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1859 Paris Maine School Superintendent Report

Municipal Officers of Paris Maine

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ANNUAL REPORT

OF THE

Supervisor of Public Schools,

IN THE

TOWN OF PARIS,

FOR THE YEAR ENDING MARCH, 1860.

LEWISTON, MAINE

PRINTED AT THE "LEWISTON FALLS JOURNAL" JOB OFFICE.
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ANNUAL REPORT

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THE SUPERVISOR OF SCHOOLS.

In compliance with a provision of law, the following report of the condition of the Schools, the past year has been prepared, and in accordance with the vote of the town, is hereby submitted in printed form.

SUMMER SCHOOLS.

From a careful comparison of the merits and demerits of the several Schools, their relative standing may be represented as follows :

FIRST CLASS SCHOOLS.

Nos. 2, Primary and Grammar,—8, 9, Primary, and Higher,—12, and 10. These Schools were considered highly successful. Good order, thorough instruction, and excellent progress, have rendered them alike creditable, to teacher and scholar.

No. 2, *Primary*, when first visited, gave but little promise of success. Inattention, restlessness and a seeming disregard of all restraint was observable in many pupils. On subsequent visits, an entire change was manifest,—a “speaking quietude” characterized every movement. The Winter term, under the same teacher was equally successful. A thorough understanding of the subject matter of the reading lessons was secured to the little classes, and they evinced a promptness in giving the incidents of the “story” not excelled by any school in town.

No. 2, *Grammar*. The progress in this School was seriously retarded by irregular attendance, being the lowest in the percentage column, as will be seen by the table. This was a great annoyance to the teacher, whose promptness, energy, and acknowledged ability, should have been better appreciated.

No. 9, *Primary*. The same teacher had the care of this School during the year, and manifested great kindness yet firmness in the government of the little ones, and has shown a great degree of skill in imparting instruction to them. It is no small measure of success to have completed the two terms with so much credit to herself and benefit to the School.

Upper Department. This School was under good discipline, and deservedly ranks with our best Schools.

No. 12. On account of the ill health of the teacher, there was but a half term. The School was visited but once. Its appearance was highly satisfactory. Order, system, thoroughness and lady-like deportment, were leading characteristics, which could but exert a salutary influence. Eight pupils were not tardy during the school, and two pupils, namely, Charles B. Perry and George F. Perry, were neither absent nor tardy.

No. 16. This School was unfortunately cut short by sickness. The term was completed by another, but the attendance was small, being a busy time of year.

SECOND CLASS SCHOOLS

Nos. 1, 3, 5, 6, 10 and 18. These Schools gave general satisfaction, their progress being average.

No. 1, was visited but once, and this near the commencement. The School is very small, the house very poor, and it is no wonder that the teacher felt a little lonely.

No. 3. This School was under the same instructor as that of the previous year. The new House, parental co-operation, or a better appreciation of the teacher's efforts, insured a profitable term.

No. 6, made sufficient improvement, but seemed wanting in thoroughness. *How much, rather than how well* was the motto. There was an evident failure in teaching Syntax by example.

No. 10. Good order was secured, and considerable interest mani-

tested. There was a want of spirit and variety to back up the routine of the School room.

THIRD CLASS SCHOOLS.

Nos. 2, Intermediate, 4, 7, 15, and 17.

No. 2, *Intermediate*. This School opened well, but sadly degenerated. Neither good order nor the good will of the pupils, was secured. Instruction was judged to be systematic and thorough. The other Schools of this class, were under the direction of young and inexperienced teachers and they could not, therefore, be reasonably expected to possess that tact and judgment in the management of a School which they had not had the opportunity of acquiring.

No. 7. Considering that the teacher was taken from among the scholars, the School was very creditable. One young lady, who shall be nameless, was tardy *thirty-three times*. If it is a confirmed habit, somebody, eventually, will be called "late to dinner."

WINTER SCHOOLS.

FIRST CLASS SCHOOLS.

Nos. 2, Primary,—3, 1, 0, Primary and Higher,—10, 11, 12 and 14.

