Middlebury Academy, Millville Academy,
Ovid Academy, Perry Academy, Red Creek
Union Academy, Sodus Academy

Teaching

Law
(Principles of)

All except Albion Academy, Bethany
Academy, Brockport Collegiate Institute,
Canandaigua Academy, Genesee Wesleyan
Seminary, Genesee & Wyoming Seminary,
Genesee Academy, Ingham Collegiate
Institute, Ontario Female Seminary,
Phipps Union Seminary, Starkey Seminary,
Warsaw Union School, Yates Academy

Logic

All except Albion Academy, Genesee
Wesleyan Seminary, Genesee & Wyoming
Seminary, Genesee Academy, Holley
Academy, Ingham Collegiate Institute,
Macedon Academy, Medina Academy,
Millville Academy, Ontario Female
Seminary, Ovid Academy, Phipps Union
Seminary, Warsaw Union School

Natural Theology *

* Only at Clover Street Seminary, Genesee
Wesleyan Seminary, Genesee & Wyoming
Seminary, Ontario Female Seminary,
Phipps Union Seminary, Warsaw Union
School

Philosophy
(Intellectual)

All except Albion Academy, Geneva
Classical & Union School, Millville
Academy, Nunda Literary Institute,
Perry Academy, Sodus Academy, Starkey
Seminary, Yates Academy

* Should be all except.

Philosophy
(Moral)

All except Bethany Academy, Canandaigua Academy, Clarkson Academy, Geneva Academy, Middlebury Academy, Millville Academy, Nunda Literary Institute, Ovid Academy, Perry Academy, Red Creek Union Academy, Seneca Falls Academy, Sodus Academy, Starkey Seminary, Yates Academy

Political Economy

Only at Albion Academy, Canandaigua Academy, Cary Collegiate Seminary, Genesee Wesleyan Seminary, Genesee & Wyoming Seminary, Holley Academy, Ingham Collegiate Institute, Macedon Academy, Medina Academy

Rhetoric

All except Clarkson Academy, Geneva Classical & Union School, Millville Academy

Teaching
(Principles of)

Only at Albion Academy, Brockport Collegiate Institute, Canandaigua Academy, Cary Collegiate Seminary, East Bloomfield Academy, Genesee & Wyoming Seminary, Geneseo Academy, Ingham Collegiate Institute, Medina Academy, Middlebury Academy, Nunda Literary Institute, Ovid Academy, Seneca Falls Academy, Starkey Seminary, Yates Academy

Incorporated Academies in Rochester Area,

Not Reporting to Regents

APPENDIX C

Incorporated Academies in Rochester Area,

Not Reporting to Regents

1800-1867

Academy of the Sacred Heart, Rochester, Monroe County,
Inco Incorporated by the Legislature, April 11, 1849.

Female Male Academy of the Sacred Heart, Rochester, Monroe County,
Inco Incorporated by the Legislature, April 15, 1835.

Genesee Manual Labor Seminary, Bathany, Genesee County,
Inco Incorporated by the Legislature, April 13, 1832.

Genesee Seminary, Batavia, Genesee County,
Inco Incorporated by the Legislature, May 11, 1835.

Literary & Scientific Institute of York, York, Livingston Co.,
Inco Incorporated by the Legislature, March 27, 1839.

Lyons Acms Academy, Lyons, Wayne County,
Inco Incorporated by the Legislature, March 29, 1837.

Marion Mion Academy, Marion, Wayne County,
Inco Incorporated by the Legislature, March 27, 1839.

Ontario High School, Victor, Ontario County,
Inco Incorporated by the Legislature, April 6, 1830.

Palmyra Academy, Palmyra, Wayne County,
Inco Incorporated by the Legislature, April 11, 1842.

Parma Inna Institute, Parma, Monroe County,
Inco Incorporated provisionally by the Regents, March 10, 1859.

Pembroke & Darien Classical School, Pembroke, Darien, Genesee Co.,
Inco Incorporated by the Legislature, April 6, 1838.

Rochester Academy of Music & Art, Rochester, Monroe County,
Inco Incorporated by the Legislature, April 16, 1860.

Incorporated Academies in Rochester Area,

Not Reporting to Regents

1800-1867

Academy of the Sacred Heart, Rochester, Monroe County,
Incorporated by the Legislature, April 11, 1849.

Female Academy of the Sacred Heart, Rochester, Monroe County,
Incorporated by the Legislature, April 15, 1835.

Genesee Manual Labor Seminary, Bethany, Genesee County,
Incorporated by the Legislature, April 13, 1832.

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Incorporated by the Legislature, May 11, 1835.

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Incorporated by the Legislature, March 27, 1839.

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Incorporated by the Legislature, April 6, 1830.

Palmyra Academy, Palmyra, Wayne County,
Incorporated by the Legislature, April 11, 1842.

Parma Institute, Parma, Monroe County,
Incorporated provisionally by the Regents, March 10, 1859.

Pembroke & Darien Classical School, Pembroke, Darien, Genesee Ct.,
Incorporated by the Legislature, April 6, 1838.

Rochester Academy of Music & Art, Rochester, Monroe County,
Incorporated by the Legislature, April 16, 1860.

Rochester Institute of General Education, Rochester, Monroe Ct.,
Incorporated by the Regents, April 19, 1828.

Rochester Institute of Practical Education, Rochester, Monroe,
Incorporated by the Regents, April 14, 1832.

Tracy Female Institute, Rochester, Monroe County,
Incorporated by the Legislature, April 17, 1857.

List of the Officers of the Board of Regents

List of the Officers of the Board of Regents*

Chancellors of the University

George Clinton	1734	Stephen Van Rensselaer	1835
John Jay	1795	James King	1839
George Clinton	1802	Peter Wendell	1842
Morgan Lewis	1805	Gerrit V. Lansing	1849
Daniel D. Tompkins	1817	John V. L. Pruyn	1862
John Tayler	1817	Erastus C. Benedict	1872
Simson De Witt	1823	Henry R. Pierson	1881

APPENDIX D

List of the Officers of the Board of Regents

Vice-Chancellors of the University

Pierre Van Cortlandt	1784	Daniel S. Dickinson	1841
John Jay	1787	John Greig	1845
John Rodgers	1790	Gulian C. Verplanck	1853
John Tayler	1814	Erastus Corning	1870
Simson De Witt	1817	Erastus C. Benedict	1872
Elisha Jenkins	1829	Henry R. Pierson	1879
Luther Bradish	1842	George W. Clinton	1881

Secretaries of the Board

Robert Harpur	1784	Francis Bloodgood	1798
Richard Harrison	1787	Gideon Hawley	1814
Nathaniel Lawrence	1790	Theodoric Romeyn Beck	1841
De Witt Clinton	1794	Samuel B. Woolworth	1855
David S. Jones	1797	David Murray	1880

* From Franklin B. Hough, *Historical and Statistical Record of the University of the State of New York*, p. 11.

List of the Officers of the Board of Regents*

Chancellors of the University

George Clinton	1784	Stephen Van Rensselaer	1835
John Jay	1796	James King	1839
George Clinton	1802	Peter Wendell	1842
Morgan Lewis	1805	Gerrit Y. Lansing	1849
Daniel D. Tompkins	1808	John V. L. Pruyn	1862
John Tayler	1817	Erastus C. Benedict	1878
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De Witt Clinton	1794	Samuel B. Woolworth	1855
David S. Jones	1797	David Murray	1880

* From Franklin B. Hough, Historical and Statistical Record of the University of the State of New York, p. 14.

REGENTS' REPORTS 1828-1867

<u>School</u>	<u>Whole Number of Students</u>	<u>Classical Students Allowed</u>	<u>Amount of Literature Fund</u>
<u>1828 (p. 19)</u>			
Canandaigua Academy	60	30	\$141.25
Middlebury Academy	72	32	275.81
Monroe Academy	50	25	203.55
Ontario Female Seminary	38	23	221.41

APPENDIX E

Regents' Reports 1828-1867

Canandaigua Academy	65	27	\$167.85
Middlebury Academy	102	34	246.81
Monroe Academy	70	30	228.62
Ontario Female Seminary	77	28	220.07

Portion of Regents Reports Given Indicate:

1. Whole number of students belonging to the academy at the date of the report (1828-1844) and 1845-1867 whole number of students belonging to the academy.
2. Number of students allowed by the Regents to have pursued classical studies, or the higher branches of English education or both, for four months of said year.
3. Amount of money apportioned by the Regents from the income of the Literature Fund.

