

1859

Annual Reports, Hebron 1858-9

Hebron (Me.)

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Samuel Gurney

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Annual Reports, --- Hebron.

1858-9.



FEB 24 1912

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ANNUAL REPORT
 OF THE
Selectmen and School Supervisor,
 OF THE
TOWN OF HEBRON.

Amount of money raised, March 15, 1858, for support of poor and town charges,	900,00
For support of schools,	503,40
For State and County tax,	516,52
Overlaying in the assessment,	36,53
	1956,45

Drawn from the Treasurer by orders,	914,47
To pay State and County tax,	516,52
Discount the past year,	44,67
	1475,66

SUPPORT OF POOR.

Alfred Andrews and wife,	76,00
Permelia Moody,	40,00
Z. Perkins,	52,00
Matilda Carmon,	30,00
Delphina Cox,	15,00
Joseph T. Reckard and family,	95,00
Doctor's bills,	10,00
	318,00

FEB 24 1912

REPORT OF SELECTMEN.

INDEBTEDNESS OF THE TOWN.

Outstanding town orders, .	533,91
Interest on same,	40,96
Outstanding school orders,	503,02
Interest on same,	40,35
Due the several School Districts,	184,78
Pauper bills unpaid,	91,30
	<hr/>
	1394,32

TOWN OFFICERS' BILLS.

Paid C. Parker as Supervisor of Schools,	25,00
Z. L. Packard as Clerk and Treasurer,	12,66
James Field as Collector and Constable,	33,26
George Cobb as Agent,	12,21
A. K. Bumpus as Liquor Agent,	15,50
Albert Cushman as Selectman, Assessor and Overseer of Poor,	30,00
Samuel R. Bradford do do do	25,48
Caleb S. Barrows do do do	13,00
	<hr/>
	167,11

RESOURCES OF THE TOWN.

Money in the Treasury,	205,08
Due on bills of 1855-6,	64,07
Due on bills of 1857,	24,47
Due on bills of 1858,	949,45
Ansel Gurney note and interest,	160,46
Liquors, casks, jugs, &c.,	33,58
	<hr/>
	1437,11

RECAPITULATION.

Amount paid Town Officers,	\$167,11
Outstanding school and town orders, interest, and un- paid pauper bills, and due the school districts,	\$1394,32
Indebtedness amounting to	\$1561,43
Resources amounting to	\$1437,11
Total balance against the town,	\$124,32

The above Report shows the standing of the town.

ALBERT CUSHMAN, } *Selectmen*
SAMUEL R. BRADFORD, } *of*
CALEB S. BARROWS, } *Hebron.*

HEBRON, March 14, 1859.

Report of the Supervisor of Schools.

GENTLEMEN : In accordance with the provisions of the law, I submit to the town the following report :

DISTRICT NO. I.

Summer, Miss HANNAH F. BARROWS, Teacher. In her government and method of instruction, she exhibited a natural aptitude. The scholars were interested, and good progress was made. She was successful.

Fall, Miss Z. H. LEONARD, Teacher. The condition of the school-house did not contribute to the success of the school in cold weather. We hope this defect will be speedily remedied, by building a good new house in place of the old one. Miss Leonard, however, kept a pretty good school, and the final examination showed fair progress.

DISTRICT NO. II.

Summer, Miss LAURA B. COBB, Teacher. The management of the school and the method of instruction were satisfactory. The interest manifested by the scholars, and the progress made, indicated the competency of the teacher.

Winter, Mr. Z. L. PACKARD took charge of the school. Entering upon his work with a good reputation established, and with long experience in teaching, he put forth earnest efforts for the good of his pupils ; and the close of the school gave evidence of fidelity and success. His reputation is still good.

DISTRICT NO. III.

Summer, Miss ANN J. CHASE, Teacher. Life, energy, skill in teaching, and good success, were the manifest characteristics of her school. She is a good teacher.

Winter, Mr. C. HENRY MOODY, Teacher. This was his first school. While he did not achieve all that he himself and others might wish, still he showed a deep interest in and put forth earnest efforts for the good of the school. More experience will enable him to encounter

REPORT OF THE

more successfully the difficulties, and accomplish the work of the school room.

DISTRICT NO. IV.