No. 3. As is the teacher, so is the School, other things being equal, which means a good School Room and the co-operation of parents. These requisites were not wanting, hence the complete success. There was a paper commenced with the School called the "Busy Bee," supported by the pupils, who displayed considerable literary ability in the articles contributed, as the teacher informed me. One evening a week was devoted to the reading of the paper,—miscellaneous readings, &c.

No. 4, was visited but once. It then appeared in working order. The teacher, being a close student himself, naturally infused into the minds of his pupils the spirit of progress. The School is believed to be highly satisfactory to the district.

No. 9. This School suffered some detriment in consequence of rampant rowdiness, manifested by some "young men" who chose to make

themselves as much of a nuisance as possible. Happily the nuisance was abated, for braggadocio succumbed to the dexterous application of a wooden pallet rather than take the "consequences" which, by the way, were within reach, in the shape of three feet of "Green hide;" and the last of the "Pequots" considered retreat the better part of valor, and "backed down," after which said fugitive from justice made a "precipitate" flight, which means *down hill*, according to the version of the *critic*. Had said "young men" taken the course of others that might be named, they could have left the school room with the honest pride of being "good fellows," and have stood a hundred per cent. higher in their own estimation, and of that of the community.

This school terminated successfully. The closing examination, though made when there was a warring of the elements, that prevented a full attendance, exhibited commendable progress in the several classes especially the second Grammar Class, and proved conclusively the efficiency of the teacher.

No. 10. This closed sooner than was anticipated, thus preventing an examination. The diligence and perseverance of the teacher, and the co-operation of the pupils, rendered the school pleasant and prosperous.

No. 12. This was a lengthy term, and was sustained throughout with unflagging interest. There were many peculiarities observable in the process of awakening *latent talent*, which are entirely original, and could be successful only in the hands of the originator. Considerable time was devoted to declamation, and some had become quite adepts in spouting a *La Mefister*. This may be well if it does not draw attention too much from other lessons.

There is one crying evil in this school,—*Tardiness*. This, the teacher concluded had become *second nature* with some.

A table is subjoined that will tell its own tale. It is hoped that an examination of the tardy column will induce some to start their "boon" a little earlier in future terms. Others might profit by the lesson.

SECOND CLASS SCHOOLS

Nos. 2 Intermediate, 5, 6, 7 and 10.

No. 2, *Intermediate*. This is considered a difficult and trying school, requiring experience tact and judgment to manage it successfully. The children connected with this School are at an age when they are not likely to feel the full force of those higher motives that

themselves as much of a nuisance as possible. Happily the nuisance was abated, for braggadocio succumbed to the dexterous application of a wooden pallet rather than take the "consequences" which, by the way, were within reach, in the shape of three feet of "Green hide;" and the last of the "Pequots" considered retreat the better part of valor, and "backed down," after which said fugitive from justice made a "precipitate" flight, which means *down hill*, according to the version of the *critic*. Had said "young men" taken the course of others that might be named, they could have left the school room with the honest pride of being "good fellows," and have stood a hundred per cent. higher in their own estimation, and of that of the community.

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No. 18. With some compunctions of conscience, this School was permitted to commence. It was earnestly hoped that one last effort would be put forth by the teacher to re-establish a long lost reputation. Results have shown to the contrary. There have been other circumstances adverse to success. Locusts have made this a place of rendezvous, the deleterious effects of which would be felt in any school. There are several pupils in this school, of advanced scholarship. The teacher has not been parsimonious of his time, judging from the lengthy sessions. The School "dragged its slow length along to the end."

There have been two failures in town, No. 2, Grammar, and No. 8. This is said to be again in successful operation.

A TABULAR STATEMENT OF THE SCHOOLS OF PARIS.