Canandaigua Academy	75	30	\$144.80
Middlebury Academy	78	34	246.81
Monroe Academy	72	30	228.62
Ontario Female Seminary	72	28	220.07

Canandaigua Academy	75	30	\$144.80
Middlebury Academy	78	34	246.81
Monroe Academy	72	30	228.62
Ontario Female Seminary	72	28	220.07

Canandaigua Academy	73	27	\$172.10
Canine Academy	34	19	89.50
Middlebury Academy	127	72	340.86
Monroe Academy	10	25	118.30
Ontario Female Seminary	107	4	57.41
Ovid Academy	79	29	121.06
Rochester High School	268	64	303.02
Yates Classical Academy and Female Seminary	146	25	123.45

<u>School</u>	<u>Whole Number of Students</u>	<u>Classical Students Allowed</u>	<u>Amount of Literature Fund</u>
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REGENTS REPORTS 1828-1867

<u>School</u>	<u>Whole Number of Students</u>	<u>Classical Students Allowed</u>	<u>Amount of Literature Fund</u>
<u>1828 (p. 19)</u>			
Canandaigua Academy	60	20	\$161.29
Middlebury Academy	77	25	201.61
Monroe Academy	110	50	403.22
Ontario Female Seminary	58	25	201.61

<u>1829 (p. 17)</u>			
Canandaigua Academy	65	27	\$165.35
Middlebury Academy	108	34	208.21
Monroe Academy	85	70	428.62
Ontario Female Seminary	77	49	300.07

<u>1830 (p. 8)</u>			
Canandaigua Academy	72	20	\$146.20
Gaines Academy	62	19	123.70
Middlebury Academy	107	39	253.90
Monroe Academy	66	56	364.57
Ontario Female Seminary	72	25	182.75
Ovid Academy		27	197.37
Rochester High School	330	37	240.89
Yates Classical Academy and Female Seminary	76	30	219.30

<u>1831 (p. 7)</u>			
Canandaigua Academy	73	27	\$172.19
Gaines Academy	56	19	89.59
Middlebury Academy	127	72	340.86
Monroe Academy	10	25	118.35
Ontario Female Seminary	107	9	57.41
Ovid Academy	79	29	184.93
Rochester High School	268	64	303.02
Yates Classical Academy and Female Seminary	146	25	159.45

<u>1832 (p. 13)</u>			
Canandaigua Academy	86	36	\$192.30
Gaines Academy	52	15	69.44
Middlebury Academy	107	82	379.64
Monroe Academy	129	20	92.59
Ontario Female Seminary	95	39	208.32
Ovid Academy	50	47	251.05
Yates Classical Academy and Female Seminary	173	32	170.94

<u>School</u>	<u>Whole Number of Students</u>	<u>Classical Students Allowed</u>	<u>Amount of Literature Fund</u>
<u>1833 (p. 9)</u>			
Canandaigua Academy	81	43	\$196.84
Gaines Academy	68	14	42.07
Middlebury Academy	80	74	222.37
Monroe Academy	79	20	60.10
Ontario Female Seminary	124	56	256.38
Ovid Academy	57	41	187.78
Rochester High School	350	106	318.46
Yates Classical Academy and Female Seminary	120	28	128.24

<u>1834 (p. 12)</u>			
Canandaigua Academy	100	51	\$169.55
Gaines Academy	87	15	37.88
Livingston High School	57	17	42.84
Middlebury Academy	120	68	171.36
Monroe Academy	51	16	40.32
Ontario Female Seminary	111	65	216.09
Ovid Academy	62	20	66.49
Palmyra High School	112	69	229.38
Rochester High School	325	185	466.20
Yates Classical Academy and Female Seminary	140	52	172.87

<u>1835 (Schedule 1, pp. 17-21)</u>			
Canandaigua Academy	125	60	\$199.55
Livingston High School	37	20	75.60
Middlebury Academy	107	64	241.82
Ontario Female Seminary	127	87	289.35
Ovid Academy	88	34	113.08
Palmyra High School	99	81	269.45
Rochester High School	160	136	513.78
Yates Classical Academy and Female Seminary	150	62	206.21

<u>1836 (Schedule 1, pp. 17-21)</u>			
Canandaigua Academy	135	81	\$289.98
Clarkson Academy	23	22	75.84
Gaines Academy	101	35	120.40
Middlebury Academy	162	54	185.76
Monroe Academy	40	50	172.00
Ontario Female Seminary	103	82	293.54
Ovid Academy	73	31	110.98
Palmyra High School	60	60	214.80
Rochester High School	241	99	340.56
Yates Classical Academy and Female Seminary	91	52	186.16

<u>School</u>	<u>Whole Number of Students</u>	<u>Classical Students Allowed</u>	<u>Amount of Literature Fund</u>
<u>1837 (Schedule 1, pp. 41-45)</u>			
Canandaigua Academy	162	87	\$235.98
Clarkson Academy	69	33	87.50
Gaines Academy	76	111	294.17
Genesee Wesleyan Seminary	190	154	581.72
Livingston High School	36	9	34.12
Monroe Academy	52	56	448.40
Ontario Female Seminary	100	80	217.00
Ovid Academy	74	31	84.07
Palmyra High School	83	52	141.12
Rochester High School	298	168	445.23
Yates Classical Academy and Female Seminary	95	54	146.45

<u>1838 (Schedule 1, pp. 43-44)</u>			
Canandaigua Academy	207	118	\$337.77
Clarkson Academy	61	32	90.30
Gaines Academy	37	40	112.88
Genesee Wesleyan Seminary	127	183	611.22
Livingston High School	64	17	56.95
Middlebury Academy	128	57	160.84
Monroe Academy	50	65	183.42
Ontario Female Seminary	131	108	309.15
Ovid Academy	104	27	77.29
Palmyra High School	49	32	91.61
Rochester High School	139	132	372.47

<u>1839 (Schedule 1, pp. 47-53)</u>			
Alexander Classical School	266	40	\$254.44
Batavia Female Academy	70	66	419.84
Canandaigua Academy	165	101	711.26
Clarkson Academy	72	41	260.80
Gaines Academy	45	53	337.16
Genesee Wesleyan Seminary	193	235	1,783.00
Livingston High School	87	18	136.60
Mendon Academy	93	31	197.20
Middlebury Academy	170	46	292.61
Monroe Academy	70	8	50.89
Ontario Female Seminary	124	89	626.74
Ovid Academy	66	34	239.42
Rochester Female Academy	81	59	375.30
Seneca Falls Academy	59	25	176.11

<u>School</u>	<u>Whole Number of Students</u>	<u>Classical Students Allowed</u>	<u>Amount of Literature Fund</u>
<u>1840 (Schedule 1, pp. 46-52)</u>			
Alexander Classical School	82	23	\$ 91.92
Batavia Female Academy	56	51	203.83
Canandaigua Academy	122	145	671.92
Clarkson Academy	40	37	147.93
East Bloomfield Academy	84	12	55.60
Gaines Academy	64	112	447.67
Genesee Wesleyan Seminary	180	271	1,495.56
Livingston High School	83	82	452.53
Mendon Academy	97	39	155.87
Middlebury Academy	160	85	339.72
Monroe Academy	58	53	211.83
Ontario Female Seminary	112	104	481.93
Ovid Academy	58	29	134.38
Phipps Union Seminary	--	136	543.56
Rochester Collegiate Institute	283	137	547.55
Rochester Female Academy	80	74	295.75
Seneca Falls Academy	81	67	310.47
Seward Female Seminary	53	65	259.84

<u>1841 (Schedule 1, pp. 39-46)</u>			
Albion Academy	75	30	\$ 104.26
Alexander Classical School	70	43	149.29
Avon Academy	28	27	129.25
Batavia Female Academy	40	47	163.18
Canandaigua Academy	135	151	629.15
Clarkson Academy	55	30	104.26
East Bloomfield Academy	95	64	266.65
Gaines Academy	75	115	399.30
Genesee Wesleyan Seminary	200	306	1,464.11
LeRoy Female Seminary	160	125	434.02
Livingston High School	104	167	799.04
Mendon Academy	115	36	124.99
Middlebury Academy	130	104	361.11
Millville Academy	106	47	163.18
Monroe Academy	40	48	166.66
Ontario Female Seminary	113	86	358.31
Ovid Academy	71	57	237.49
Rochester Collegiate Institute	230	159	552.07
Rochester Female Seminary	65	48	166.66
Seneca Falls Academy	84	51	212.49
Seward Female Seminary	45	59	204.85

<u>School</u>	<u>Whole Number of Students</u>	<u>Classical Students Allowed</u>	<u>Amount of Literature Fund</u>
<u>1842 (Schedule 1, pp. 57-64)</u>			
Albion Academy	98	35	\$ 106.71
Alexander Classical School	80	72	219.51
Avon	18	4	19.24
Batavia Female Academy	40	21	64.04
Bethany Academy	50	19	57.94
Canandaigua Academy	116	124	494.02
Clarkson Academy	54	26	79.28
East Bloomfield Academy	83	49	195.22
Gaines Academy	63	126	384.14
Genesee Wesleyan Seminary	181	308	1,480.77
LeRoy Female Seminary	126	151	460.36
Livingston High School	67	102	490.38
Mendon Academy	40	31	94.51
Middlebury Academy	136	138	420.73
Millville Academy	88	132	402.43
Ontario Female Seminary	103	81	322.70
Ovid Academy	50	53	211.16
Phipps Union Seminary	130	109	332.31
Rochester Collegiate Institute	178	129	393.29
Rochester Female Academy	62	31	94.51
Seneca Falls Academy	66	62	247.02
Seward Female Seminary	40	42	128.05

1843 (Schedule 2, pp. 67-73)

Albion Academy	65	116	\$ 299.42
Alexander Classical School	42	43	111.00
Batavia Female Academy	50	34	87.77
Bethany Academy	56	28	72.28
Brockport Collegiate Institute	205	164	423.33
Canandaigua Academy	120	124	429.36
Clarkson Academy	46	42	108.42
East Bloomfield Academy	158	46	159.28
Gaines Academy	103	30	77.44
Genesee Wesleyan Seminary	160	263	1,150.48
LeRoy Female Seminary	105	162	418.17
Livingston High School	93	134	586.18
Mendon Academy	50	35	90.35
Middlebury Academy	106	142	366.54
Millville Academy	105	137	353.63
Ontario Female Seminary	65	71	245.85
Ovid Academy	165	55	190.44

<u>School</u>	<u>Whole Number of Students</u>	<u>Classical Students Allowed</u>	<u>Amount of Literature Fund</u>
<u>1843 (Continued)</u>			
Perry Center Institute	103	55	\$ 141.98
Phipps Union Seminary	100	112	289.10
Rochester Collegiate Institute	170	127	327.82
Rochester Female Academy	56	40	103.25
Seneca Falls Academy	58	57	197.36
Seward Female Seminary	20	14	30.14
Waterloo Academy	178	62	214.68
Yates Academy	73	16	41.30