Summer, Miss M. AMANDA HARLOW, Teacher. To begin with, there were difficulties out the school room as well as in. These she could not overcome. Consequently the school was not pleasant to her, nor, as a whole, profitable to the scholars. Three or four weeks before the school was to close, the Supervisor was called for the purpose of closing it at once; but in view of the whole affair carefully considered, he did not deem it right to do so.

Miss ANNIE L. TURNER commenced a school in the fall, but soon closed it.

Winter, Mr. FREDERIC HALE, Mr. CHARLES T. K. TRACY, and Mr. ALBERT Q. MARSHALL, Teachers. Quite an array and diversity of talent for one small school. Of the results, I can only say, that on my first visit, Mr. Hale in the chair, the school appeared very well, and the recitations were gratifying. On the final visit, Mr. Marshall presiding, the examination was satisfactory, and the progress commendable.

DISTRICT NO. V.

Summer, Miss PHEBE C. MERRILL, Teacher. Miss Merrill labored hard to give a proper direction to the youthful mind and to store it with the elements of knowledge. Yet she saw not those results, so cheering to the teacher and so desirable to the scholars. Though the final examination was not what it might have been, had there been more diligent study, yet it showed, on the part of many, fair progress.

Winter, Mr. JONATHAN NASH, Teacher. In his school there were elements of insubordination, averse to close study, to control which a right needed a determination of will, and experience in practical detail, that he did not possess at the commencement of the school. The order was better at the close than at the beginning. At first he relied too much on the power of moral suasion; whereas, birch suasion succeeds better in certain cases. Mr. Nash's next effort will be decidedly better. "Experience makes perfect."

DISTRICT NO. VI.

Summer, Miss ELLEN E. MAXIM, Teacher. Though this school was small, and little labor comparatively required, yet a little more energy would have added interest to the school. The school appeared

well at the first visit, and at the close a fair progress was exhibited.

Winter, Miss LIZZIE LOWELL, Teacher. Miss Lowell entered upon her work with a determination that it must be done. The result showed that it was done,—*satisfactorily done*.

DISTRICT NO. VII.

Summer and Winter, Miss M. S. TWITCHELL, Teacher. Miss Twitchell's skill and long experience as a teacher, enable her to control the different elements in the school room quietly, yet effectively. Her success is manifest, and the progress of her scholars commendable.

DISTRICT NO. VIII.

Summer, Miss LOUISA S. BARROWS, Teacher. Most of the scholars in this district show a decided disposition to learn. Over such minds Miss Barrows exerted a good influence, moulding and directing aright the young. The final examination was very satisfactory. The school appeared well.

Winter, Mr. NOAH BICKNELL, Teacher. Mr. Bicknell fully sustained his reputation as a good teacher, giving proof of tact and skill. From a thorough examination, there was good evidence of progress, evincing on the part of the scholars much practical knowledge.

It will be seen by the brief view just given and also by your own observations, that our schools, as a whole, are not accomplishing in full the work properly assigned them. For this, there are *reasons*. To some of these I would call your attention, with the express design to remove, if possible, the obstacles in the way of common education.

1. The want of suitable preparation at home, seriously retards the progress of scholars at school. Parents are the natural teachers as well as guardians of their children. From them the child receives its first lessons, sees most constantly their example, hears their precepts more frequently than those of others, and is ever liable to drink in their spirit. Lord Brougham, I think, has said, that the first six years of life is the most important period of human existence; because then are laid the foundations of character.

Without subscribing fully to the correctness of this opinion, certain it is, that the early life of the child sustains more intimate relations to the character of the man, than is generally

supposed. Two mistakes mislead many. They suppose that an education consists of a knowledge more or less complete of spelling, reading, writing, arithmetic, geography, and grammar, putting a part for the whole ; whereas, in addition to these, an education consists of a proper training of all the powers of our nature, *physical, intellectual and moral*, in the formation of good habits, of good manners, of correct modes of thinking, and of close and diligent application to the lawful pursuits of life. Consequent upon the first is a second mistake, *That school teachers must educate their children*, whereas, they can in no case do it, only in part. Teachers are designed as assistants to parents in the scientific part of education. Even in this the parents co-operation is very essential. In the country, the pupil spends only a few hours in a day during a small portion of the year with the teacher, while the child, during a much larger portion of the time, is under the eye and care of the parent. Industrious, persevering habits should early be formed. Children, even when young, should be trained to think. Good habits under the process of formation, watched over and nurtured at home, render the labor of the school room both agreeable and successful. Deeply imbued with a proper regard for the office of the teacher, and looking to him as the appointed guide to lead them to the sources of knowledge, and at the same time feeling that their conduct and attainment in school will be their first public acts upon which the little world around them will look, most scholars would have no little anxiety in reference to their behavior, the manner of spending their time, and their success in the various branches of study. Proper sentiments inwrought at home into the mind and heart of the child, are like guardian angels all along his course. The care of the parent should follow the child to the school house ; and should see that his arrival at and departure from the school are at the appointed times. The child in school should be cheered also by the presence of the parent as an interested witness of his good behavior and progress in studies. Few men would be willing to hire a man in the spring at so much a month to carry on their farms, and