Number of District.	Names of Teachers for the school year ending February, 1860.	Number of scholars for term last 25.	Amount of school money appropriated.	White for scholars registered.		Average scholars per.		Percentage of scholars.		Average per scholar.		Length of school in weeks.		Total number of weeks.
				Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	
No. 1	Mr. J. S. Foster.	22	2 59 61	11	11	13	63	11	11	11	11	9	8	9
No. 2	Mr. Charles C. Smith, Mr. Maria Howell, Miss Mary P. Foster, Mr. Frederick Hale, Miss Mary E. Ordwin, Miss Mary F. Foster.	241	531 79	31	21	74	74	10	11	11	11	11	11	11
No. 3	Miss Joseph L. Shurtleff, Mr. Joseph H. Stone, Miss Emma Stevens, Mr. Charles H. Stevens.	29	84 34	31	31	74	74	11	11	11	11	11	11	11
No. 4	Miss H. Emma Jackson, Mr. Dexter Gray.	41	131 13	21	21	74	74	11	11	11	11	11	11	11
No. 5	Miss Lucy J. Stone, Mr. Frederick Hale.	79	161 34	41	41	74	74	11	11	11	11	11	11	11
No. 6	Miss Sarah O. Foster, Mr. Warren H. McHenry.	30	62 29	12	12	74	74	11	11	11	11	11	11	11
No. 7	Miss Helen J. Norton, Mr. Thomas Howell, Mr. R. H. Kelsey.	89	122 24	22	22	74	74	11	11	11	11	11	11	11
No. 8	Miss Hannah E. H. Wilford, Miss Mary L. Tellewell, Mr. H. Lewis Chase, Miss Mary L. Tellewell.	129	202 26	24	24	74	74	11	11	11	11	11	11	11
No. 9	Miss Joseph A. Curtis, Mr. Charles W. Byrson.	41	114 67	21	21	74	74	11	11	11	11	11	11	11
No. 10	Mr. S. C. Thomas.	14	34 61	12	12	74	74	11	11	11	11	11	11	11
No. 11	Miss L. E. K. Brigham, Mr. William M. Brooks.	79	162 79	41	41	74	74	11	11	11	11	11	11	11
No. 12	Mr. F. A. Parwell.	13	24 33	12	12	74	74	11	11	11	11	11	11	11
No. 13	Charles H. Bishop.	17	36 37	12	12	74	74	11	11	11	11	11	11	11
No. 14	Miss L. E. Chase, Mr. H. P. Norton.	29	77 44	21	21	74	74	11	11	11	11	11	11	11
No. 15	Miss Mary F. Field, Miss Mary L. Tellewell, Mr. Thomas L. Wyman.	43	102 49	19	19	74	74	11	11	11	11	11	11	11
No. 16	Miss Joseph N. Gray, Mr. Alfred H. Smith.	49	84 60	21	21	74	74	11	11	11	11	11	11	11
No. 17	Miss Catherine M. Martin, Mr. Oliver T. Foster.	49	110 11	21	21	74	74	11	11	11	11	11	11	11

EXTRACT FROM REGISTER OF SCHOOL NJ 12.

	Attendance.	Absence.	No. of times tardy.
George F. Perry.	82	00	00
Chas. Perry,	82	00	00
Nancy J. Cushman,	62	20 1-2	00
Laura Starbord,	80	2	3
F. L. Starbord,	79	1	3
N. J. Cushman,	73	8	4
Edward Richardson,	80	2	4
Lorinda Starbord,	24	1	4
Lizzy B. Lawrence,	70	0	4
Edward Murdock,	70	3	4
Horatio Tuell,	79	3	5
Abby Benson,	15	14	6
Sophia C. Benson,	75	7	7
Freeland Young,	35	4	7
Laura Judkins,	07	15	8
Sarah E. Whittimore,	41	13	8
M. J. Donham,	67	15	8
Emma Judkins,	53	2	8
Gibbs Benson,	40	15	9
Mary Langley,	42	1	9
Cyrus R. Lawrence,	60	4	10
Pauline C. Murdock,	76	0	10
Lucinda Berry,	42	20	10
Catherine Benson,	60	4	10
Cynthia L. Donham,	57	25	10
Alby Reed,	77	5	10
Alphreda Reed,	78	4	12
Marilla Donham,	69	12	13
Joshua D. Whittimore,	38	11	13
Hiram H. Berry,	82	00	13
Chas. H. Berry,	81	1	14
George S. Benson,	74	8	16
Alice E. Donham,	65	17	17
Harriet M. Reed,	75	7	17
Julia A. Reed,	86	19	17
Evelyn Berry,	74	3	17
W. S. Starbord,	42	12	18
Ann Donham,	70	12	18
H. W. Donham,	74	8	18
Merriam F. Rice,	56	26	19
A. H. Tuell,	71	31	21
Mary A. Chase,	77	5	21
Geo. L. Starbord,	62	18	22
W. W. Donham,	61	23	22