<u>1844 (Schedule 2, pp. 64-73)</u>			
Albion Academy	163	100	\$ 259.33
Alexander Classical School	27	40	103.74
Avon Academy	40	60	240.00
Bethany Academy	49	48	124.48
Brockport Collegiate Institute	146	174	451.25
Canandaigua Academy	101	118	384.60
Clarkson Academy	50	23	59.66
East Bloomfield Academy	179	82	267.28
Genesee Wesleyan Seminary	131	156	624.00
LeRoy Female Seminary	122	137	355.28
Livingston High School	65	109	436.00
Mendon Academy	16	22	57.07
Middlebury Academy	101	145	376.03
Millville Academy	78	103	267.11
Monroe Academy	64	49	127.07
Ontario Female Seminary	103	72	234.69
Ovid Academy	52	46	149.94
Perry Center Institute	87	73	189.31
Phipps Union Seminary	115	133	344.91
Rochester Collegiate Institute	168	143	370.85
Rochester Female Seminary	69	43	111.52
Seneca Falls Academy	43	59	192.31
Seward Female Seminary	14	17	44.10
Walworth Academy	49	60	195.57
Waterloo Academy	181	138	449.78
Yates Academy	81	114	295.64

<u>1845 (Schedule 2, pp. 66-74)</u>			
Albion Academy	220	133	354.85
Avon Academy	93	44	136.48
Bethany Academy	121	44	117.40

<u>School</u>	<u>Whole Number of Students</u>	<u>Classical Students Allowed</u>	<u>Amount of Literature Fund</u>
<u>1845 (Continued)</u>			
Brockport Collegiate Institute	305	199	\$ 530.93
Canandaigua Academy	226	130	400.49
Clarkson Academy	71	21	56.04
East Bloomfield Academy	163	64	197.16
Genesee Wesleyan Seminary	559	339	1,051.47
LeRoy Female Seminary	258	170	453.56
Livingston High School	135	48	148.89
Macedon Academy	113	58	178.68
Mendon Academy	100	31	82.72
Middlebury Academy	154	79	210.78
Millville Academy	116	69	184.10
Monroe Academy	111	49	130.75
Nunda Literary Institute	251	101	313.28
Ontario Female Seminary	164	85	261.86
Ovid Academy	123	65	200.24
Perry Center Institute	119	43	114.74
Phipps Union Seminary	148	130	346.84
Rochester Collegiate Institute	409	155	413.54
Rochester Female Academy	125	50	133.41
Seneca Falls Academy	100	56	172.53
Walworth Academy	90	56	172.53
Waterloo Academy	286	102	314.23
Yates Academy	203	137	365.52

1846 (Schedule 2, pp. 68-72)

Albion Academy	270	170	\$ 408.65
Bethany Academy	59	20	48.09
Brockport Collegiate Institute	319	218	524.03
Canandaigua Academy	212	130	354.60
Cary Collegiate Seminary	153	26	62.51
Clarkson Academy	128	18	43.28
East Bloomfield Academy	113	28	76.38
Genesee Wesleyan Seminary	579	347	901.77
Genesee & Wyoming Seminary	142	11	26.45
LeRoy Female Seminary	280	179	430.29
Livingston High School	158	101	262.48
Macedon Academy	149	89	242.77
Mendon Academy	95	19	45.68
Middlebury Academy	135	84	201.92
Monroe Academy	82	42	100.96
Waterloo Academy	287	101	
Yates Academy	203	137	

<u>School</u>	<u>Whole Number of Students</u>	<u>Classical Students Allowed</u>	<u>Amount of Literature Fund</u>
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1846 (Continued)

Nunda Literary Institute	261	111	\$ 288.46
Ontario Female Seminary	166	126	343.70
Ovid Academy	70	33	90.02
Perry Center Institute	107	46	110.57
Phipps Union Seminary	180	141	338.94
Red Creek Union Academy	227	76	207.31
Rochester Collegiate Institute	369	118	283.64
Rochester Female Academy	126	60	144.23
Seneca Falls Academy	124	62	169.12
Walworth Academy	138	80	218.22
Waterloo Academy	252	127	346.43
Yates Academy	366	179	430.29

1847 (Schedule 2, pp. 68-75)

Albion Academy	184	116	\$ 331.47
Bethany Academy	83	32	91.44
Brockport Collegiate Institute	354	242	691.52
Canandaigua Academy	189	114	325.76
Cary Collegiate Seminary	231	98	280.04
Clarkson Academy	229	65	185.74
East Bloomfield Academy	180	50	142.88
Genesee Wesleyan Seminary	484	322	920.11
Genesee & Wyoming Seminary	225	50	142.88
Geneseo Academy	144	65	185.74
LeRoy Female Seminary	246	170	485.78
Macedon Academy	123	75	214.32
Mendon Academy	93	19	54.31
Middlebury Academy	71	46	131.45
Millville Academy	165	103	294.33
Nunda Literary Institute	327	141	402.91
Ontario Female Seminary	171	125	357.19
Ovid Academy	101	51	145.74
Phipps Union Seminary	200	151	431.49
Red Creek Union Academy	242	107	305.76
Riga Academy	117	50	142.88
Rochester Collegiate Institute	346	133	380.05
Rochester Female Academy	680	244	697.23
Seneca Falls Academy	144	81	231.46
Seward Female Seminary	58	33	94.30
Walworth Academy	140	91	260.04
Waterloo Academy	180	102	291.47
Yates Academy	227	91	260.04

<u>School</u>	<u>Whole Number of Students</u>	<u>Classical Students Allowed</u>	<u>Amount of Literature Fund</u>
<u>1848 (Schedule 2, pp. 84-91)</u>			
Bethany Academy	128	111	\$ 310.41
Brockport Collegiate Institute	252	207	578.86
Canandaigua Academy	133	85	237.70
Cary Collegiate Seminary	259	113	316.00
Clarkson Academy	63	22	61.53
East Bloomfield Academy	169	88	246.09
Genesee Wesleyan Seminary	400	269	752.25
Genesee & Wyoming Seminary	225	102	285.24
Geneseo Academy	176	88	246.09
LeRoy Female Seminary	203	162	453.03
Macedon Academy	149	87	243.29
Mendon Academy	48	16	44.75
Middlebury Academy	180	73	204.15
Millville Academy	107	45	125.84
Monroe Academy	103	45	125.84
Nunda Literary Institute	264	90	251.68
Ontario Female Seminary	177	118	329.99
Ovid Academy	101	43	120.25
Phipps Union Seminary	220	153	427.86
Red Creek Union Academy	203	109	304.82
Riga Academy	161	100	279.65
Rochester Collegiate Institute	272	83	232.10
Rochester Female Academy	135	41	114.65
Seneca Falls Academy	123	70	195.76
Seward Female Seminary	238	77	215.32
Walworth Academy	96	50	139.82
Yates Academy	110	55	157.81

<u>1849 (Schedule 2, pp. 83-91)</u>			
Albion Academy	205	141	\$ 374.92
Bethany Academy	60	15	39.90
Brockport Collegiate Institute	182	159	422.79
Canandaigua Academy	180	110	292.49
Cary Collegiate Seminary	266	143	380.24
Clarkson Academy	76	15	39.90
Clover Street Seminary	203	94	249.95
East Bloomfield Academy	131	94	249.95
Genesee Wesleyan Seminary	508	328	872.16
Genesee & Wyoming Seminary	240	110	292.49
Geneseo Academy	124	58	154.23
LeRoy Female Seminary	243	200	531.80

<u>School</u>	<u>Whole Number of Students</u>	<u>Classical Students Allowed</u>	<u>Amount of Literature Fund</u>
<u>1849 (Continued)</u>			
Macedon Academy	174	143	\$380.24
Mendon Academy	80	31	82.43
Middlebury Academy	180	77	204.75
Millville Academy	90	39	103.71
Monroe Academy	78	52	138.27
Nunda Literary Institute	205	45	119.66
Ontario Female Seminary	205	168	446.72
Ovid Academy	102	70	186.13
Phipps Union Seminary	234	126	335.04
Red Creek Union Academy	234	121	321.74
Riga Academy	175	98	260.59
Rochester Collegiate Institute	305	100	265.90
Rochester Female Academy	123	36	95.73
Seneca Falls Academy	135	772	191.43
Seward Female Seminary	120	78	207.41
Starkey Seminary	151	30	79.77
Walworth Academy	103	55	146.25
Yates Academy	125	84	223.36

1850 (Schedule 2, pp. 109-117)

Albion Academy	257	150	363.33
Brockport Collegiate Institute	245	187	452.94
Canandaigua Academy	162	83	201.05
Cary Collegiate Seminary	210	73	176.83
Clover Street Seminary	171	79	191.36
East Bloomfield Academy	136	77	186.52
Genesee Wesleyan Seminary	583	396	959.14
Genesee & Wyoming Seminary	230	130	314.88
Geneseo Academy	171	88	213.16
LeRoy Female Seminary	250	207	501.36
Macedon Academy	165	102	247.06
Middlebury Academy	209	102	247.06
Millville Academy	150	81	196.20
Monroe Academy	113	36	87.20
Nunda Literary Institute	189	68	164.72
Ontario Female Seminary	208	185	448.10
Ovid Academy	98	54	130.81
Phipps Union Seminary	254	186	450.52
Red Creek Union Academy	254	120	290.66
Riga Academy	185	91	220.42