then leave them without any oversight all the season. Alas ! How many hire teachers, and after telling them where they may board, and where the school house is, leave them and their own children to get along as best they may.

Parents are responsible to God and to society for the proper education of their children. Therefore from the beginning to the end, they should have the oversight of it. True, all parents may not be competent to give scientific instruction in the school, but it does not require unusual attainments to see whether the scholars are diligent or idle, quiet or restless, obedient or disobedient. In addition to other visits, I would especially recommend that all the parents be present at the final examination. This should occur on a day previously appointed, so that all interested may see in part, at least, the results of the school. Almost the whole community can go to cattle shows to see oxen pull, and how large squashes and pumpkins have grown, and can they not spend a few half days in the school house each term to see how hard their children can labor, and how much the germs of thought and elements of character have grown ?

2. A second obstacle may be discovered in the wayward disposition, the dilatory habits, and the absence of true love of learning and of knowledge, found in too many of the older scholars. If I could gain access to their hearts through the ear or eye, I would confidentially say a few words to them. Submission to rightful authority, diligence in the improvement of time, a proper estimate of the value of knowledge and consequent discipline of mind, are worthy of your profound consideration. Your future character will depend very much upon your practical regard to these principles. You have really no end to accomplish in the school, but to be a dutiful, diligent and successful student. All else comes from, and tends only to evil. Better suffer wrong than do wrong, should the case require it. The hours spent in school are golden opportunities, put into your hands to secure the knowledge necessary for subsequent life. They are rich legacies, designed to scatter blessings all along your future path. Sap not the foundations of your future pros-

perity and happiness by youthful indiscretions. *Do right*, though passion clamors; *Do right*, though the false principles of honor storm; *Do right*, and the rewards will be yours.

3. A third obstacle is found in the inexperience and incompetency of too many teachers. It is not to be denied that many rush into the school room with very poor qualifications. They may be good scholars in some branches of study, but in many essential points *entirely* deficient. To detect deficiencies and to develop more fully the attainments of those expecting to teach, I would recommend stated examinations of at least three hours in length, beginning at the elementary sounds of our language and passing over every study with its callateral aids to the highest point of expected advancement. Of the government of the school, the teacher should have, as the result of study and observation, a matured plan. Nor should he be unskilled in the practical knowledge and management of human nature as developed in early life. A good teacher should be secured at any reasonable expense. A poor teacher should not be taken as a gift. Better let the mind of the young remain a blank than fill it with noxious weeds.

CARLETON PARKER, SUPERVISOR.

TABLE OF STATISTICS.

Dist. No.	Whole No. Scholars Registered.		Average attendance.		Wages per Week and Month.		Number of Scholars between 4 and 21.	Length of School in Days.		
	Sum'r	Wint.	Sum'r	Wint.	Sum'r	Wint.		Sum'r	Wint.	
1	18	24	14	16	\$2,00	\$1,75	20	40	43	
" "	2	37	41	27	34	2,25	22,00	57	55	58
" "	3	30	44	27	36 $\frac{1}{4}$	2,00	16,00	36+15	55	66
" "	4	26	33	15	26	1,17	20,00	41	65	59
" "	5	33	39	23	30 $\frac{1}{2}$	2,00	20,00	60	60	66
" "	6	16	19	11	17	1,00	2,50	27	42	55
" "	7	17	20	14	17	2,00	3,00	20+9	44	27 $\frac{1}{2}$
" "	8	29	32	25	27	1,75	18,00	45	44	48

Agents will please return number of scholars as soon as 15th April.