<u>School</u>	<u>Whole Number of Students</u>	<u>Classical Students Allowed</u>	<u>Amount of Literature Fund</u>
<u>1850 (Continued)</u>			
Rochester Collegiate Institute	292	119	\$288.24
Rochester Female Academy	139	43	104.16
Seneca Falls Academy	139	85	205.89
Seward Female Seminary	123	79	191.36
Starkey Seminary	180	57	138.08
Walworth Academy	100	52	125.95
Yates Academy	182	122	295.50

1851 (Schedule 2, pp. 122-129)

Albion Academy	220	147	\$ 328.28
Bethany Academy	85	26	58.06
Brockport Collegiate Institute	231	182	406.43
Canandaigua Academy	206	90	200.99
Cary Collegiate Seminary	243	110	245.64
Clarkson Academy	47	15	33.50
East Bloomfield Academy	115	111	247.88
Genesee Wesleyan Seminary	748	520	1,161.13
Genesee & Wyoming Seminary	232	122	272.44
Geneseo Academy	185	107	238.95
Holley Academy	100	55	122.83
LeRoy Female Seminary	271	211	471.19
Macedon Academy	169	124	276.91
Middlebury Academy	210	88	196.52
Millville Academy	172	146	326.04
Monroe Academy	94	65	145.15
Nunda Literary Institute	230	100	223.32
Ontario Female Seminary	240	223	497.99
Ovid Academy	95	45	100.50
Phipps Union Seminary	354	251	560.52
Red Creek Union Academy	280	138	308.18
Riga Academy	164	101	225.55
Rochester Collegiate Institute	332	148	330.50
Rochester Female Academy	136	43	96.03
Seneca Falls Academy	182	87	194.29
Seward Female Seminary	145	98	218.85
Starkey Seminary	159	83	185.35
Walworth Academy	104	58	129.52
Yates Academy	239	173	386.33
Clover Street Seminary (omitted above)	146	77	171.95

<u>School</u>	<u>Whole Number of Students</u>	<u>Classical Students Allowed</u>	<u>Amount of Literature Fund</u>
<u>1852 (Schedule 2, pp. 140-148)</u>			
Albion Academy	394	301	\$ 615.80
Bethany Academy	107	51	104.34
Brockport Collegiate Institute	246	177	362.11
Canandaigua Academy	190	118	241.40
Cary Collegiate Seminary	292	101	206.63
Clarkson Academy	79	30	61.37
Clover Street Seminary	158	105	214.81
East Bloomfield Academy	172	104	212.76
Genesee Wesleyan Seminary	950	766	1,567.10
Genesee & Wyoming Seminary	240	137	280.28
Geneseo Academy	206	177	362.11
Holley Academy	146	55	112.52
LeRoy Female Seminary	367	251	513.51
Macedon Academy	170	125	255.73
Medina Academy	177	107	218.91
Middlebury Academy	165	87	177.99
Millville Academy	150	100	204.58
Monroe Academy	84	20	40.92
Nunda Literary Institute	222	112	229.13
Ontario Female Seminary	219	191	390.76
Ovid Academy	84	46	94.10
Phipps Union Seminary	390	318	650.57
Red Creek Union Academy	283	215	439.86
Riga Academy	81	25	51.15
Rochester Collegiate Institute	213	64	130.93
Rochester Female Academy	133	19	58.88
Seneca Falls Academy	204	102	208.67
Seward Female Seminary	162	101	206.63
Starkey Seminary	144	77	157.53
Walworth Academy	101	73	149.35
Yates Academy	217	168	343.70

<u>1853 (Schedule 2, pp. 136-144)</u>			
Albion Academy	257	188	359.12
Bethany Academy	130	87	166.19
Brockport Collegiate Institute	307	238	454.63
Canandaigua Academy	211	114	217.76
Cary Collegiate Seminary	258	119	227.31
Clarkson Academy	112	37	70.69
Clover Street Seminary	172	127	242.59
East Bloomfield Academy	122	81	154.73

<u>School</u>	<u>Whole Number of Students</u>	<u>Classical Students Allowed</u>	<u>Amount of Literature Fund</u>
<u>1853 (Continued)</u>			
Genesee Wesleyan Seminary	900	756	\$1,444.10
Genesee & Wyoming Seminary	233	131	250.23
Geneseo Academy	225	201	383.95
Holley Academy	133	47	89.79
Ingham Collegiate Institute	298	247	471.81
Macedon Academy	186	125	238.77
Medina Academy	170	116	221.58
Middlebury Academy	173	101	192.93
Millville Academy	117	67	127.98
Monroe Academy	132	51	97.43
Nunda Literary Institute	167	84	160.46
Ontario Female Seminary	218	190	362.94
Ovid Academy	140	66	126.07
Phipps Union Seminary	395	317	605.53
Red Creek Union Academy	390	181	345.75
Riga Academy	114	55	105.07
Rochester Female Academy	136	18	34.40
Seneca Falls Academy	194	100	191.02
Starkey Seminary	193	111	210.12
Walworth Academy	138	103	210.12
Yates Academy	219	168	320.91

1854 (Schedule 2, pp. 180-188)

Albion Academy	195	183	\$ 322.89
Bethany Academy	99	43	75.87
Brockport Collegiate Institute	340	243	428.76
Canandaigua Academy	182	99	174.68
Cary Collegiate Seminary	202	189	333.48
Clarkson Academy	76	36	63.52
Clover Street Seminary	135	121	213.49
East Bloomfield Academy	194	125	220.56
Genesee Wesleyan Seminary	890	811	1,430.94
Genesee & Wyoming Seminary	200	133	234.67
Geneseo Academy	243	233	411.12
Geneva Classical & Union School	495	126	222.32
Holley Academy	102	30	52.93
Ingham Collegiate Institute	335	282	497.57
Macedon Academy	164	125	220.56
Medina Academy	141	116	204.68
Middlebury Academy	225	150	264.67
Millville Academy	115	80	141.16

<u>School</u>	<u>Whole Number of Students</u>	<u>Classical Students Allowed</u>	<u>Amount of Literature Fund</u>
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1854 (Continued)

Monroe Academy	90	44	\$ 77.64
Nunda Literary Institute	176	86	151.75
Ontario Female Seminary	239	205	361.71
Ovid Academy	306	135	238.20
Phipps Union Seminary	399	351	619.31
Red Creek Union Academy	340	92	162.33
Riga Academy	211	129	227.61
Seneca Falls Academy	217	118	208.20
Seward Female Seminary	109	65	114.69
Starkey Seminary	204	140	247.03
Walworth Academy	140	105	185.27
Yates Academy	259	125	220.56

1855 (Schedule 2, pp. 157-165)

Albion Academy	194	104	\$ 182.55
Bethany Academy	133	82	143.93
Brockport Collegiate Institute	228	131	229.95
Canandaigua Academy	170	105	184.31
Cary Collegiate Seminary	226	192	337.02
Clarkson Academy	92	22	38.61
Clover Street Seminary	196	136	238.72
East Bloomfield Academy	215	158	277.34
Genesee Wesleyan Seminary	830	606	1,063.71
Genesee & Wyoming Seminary	230	138	242.23
Geneseo Academy	278	231	405.48
Geneva Union School	458	267	468.67
Holley Academy	104	55	96.55
Ingham Collegiate Institute	276	253	444.09
Macedon Academy	215	168	294.89
Medina Academy	170	102	179.04
Middlebury Academy	227	157	275.59
Millville Academy	79	26	45.64
Monroe Academy	63	26	45.64
Nunda Literary Institute	296	185	324.73
Ontario Female Seminary	258	198	347.55
Ovid Academy	367	165	289.63
Perry Academy	283	134	235.21
Phipps Union Seminary	425	349	612.60
Red Creek Union Academy	200	84	147.44
Seneca Falls Academy	251	93	163.25
Sodus Academy	193	154	270.31
Starkey Seminary	228	136	238.72

<u>School</u>	<u>Whole Number of Students</u>	<u>Classical Students Allowed</u>	<u>Amount of Literature Fund</u>
Walworth Academy	166	107	187.82
Warsaw Union School, Academical Department	233	152	266.80
Yates Academy	198	110	193.08

1856 (Schedule 2, pp. 219-227)

Albion Academy	182	134	\$296.94
Bethany Academy	104	68	150.69
Canandaigua Academy	146	80	177.27
Cary Collegiate Seminary	162	152	336.81
Clover Street Seminary	157	115	254.91
Dundee Academy	347	122	270.34
East Bloomfield Academy	152	132	292.50
Genesee Wesleyan Seminary	625	437	968.36
Genesee & Wyoming Seminary	199	105	232.67
Geneseo Academy	192	160	354.54
Geneva Union School	169	145	321.31
Holley Academy	81	44	97.50
Ingham Collegiate Institute	168	158	350.11
Macedon Academy	158	109	241.53
Medina Academy	92	84	186.13
Middlebury Academy	173	116	257.04
Millville Academy	65	31	68.75
Nunda Literary Institute	311	188	416.59
Ontario Female Seminary	160	123	272.55
Ovid Academy	396	142	314.66
Perry Academy	304	146	323.52
Phipps Union Seminary	276	203	449.82
Red Creek Union Academy	150	86	190.56
Seneca Falls Academy	186	72	159.58
Sodus Academy	148	93	206.88
Starkey Seminary	191	124	274.68
Walworth Academy	55	36	79.77
Warsaw Union School, Academical Department	184	108	239.32
Yates Academy	144	81	179.48

1857 (Schedule 2, pp. 184-192)

Albion Academy	231	177	339.42
Bethany Academy	127	42	80.53
Brockport Collegiate Institute	128	68	130.39
Canandaigua Academy	132	85	162.99
Cary Collegiate Seminary	150	109	209.01

<u>School</u>	<u>Whole Number of Students</u>	<u>Classical Students Allowed</u>	<u>Amount of Literature Fund</u>
<u>1857(Continued)</u>			
Clarkson Academy	103	43	\$ 82.45
Clover Street Seminary	137	95	182.16
Dundee Academy	248	115	220.51
East Bloomfield Academy	134	110	210.92
Genesee Wesleyan Seminary	758	586	1,122.54
Genesee & Wyoming Seminary	218	150	287.62
Genesee Academy	288	106	203.25
Geneva Union School	380	230	440.61
Holley Academy	192	84	161.07
Ingham Collegiate Institute	208	173	331.73
Lyons Union School	160	100	191.75
Macedon Academy	245	192	368.16
Medina Academy	199	162	310.64
Middlebury Academy	230	140	268.45
Millville Academy	70	32	61.36
Monroe Academy	132	74	141.89
Nunda Literary Institute	307	240	459.80
Ontario Female Seminary	213	153	293.38
Ovid Academy	418	185	354.74
Perry Academy	--	130	249.27
Phelps Union School	465	64	122.72
Phipps Union Seminary	216	193	370.08
Red Creek Union Academy	222	154	295.29
Riga Academy	86	51	97.79
Seneca Falls Academy	223	75	143.81
Sodus Academy	101	76	145.72
Starkey Seminary	190	141	270.37
Walworth Academy	100	53	101.63
Warsaw Union School,			
Academical Department	205	119	228.17
Waterloo Union School	610	49	93.96
Yates Academy	260	58	111.21

1858 (Schedule 2, pp. 187-196)

Albion Academy	247	109	199.59
Bethany Academy	90	26	47.60
Brockport Collegiate Ins			
Institute	--	137	250.94
Canandaigua Academy	145	83	151.98
Cary Collegiate Seminary	218	100	183.11
Clover Street Seminary	137	104	190.43
Dundee Academy	264	131	239.89
East Bloomfield Academy	123	97	177.62

<u>School</u>	<u>Whole Number of Students</u>	<u>Classical Students Allowed</u>	<u>Amount of Literature Fund</u>
<u>1858 (Continued)</u>			
Genesee Conference Seminary	248	130	\$ 238.05
Genesee Wesleyan Seminary	643	539	987.01
Genesee & Wyoming Seminary	229	145	265.51
Geneseo Academy	273	232	424.82
Geneva Union School	526	148	271.02
Holley Academy	230	114	208.74
Lyons Union School	126	48	87.89
Macedon Academy	261	186	340.59
Marion Collegiate Institute	173	80	146.48
Medina Academy	173	144	263.68
Middlebury Academy	221	134	245.36
Monroe Academy	131	67	122.68
Nunda Literary Institute	304	217	397.36
Ontario Female Seminary	183	150	274.67
Ovid Academy	---	191	349.75
Palmyra Classical Union School	---	58	106.19
Perry Academy	199	70	128.17
Phelps Union School	452	65	119.01
Phipps Union Seminary	216	183	335.11
Red Creek Union Academy	215	169	309.48
Rochester Female Academy	118	74	135.49
Rural Seminary	152	86	157.46
Seneca Falls Academy	204	82	150.15
Sodus Academy	121	70	128.17
Starkey Seminary	141	102	186.77
Walworth Academy	125	66	120.84
Warsaw Union School, Academical Department	132	104	190.43
Waterloo Union School	604	49	89.72
Webster Academy	103	55	100.70
Yates Academy	186	50	91.56

1859 (Schedule 2, pp. 136-139)

Albion Academy	224	133	258.57
Brockport Collegiate Institute	351	148	287.68
Canandaigua Academy	145	87	168.81
Cary Collegiate Seminary	210	105	203.74
Dundee Academy	230	106	205.69
East Bloomfield Academy	60	52	52.17
Genesee Conference Seminary	235	146	283.30

<u>School</u>	<u>Whole Number of Students</u>	<u>Classical Students Allowed</u>	<u>Amount of Literature Fund</u>
<u>1859 (Continued)</u>			
Genesee Wesleyan Seminary	587	495	\$960.49
Genesee & Wyoming Seminary	210	104	201.80
Genesee Academy	218	168	325.98
Geneva Union School	921	43	83.44
Holley Academy	264	100	194.04
Lyons Union School	128	68	131.94
Macedon Academy	240	179	347.33
Marion Collegiate Institute	158	73	141.65
Medina Academy	171	74	318.22
Middlebury Academy	229	142	275.54
Monroe Academy	152	75	145.53
Mount Morris Union School	98	70	135.83
Nunda Literary Institute	309	241	467.64
Ontario Female Seminary	128	110	211.50
Ovid Academy	273	186	350.91
Palmyra Union School	282	116	225.58
Perry Academy	127	49	85.38
Phelps Union School	408	91	176.58
Phelps Union Seminary	217	176	310.46
Red Creek Union Academy	250	150	291.56
Rochester Female Academy	122	62	120.30
Rural Seminary	122	77	149.41
Seneca Falls Academy	193	51	168.81
Sodus Academy	129	68	131.94
Starkey Seminary	161	112	217.32
Walworth Academy	84	35	67.91
Warsaw Union School	150	137	265.83
Waterloo Union School	608	27	52.39
Webster Academy	92	47	91.20
Yates Academy	157	43	83.44

1860 (Schedule 2, pp. 142-145)

Albion Academy	211	140	265.00
Brockport Collegiate Institute	328	182	344.76
Canandaigua Academy	154	101	191.22
Cary Collegiate Seminary	111	62	117.39
Dansville Seminary	200	126	238.61
East Bloomfield Academy	46	20	37.87
Genesee Conference Seminary	187	124	235.05
Genesee Wesleyan Seminary	780	480	908.91

<u>School</u>	<u>Whole Number of Students</u>	<u>Classical Students Allowed</u>	<u>Amount of Literature Fund</u>
<u>1860 (Continued)</u>			
Genesee & Wyoming Seminary	260	153	289.67
Geneseo Academy	124	68	128.76
Geneva Union School	1,110	30	56.81
Holley Academy	220	106	200.70
Ingham University, Academical Department	170	100	189.34
Lyons Union School	112	84	159.04
Macedon Academy	230	170	321.90
Marion Collegiate Institute	123	53	100.35
Medina Academy	212	204	386.38
Middlebury Academy	236	143	270.74
Monroe Academy	124	57	107.94
Mount Morris Union School	121	58	109.83
Nunda Literary Institute	301	250	473.37
Ontario Female Seminary	129	113	213.97
Ovid Academy	230	105	198.81
Palmyra Union School	220	153	289.70
Perry Academy	269	114	215.86
Phelps Union School	401	48	90.88
Phipps Union Seminary	255	134	253.48
Red Creek Union Academy	231	160	302.96
Riga Academy	72	50	94.66
Rochester Female Academy	102	64	121.18
Rural Seminary	91	40	75.75
Seneca Falls Academy	170	85	160.94
Sodus Academy	193	103	195.01
Starkey Seminary	168	110	208.30
Walworth Academy	116	72	136.34
Warsaw Union School	162	122	230.96
Waterloo Union School	663	26	49.22
Webster Academy	53	12	22.72
Yates Academy	123	50	94.66

1861 (Schedule 2, pp. 175-179)

Albion Academy	187	136	\$243.44
Brockport Collegiate Institute	282	147	263.13
Canandaigua Academy	176	111	198.69
Cary Collegiate Seminary	103	84	150.36
Dansville Seminary	212	140	250.60
Dundee Academy	206	71	270.73
East Bloomfield Academy	127	40	71.60
Genesee Wesleyan Seminary	593	446	798.34

<u>School</u>	<u>Whole Number of Students</u>	<u>Classical Students Allowed</u>	<u>Amount of Literature Fund</u>
<u>1861 (Continued)</u>			
Genesee & Wyoming Seminary	227	162	289.98
Geneseo Academy	140	91	162.89
Geneva Union School	986	111	198.69
Holley Academy	184	104	186.16
Ingham Univeristy, Academical Department	151	92	164.68
Leavenworth Institute	158	95	170.05
Lyons Union School	138	79	141.41
Macedon Academy	239	167	298.93
Marion Collegiate Institute	116	74	132.46
Medina Academy	596	222	397.38
Middlebury Academy	202	122	218.38
Monroe Academy	123	67	119.93
Mount Morris Union School	143	83	148.57
Nunda Literary Institute	129	100	179.09
Ontario Female Seminary	123	107	191.53
Ovid Academy	222	116	207.64
Palmyra Union School	226	173	309.67
Penfield Academy	134	56	100.24
Penn Yan Academy	293	102	182.58
Perry Academy	222	96	171.84
Phelps Union School	301	69	123.51
Phipps Union Seminary	227	176	255.97
Pike Seminary	187	112	200.48
Red Creek Union Academy	356	164	293.56
Riga Academy	123	89	159.31
Rochester Female Academy	103	62	110.98
Rural Seminary	80	37	66.23
Seneca Falls Academy	125	49	87.71
Sodus Academy	190	116	207.64
Starkey Seminary	202	130	232.70
Walworth Academy	99	82	146.78
Warsaw Union School	110	90	161.10
Waterloo Union School	700	45	80.55
Webster Academy	98	67	119.93
Yates Academy	134	50	89.50

1862 (next page)

Rochester Female Academy	103	62	110.98
Rural Seminary	80	37	66.23
Seneca Falls Academy	125	49	87.71
Sodus Academy	190	116	207.64
Starkey Seminary	202	130	232.70
Walworth Academy	99	82	146.78
Warsaw Union School	110	90	161.10
Waterloo Union School	700	45	80.55
Webster Academy	98	67	119.93
Yates Academy	134	50	89.50

<u>School</u>	<u>Whole Number of Students</u>	<u>Classical Students Allowed</u>	<u>Amount of Literature Fund</u>
<u>1862 (Schedule 3, pp. 206-215)</u>			
Albion Academy	211	172	\$303.28
Batavia Union School	310	23	40.55
Brockport Collegiate Institute	246	135	238.04
Canandaigua Academy	176	108	190.45
Cary Collegiate Seminary	110	79	139.30
Dansville Seminary	185	136	239.88
Dundee Academy	184	58	102.27
East Bloomfield Academy	71	29	51.13
Genesee Wesleyan Seminary	666	496	874.59
Genesee & Wyoming Seminary	210	120	211.59
Geneseo Academy	132	71	125.19
Geneva Union School	993	177	312.10
Holley Academy	157	89	156.93
Ingham University, Academical Department	145	77	135.77
Leavenworth Institute	127	120	211.59
Lyons Union School	150	110	193.96
Macedon Academy	196	131	230.99
Marion Collegiate Institute	142	110	193.96
Medina Academy	603	209	368.52
Middlebury Academy	212	121	213.35
Monroe Academy	59	16	28.21
Mount Morris Union School	104	62	109.32
Nunda Literary Institute	241	156	275.07
Ontario Female Seminary	141	118	208.06
Ovid Academy	104	100	176.33
Palmyra Union School	356	145	255.67
Penfield Academy	169	76	134.01
Penn Yan Academy	309	154	271.54
Perry Academy	211	123	216.88
Phelps Union School	361	37	65.24
Phipps Union Seminary	195	141	248.62
Pike Seminary	234	139	245.09
Red Creek Union Academy	166	85	149.88
Riga Academy	106	92	162.22
Rochester Female Academy	66	48	84.63
Rural Seminary	101	48	84.63
Seneca Falls Academy	141	76	134.01
Sodus Academy	176	107	188.67
Starkey Seminary	143	97	171.04
Walworth Academy	103	78	137.53
Warsaw Union School	109	57	100.50
Waterloo Union School	720	66	116.37
Webster Academy	121	86	151.64
Yates Academy	130	64	112.82

<u>School</u>	<u>Whole Number of Students</u>	<u>Classical Students Allowed</u>	<u>Amount of Literature Fund</u>
<u>1863 (Schedule 3. pp. 208-217)</u>			
Albion Academy	244	197	371.67
Batavia Union School	146	117	220.74
Brockport Collegiate Institute	291	178	335.83
Canandaigua Academy	153	102	192.44
Cary Collegiate Seminary	120	42	79.24
Dansville Seminary	130	85	160.36
Dundee Academy	89	62	116.97
East Bloomfield Academy	85	52	98.10
Genesee Wesleyan Seminary	439	379	715.05
Genesee & Wyoming Seminary	154	113	213.18
Geneseo Academy	127	82	154.79
Geneva Union School	1,008	153	288.66
Holley Academy	129	60	113.20
Ingham U., Academical Dept.	114	58	109.42
Leavenworth Institute	104	85	160.36
Lyons Union School	119	89	167.91
Macedon Academy	185	154	290.55
Marion Collegiate Institute	50	27	50.94
Medina Academy	582	155	292.45
Middlebury Academy	212	105	198.10
Monroe Academy	94	60	113.20
Mount Morris Union School	138	138	260.56
Naples Academy	159	98	184.89
Nunda Literary Institute	260	164	309.41
Ontario Female Seminary	146	132	249.14
Ovid Academy	138	68	128.29
Palmyra Union School	231	133	250.29
Penfield Academy	154	76	143.38
Penn Yan Academy	239	111	209.45
Perry Academy	210	99	186.78
Phelps Union School	488	64	120.74
Phipps Union Seminary	190	122	230.17
Pike Seminary	176	114	215.07
Red Creek Union Academy	140	101	190.54
Rochester Female Academy	85	61	115.08
Rochester Free Academy	201	155	292.43
Rural Seminary	80	52	98.19
Seneca Falls Academy	65	66	124.52
Sodus Academy	157	106	200.00
Starkey Seminary	146	65	122.63
Walworth Academy	80	64	120.94
Warsaw Union School	108	81	152.82
Waterloo Union School	687	50	94.33
Webster Academy	78	55	103.76
Yates Academy	120	51	96.22

<u>School</u>	<u>Whole Number of Students</u>	<u>Classical Students Allowed</u>	<u>Amount of Literature Fund</u>
<u>1864 (Schedule 3, pp. 214-218)</u>			
Albion Academy	215	165	\$306.28
Batavia Union School	145	111	206.04
Bethany Academy	56	30	55.68
Brockport Collegiate	210	109	202.33
Canandaigua Academy	161	98	181.91
Cary Collegiate Seminary	139	52	96.52
Dansville Seminary	140	91	168.92
Dundee Academy	96	43	79.82
East Bloomfield Academy	55	29	53.83
Genesee Wesleyan Seminary	474	380	705.59
Genesee & Wyoming Seminary	204	90	167.06
Geneseo Academy	115	76	141.07
Geneva Union School	314	170	315.57
Holley Academy	106	71	131.79
Ingham U., Academical Dept.	143	88	163.35
Leavenworth Institute	75	46	85.38
Lyons Union School	132	104	193.05
Macedon Academy	184	147	272.87
Marion Collegiate Institute	108	45	83.53
Medina Academy	103	63	116.94
Middlebury Academy	201	102	189.34
Monroe Academy	61	22	40.83
Mount Morris Union School	133	75	139.22
Naples Academy	194	116	215.33
Newark Union Free School	143	112	207.90
Ontario Female Seminary	170	139	258.02
Ovid Academy	80	48	89.10
Palmyra Union School	365	198	367.54
Penfield Academy	145	92	170.77
Penn Yan Academy	211	68	126.22
Perry Academy	211	93	172.63
Phelps Union School	162	39	72.39
Phipps Union Seminary	190	123	222.75
Pike Seminary	153	113	209.76
Redcreek Union Academy	210	93	172.63
Riga Academy	71	53	98.38
Rochester Female Academy	92	49	90.95
Rochester Free Academy	211	159	295.14
Rural Seminary	97	43	79.82
Seneca Falls Academy	51	28	51.97
Sodus Academy	151	118	219.04
Starkey Seminary	150	92	180.06
Walworth Academy	93	81	150.35
Waterloo Union School	745	77	142.93
Webster Academy	67	38	70.53
Yates Academy	76	47	87.24
Warsaw Union School	89	52	96.52

<u>School</u>	<u>Whole Number of Students</u>	<u>Classical Students Allowed</u>	<u>Amount of Literature Fund</u>
<u>1865 (Schedule 3, pp. 223-227)</u>			
Albion Academy	211	163	\$297.08
Batavia Union School	128	106	193.19
Brockport Collegiate	353	241	439.24
Canandaigua Academy	193	102	185.90
Cary Collegiate Seminary	150	67	122.12
Dansville Seminary	175	83	151.28
Dundee Academy	176	100	182.25
East Bloomfield Academy	100	62	113.00
Genesee Wesleyan Seminary	580	488	889.41
Genesee & Wyoming Seminary	130	104	189.41
Geneseo Academy	159	90	164.03
Geneva Union School	332	149	271.57
Holley Academy	90	46	83.83
Ingham U., Academical Dept.	143	72	131.22
Leavenworth Institute	195	97	176.70
LeRoy Academic Institute	154	20	36.46
Lyons Union School	250	154	280.69
Macedon Academy	163	134	244.23
Marion Collegiate Institute	126	96	174.96
Medina Academy	161	96	174.96
Middlebury Academy	247	115	209.59
Monroe Academy	250	16	29.16
Mount Morris Union School	75	49	89.32
Naples Academy	200	108	196.84
Newark Union Free School	198	124	226.00
Ontario Female Seminary	158	142	258.80
Palmyra Union School	386	199	362.69
Penfield Academy	117	50	91.13
Penn Yan Academy	271	123	224.18
Perry Academy	220	86	156.74
Phelps Union School	50	32	58.33
Phipps Union Seminary	173	113	205.96
Pike Seminary	174	135	246.05
Red Creek Union Academy	160	135	246.05
Rochester Female Academy	80	42	76.55
Rochester Free Academy	257	204	371.79
Rural Seminary	113	47	85.66
Seneca Falls Academy	81	35	63.80
Sodus Academy	113	97	176.79
Starkey Seminary	149	95	173.15
Walworth Academy	71	50	91.14
Warsaw Union School	118	53	96.59
Waterloo Union School	743	62	113.00
Webster Academy	74	29	52.86
Yates Academy	75	37	67.45

<u>School</u>	<u>Whole Number of Students</u>	<u>Classical Students Allowed</u>	<u>Amount of Literature Fund</u>
<u>1866 (Schedule 3, pp. 213-217)</u>			
Albion Academy	208	115	\$225.02
Arcade Academy	172	85	166.32
Batavia Union School	130	71	138.92
Brockport Collegiate	271	234	457.86
Canandaigua Academy	197	102	199.58
Dansville Seminary	127	89	174.14
Dundee Academy	185	95	185.88
East Bloomfield Academy	130	56	109.57
East Genesee Conference Seminary	143	128	250.45
Genesee Wesleyan Seminary	251	378	739.62
Genesee & Wyoming Seminary	131	114	223.06
Geneseo Academy	223	115	225.02
Geneva Union School	340	154	301.33
Holley Academy	123	47	91.96
Ingham U., Academical Dept.	153	71	138.92
Leavenworth Institute	180	54	105.66
LeRoy Academic Institute	303	51	99.79
Lyons Union School	309	189	369.81
Macedon Academy	169	144	281.76
Marion Collegiate Institute	116	71	138.92
Medina Academy	123	92	180.01
Middlebury Academy	196	104	203.49
Monroe Academy	53	27	52.83
Mount Morris Union School	146	78	152.62
Naples Academy	200	86	168.27
Newark Union School	163	139	271.97
Ontario Female Seminary	164	127	248.50
Palmyra Classical Union S.	224	180	352.20
Penfield Academy	120	88	172.19
Penn Yan Academy	319	174	340.46
Perry Academy	199	80	156.53
Phelps Union School	510	38	74.35
Phipps Union Seminary	155	104	203.49
Pike Seminary	195	139	271.97
Red Creek Union Academy	227	161	315.02
Rochester Female Academy	94	34	66.53
Rochester Free Academy	207	112	219.15
Rural Seminary	102	50	97.83
Seneca Falls Academy	101	69	135.00
Sodus Academy	104	70	136.97
Starkey Seminary	140	78	152.62
Walworth Academy	102	52	101.75
Warsaw Union School	149	64	125.23
Waterloo Union School	---	68	133.05
Webster Academy	97	58	113.49

<u>School</u>	<u>Whole Number of Students</u>	<u>Classical Students Allowed</u>	<u>Amount of Literature Fund</u>
<u>1867 (Schedule 3, pp. 293-302)</u>			
Albion Academy	304	84	\$255.71
Arcade Academy	292	158	480.98
Batavia Union School	130	69	210.05
Brockport Collegiate	270	108	328.77
Canandaigua Academy	262	74	225.27
Cary Collegiate Seminary	151	32	97.41
Dansville Seminary	270	54	164.38
Dundee Academy	190	48	146.12
East Genesee Conference Seminary	223	72	219.18
Genesee Wesleyan Seminary	588	219	666.66
Genesee & Wyoming Seminary	100	50	152.21
Geneva Union School	343	147	447.49
Holley Academy	126	19	57.84
Leavenworth Institute	117	11	33.49
LeRoy Academic Institute	333	30	91.32
Lyons Union School	375	137	417.05
Macedon Academy	164	133	404.87
Marion Collegiate Institute	226	50	152.21
Medina Academy	143	52	158.29
Middlebury Academy	193	58	176.56
Monroe Academy	98	11	33.48
Mount Morris Union School	152	50	152.21
Naples Academy	174	38	115.68
Newark Union School	128	70	213.09
Ontario Female Seminary	174	65	197.89
Palmyra Union School	284	113	343.99
Penfield Academy	113	40	121.77
Penn Yan Academy	265	173	526.64
Perry Academy	186	47	143.07
Phelps Union School	330	37	112.63
Phipps Union Seminary	150	99	301.37
Pike Seminary	249	89	270.93
Red Creek Union Academy	146	30	91.32
Rochester Female Academy	88	17	51.75
Rochester Free Academy	176	67	203.96
Rural Seminary	70	35	106.54
Seneca Falls Academy	122	35	106.54
Sodus Academy	160	100	304.42
Starkey Seminary	125	34	103.50
Walworth Academy	118	28	85.23
Warsaw Union School	174	47	143.07
Waterloo Union School	719	39	118.72
Webster Academy	79	30	91.32

APPENDIX F

An Example of the Type of Information
Contained in Regents Reports

STATISTICS FROM REGENTS' REPORT OF 1859

Name	Tea- chers	Stu- dents	Class Stu- dents	Lit. Fund	Value Lot Bldg.	Value Lib.	Value Appar- atus	Total Rev- enue	Total Expen- ses
Albion Academy	3	224	133	\$258.57	\$7,100	\$ 606	\$ 350	\$2,139	\$2,138
Brockport Collegiate Institute	7	351	148	287.68	30,000	1,022	377	3,204	3,244
Canandaigua Academy	6	145	87	168.81	12,500	690	1,345	3,139	3,189
Cary Collegiate Seminary	5	210	106	203.74	15,140	546	600	4,078	4,078
Dansville Seminary	3				3,043	164	170	574	720
Dundee Academy	4	230	106	205.69	2,350	267	178	2,308	2,440
East Bloomfield Academy	3	60	53	100.90	5,000	558	478	713	713
Genesee Conference Seminary	4	235	146	283.30	8,800	210	152	1,393	1,475
Genesee Wesleyan Seminary	11	587	495	960.49	27,500	2,366	2,319	4,603	4,644
Geneseo Academy	5	218	168	325.98	11,200	708	500	3,699	3,923
Holley Academy	4	264	100	194.04	2,900	243	228	1,751	1,751

<u>Name</u>	<u>Tea- chers</u>	<u>Stu- dents</u>	<u>Class Stu- dents</u>	<u>Lit. Fund</u>	<u>Value Lot & Bldg.</u>	<u>Value Lib.</u>	<u>Value Appar- atus</u>	<u>Total Rev- enue</u>	<u>Total Expen- ses</u>
Macedon Academy	4	240	179	\$347.33	\$ 5,055	\$ 207	\$ 736	\$2,482	\$2,471
Marion Collegiate Institute	5	158	74	141.65	11,500	248	592	1,546	2,503
Middlebury Academy	5	229	142	275.54	5,500	930	499	2,015	1,976
Monroe Academy	4	152	75	145.53	5,465	158	150	1,369	1,368
Nunda Literary Institute	5	309	241	467.64	2,900	174	184	1,902	1,703
Ovid Academy	8	273	196	350.91	15,500	350	600	3,784	3,625
Palmyra Classical Union School	5	282	134	225.58	12,000	574	250	2,438	2,385
Perry Academy	5	127	49	85.38	16,750	567	210	1,225	1,735
Phipps Union Seminary	10	217	176	310.46	10,200	471	212	3,674	3,673
Red Creek Union Academy	5	250	158	291.56	9,650	175	175	1,560	1,559
Rochester Female Academy	4	122	62	120.30	6,000	186	170	2,224	2,224
Rural Seminary	3	122	77	149.41	4,100	647	237	1,081	1,081
Seneca Falls Academy	4	193	98	168.81	3,000	496	600	1,879	1,863

<u>Name</u>	<u>Tea- chers</u>	<u>Stu- dents</u>	<u>Class Stu- dents</u>	<u>Lit. Fund</u>	<u>Value Lot & Bldg.</u>	<u>Value Lib.</u>	<u>Value Appar- atus</u>	<u>Total Rev- enue</u>	<u>Total Expen- ses</u>
Sodus Academy	4	129	72	\$131.94	\$ 3,300	\$184	\$283	\$ 919	\$1,106
Starkey Academy	5	161	112	217.32	10,350	853	558	1,220	1,483
Walworth Academy	3	84	35	67.91	8,440	200	789	998	855
Waterloo Union School	9	608	27	52.39	6,500	435	475	3,090	3,372
Webster Academy	3	92	47	91.20	4,300	166	168	743	738
Yates Academy	2	157	43	83.44	2,750	480	519	795	840

Figures from Gazetteer of New York State, 1860, pp. 128-130.

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LETTER FROM PROF. AREY

Gives Further Details of
Etched Windows in Old
Free Academy Building.

SENDS GREETINGS

Regrets That Windows Could
Not Have Place in New
High School Laboratory.

The following letter has been received from Prof. Albert L. Arey, formerly head of the department of chemistry at Rochester Free Academy and now instructor in the Girls' High School, Brooklyn, N. Y., in reference to the article recently published in the Rochester Evening Times on the windows in Municipal Building, formerly the Rochester Free Academy, etched by members of the chemistry classes.

Prof. Arey says:

"The article on the 'Chemistry Windows' in the Free Academy Building interested me greatly. I often think of them with a thrill of pleasure over the nice way in which the students responded to the request for after school work and the fine results obtained by both the designing and the etching committees.

As nearly as I can remember, the class of '86 was the first one to perform the experiment to illustrate the fact that hydrofluoric acid dissolves glass, and the application of this fact in the arts. Each member of this class in chemistry etched his autograph on a microscope slide. The next class '87 etched their autographs on a pane of glass taken from one of the apparatus cases in the laboratory and surrounded the list of names with an appropriate design. If I am not mistaken this glass was still in the door of the instrument case in 1900 but it was cracked. Many teachers will say that the class of '86 learned as much from their experiment as the course in chemistry demanded and they are undoubtedly right, if the teacher's chief object is passing the examination. I found, however, that the class design had two very real advantages over the separate slips; it stimulated the interest of the class, as a whole, in their subject and it encouraged pupils with artistic ability to put forth their best endeavors. I therefore decided to continue the practice as an after school activity.

"Beginning with the class of '88 each chemistry class of 11 years bought a piece of plate glass to fit a chosen window, elected a committee on design and one on etching. After the design had been adopted a full-sized drawing was made on paper, the glass was then coated with asphaltum varnish and allowed to dry. The back of the design was now rubbed with red lead and the design transferred to the asphaltum by tracing each line with a stylus. The design thus transferred stood out in red on the blackground, and each line was easily cut through the asphaltum. A dike of putty was then formed around the edges of the glass and when all windows had been opened to allow the escape of the poisonous fumes, commercial hydrofluoric acid diluted with an equal volume of water was poured on. After a few minutes this was washed off.

"The design was now cut in the glass. It only remained to wash off the varnish and put the glass in the sash provided for it.

"I have always regretted that the windows were not transferred to the laboratories of one of the new High Schools and many of the former pupils of the Free Academy have expressed a similar feeling.

"In closing let me send greeting to my former colleagues and pupils and say that it seems only yesterday that I was with them."

**WHERE FORMER
PUPILS LEFT
THEIR MARK**

Etched Windows in Municipal Building Reminders of Early Classes.

SHOW MANY NAMES

Were Designed by Chemistry
Classes Under Regime
of A. L. Arey.

So quickly does the human mind adapt itself to new conditions that few persons passing the Municipal Building on Fitzhugh Street North remember that it was once the home of the old Rochester Free Academy, which afterward became the Rochester High School. Indeed there is little to recall the fact to the mind for the passage-way on the north of the building, which in days gone by led to the rooms of the old Central Library to which the public school children flocked to secure their favorite books, "Cudjoe's Cave," "Little Women" and, low be it spoken, the "Alger" series and the "Elsie Dinsmore" books, bears a sign informing the public that the rooms are occupied, instead, by the offices and store of the Rochester Poor Department; while on the other side of the building, where the girls' cloak rooms and lockers were to be found, are now the meeting rooms of the various G. A. R. organizations. In the center of the building, in the room formerly occupied by Principal John G. Allen, where many a swaggering boy and frightened, weeping girl, caught in the act of throwing paper wads or passing flirtatious notes, have awaited their fate, is now the office of Judge Willis K. Gillette, where it is to be hoped none of these former culprits has been forced to put in an appearance to repeat his former experience in waiting for and receiving judgment.

On the upper floors of the building the taking away of partitions and the putting in of others has changed the appearance of the old school almost past recognition, though it still maintains its scholastic reputation by housing the offices of the Department of Education on the third and fourth floors.

Despite all the time that has passed, and the changes that have been made in the building, there remain certain marks, however, which tell of the time when it buzzed with the voices of many happy boys and girls who are now sober business men and women and heads of families of other boys and girls to whom the "Free Academy" means nothing.

These are the elaborately etched windows on the second floor in the rooms of the Park Department and Municipal Court which were once the rooms of the chemistry class taught for many years by Prof. A. L. Arey.

Work of Chemistry Classes.

So far as can be judged from the windows that remain this cusctom was begun in 1889 and was continued through 1899. The first window is one of the small ones in the south room of Municipal Court and has a design of morning glories framing the etched names of the pupils of the class, among which were William E. Brewster, F. B. Graves and William Maurer. The companion window in the same room was etched by members of the class of 1890 and contains the names of Minnie C. Brown, Henry C. Lomb and Willard D. Lockwood among others.

The window etched by the Class of 1891, if one was etched, must have succumbed to wind or to an unlucky blow of a broom in the hand of some caretaker. The Class of 1892, however, have left a very creditable window, with an elaborate design of morning glories twined around a table on which are a number of laboratory utensils. This window was designed by Clyde O. DeLand, now a well-known illustrator, whose work is familiar to many through his magazine and books and through the exhibition of his pictures at recent expositions in this city; Gertrude McIntyre and Grace Lewis.

Among the pupils whose names appear on this window are Arthur Vedder, Gertrude Ashton, Henry W. Martin, Orel Adams and F. S. Boynton. It, and the window etched by the Class of 1894, are in the room occupied by the engineering force of the Park Department. The '94 window was designed by Frank T. Bascom and shows a border of flowers and grasses. It was etched by Jennie Mae Clark, Belle C. Gilbert, Frank Bascom and William E. Dake. Among the pupils' names are those of Jessie C. Otis, Paul Weaver, Hattie Westgate, Edith Milligan and Edward Harris.

The window etched by the Class of 1893 has the distinction of having been exhibited at the Columbian Exposition at Chicago with the Rochester School exhibit. It has a very decorative design, suggestive of the Columbus celebration, with a picture of Prof. Arey in the center and a long list of names of pupils. It was designed by William R. Maurer and etched by Hattie Waring, Josephine Frank, Florence Montgomery and Florence Forbes. Among the names of pupils are those of Marion D. Gray, now head of the Classical Department of East High School, Mary Rogers, Cassius Shults and John Kase. This window also occupies a position on the south side of the building in Municipal Court.

The window of the Class of 1895 is another which has fallen a victim to circumstances, but in 1896 the classes in both the scientific and English courses supplied windows, the first being in the office of Court Stenographer Burke in the front of the building and the other in the office of Superintendent Laney of the Park Department. The window of the English class was designed by Louise B. Field and bears the names of the members of the class beneath a portrait of Principal John G. Allen. The window in the front shows the front elevation of the school building and a portrait of Prof. Arey. It was designed by William R. Randall and E. Bechtold and was etched by Randall Peet, Mabel E. Williams, Ethel M. Rafter and Fanny Murray. The names of the members of the class and the officers, Ivy L. Russell and

Paul P. Bird are a part of the
Patriotic Designs Popular

The classes became more ambitious as the years passed, trying to produce a more elaborate sign than that of the year before. The 1897 window, which is also in the building, shows a large angel with outspread wings. This is very beautifully executed. Carr was the designer, and among the names of pupils are those of G. Gage, Fred C. Weber and Schantz.

Two of the finest windows are the
in the office of the judges. That of the
particularly interesting
brates both in world
Spanish-American War
by Marvin R. Keene
and Ralph J. Hild
orative design of
corner designs show
battleship Maine and
on either side are in
"War declared April
Proclaimed August 1
The design of the
which is in the same
ably dictated by the
tory and peace were
shows a design of
ranged about the Amer
was etched by William Frank Fowler
William A. Durgin, I. R. Beir
G. W. Neuman.

The windows are really excellent of work and have a decided historical value, and, while there is a certain fitness in their position in the old building, there have been numerous suggestions that they are worth being preserved to posterity by being taken from their settings and placed in frames at Municipal Museum, where they would be in less danger of damage.

7/1/49

RALD - MAIL, FAIRPORT

Sixty Former Students Attend Academy Reunion

There was an attendance of about 90 at the Academy reunion and dinner Saturday evening. Out of town former students were present from Detroit, Mich., Rochester, Geneva, Buffalo, Syracuse, Canandaigua, White Plains, Clifton Springs, Clyde, Brockton, Newark, Marcellus, Palmyra, Williamson, Fairport, E. Rochester, Macedon, W. Walworth, Farmington, and Lincoln. Dinner was served by the women of the Methodist Church. The program with Raymond Fritts as master of ceremonies, included — Invocation, by Rev. Frank Q. Beebe, Necrology — Dr. Amy DeMay, Clifton Springs and Talks by Anson Gardner of Canandaigua, Mahlon Blaker of Detroit, Mich. and Judge N. D. Layham of Geneva. Gilbert Padgham of Farmington had charge of the music during the evening and he and Mrs. Padgham sang "Beyond the Sunset" during the program. Miss DeMay reported there had been 20 deaths since the reunion of June 22, 1946.

In her talk, she stated there were seven living former students who had attended the Academy before 1880. Only one was present, Clarence B. Blaker, 90 years old. Of the thirteen living students who attended between 1880 and 1885 only one, Judge Lapham, was present at the reunion. It was voted to make the reunion an annual affair.

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7/7/49

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Old Bell Unveiled, Dedicated by Walworth Alumni

About 135 members and guests attended the 16th annual alumni banquet of Walworth High School served last Thursday evening by Walworth Grange.

Preceding the dinner, the bell which was used in the old academy and recently had been mounted in the school yard was unveiled and dedicated by Lloyd Bassage.

Joseph Finley, president of the Alumni Association, was toastmaster and introduced Robert Wignall Sr., who led the group singing; Principal Thomas Armstrong who introduced the class of '49; Robert Wignall Jr., who presented the alumni cup to Beryl Whitmire, valedictorian of the class.

Toasts were given by A. J. Lewis, class of '19; Marvin Ebert, '23; Melba Carter, '31; Dorothy Hack, '36; Donald Baker, '47. Charles Pembroke, class of '35, played several numbers on his accordion. Vocal selections were rendered by the Rev. Elmer Bostow, accompanied by Miss Janice Wignall. The guest speaker was the Rev. E. Robert Chable of the Palmyra Baptist Church.

At the business meeting the following officers were elected for the coming year: President, Roger Pembroke; vice president, Mrs. Ethel Frowley; secretary and treasurer, Miss Ruth Van Hane-ghem. Square dancing followed the business meeting.

Academy 44 Times 11/7/63
**Old Seminary Bell
Will Ring No More**

Lima—The residents of Lima, and the hundreds of former students throughout this entire area and further away, will learn with regret that the old "Seminary Bell" in the tower of the Main Building of the former Genesee Wesleyan Seminary and Genesee Junior College, "On the Hill" at Lima, which for more than 100 years has called students to classes, chapel, and meals, etc., will soon be forever silent.

According to Wade Taylor, the maintenance director at the Elim Bible Institute, which institution now occupies the former Seminary plant, the tower structure is no longer adequate to support the swinging of the huge six-foot bell, and the citizens of the village will miss the melodious sound at intervals during the day, even though a tape recording has been made, which will be played at the appointed times.

Historic Macedon Academy for Sale

Lg/11/6721

MACEDON CENTER — The 114-year-old Macedon Academy is due to be sold for a dollar to the Macedon Historical Society.

Final details of the transfer are being worked out between the society and the Macedon Center Methodist Church, which has owned the Academy since 1948. Until last year, the church used the building as a church house.

Built in 1853, the Academy building served as a school for half a century. From 1906 until 1910, the Academy housed the pupils of two district schools

—Macedon Center and the old Hussey District.

In 1910, the building was purchased by two members of the Macedon Center Episcopal Church and Ladies Aid Society —Mrs. Minerva Eldredge and Mrs. Ethel Blaker—for one dollar and the payment of a \$200 debt on the building.