Leroy Benson,	72	10	22
Linus J. Washburn,	44	10	20
Elliot W. Benson,	72	10	30
Wm. H. Donham,	71	11	31
Ada M. Smith,	62	20	31
Roscoe Tuell,	62	20	32
F. W. Barrett,	50	23	46

TEXT BOOKS.

Greenleaf's Series of Mathematics.

Sargent's Series of Readers and Spellers.

Brown's Series of Grammars.

Payson, Dutton & Scribner's System of Penmanship.

Hampford & Payson's Book Keeping.

Warren's Physical Geography.

Brown's Grammars adopted two years since, have wholly (with the exception of three copies of Weld's) taken the place of the mixture of text books heretofore used in this town, namely: Greeno's, Weld's, Wells' and Tower's.

The promptness and efficiency of those classes in the several schools that have attended to the Etymological as well as Syntactical parsing, prove conclusively the advantage of the change. Here for the first time is uniformity in this branch.

Arithmetic.—Greenleaf's Primary and the Intellectual, that were partially introduced last year, have been generally substituted for Holbrook's and Colburn's, thus securing uniformity in this branch also.—Although "Colburn's First Lessons" is a time honored book, and the favorite with many, yet the Intellectual has been substituted for the following reasons:—It secures uniformity by being a part of a *consecutive Series*. It gives prominence to *United States' Money* while in Colburn's there are numerous exercises in "pounds, shillings and pence."

It gives a full course of exercises in *Percentage*, including its various useful applications, such as Interest, Discount, Present Worth, &c., while in Colburn's only about one page is devoted to this subject.

SCHOOL HOUSES.


It is to be regretted that there longer exists a necessity of calling the attention of any district of the town of Paris to its miserable hotels, dignified by the name of *School House*; but what a misnomer if you define it as a place for improvement appropriated for instruction; and varied is the instruction it imparts—dumb instructor, yet powerful in its appeal to human nature.

Well will it be if this kind of instruction does not inhere in the future character of those that come in contact with its debasing influence, for its indelible traces can no more be effaced than the "crooked oak can be straightened so that its fibers and layers shall tell no tale of the early bowling of the pliant twig." We may not be aware how much influence these silent teachers exert over the child of a few years, perhaps giving permanent direction to character.

It has been well said, the School House is itself a teacher, and is constantly instilling its silent lessons into the mind and heart of every pupil. How well is the power of this silent influence set forth by the Psalmist,—*"The heavens declare the glory of God; and the firmament sheweth his handiwork. Day unto day uttereth speech, and night unto night sheweth knowledge. There is no speech nor language, where their voice is not heard. Their line is gone out through all the earth, and their words to the end of the world."* Perhaps it will be asked, "what has all this to do with the schools of Paris?" But, if the wayfaring man, after sleeping on it six nights cannot find it out, he can "tear it to tatters, to very rags, to split the ears of the groundlings."

District No. 3 has erected the past season a good school house, both commodious and attractive, alike creditable to the district and the town.

The evil genius that had hitherto reigned supreme, inciting the school boy to "doats of daring high," exemplifying by sundry kinks, cuts and bruises without and within, has succumbed to a higher power,—a genius of propriety,—of order. The school-boy acknowledges its influence and his deportment is in keeping with the surroundings. Who will deny that government here, is easier, study pleasanter, and education more efficient.

District No. 2. Were an  placed at the corner of every street, pointing to the *School House*, it would appeal more effectually to

every individual, than is possible for any elaborately written argument to do. It is needless to "tell you that which you yourselves do know," but I trust the labor is not lost in *pointing* you to "Cremor's wonder."

Were one to say that the children of South Paris were not well cared for,—that the negligence of parents was jeopardising the health, perhaps lives of their children, it might seem a grave charge,—yet could every parent be cribbed here for only three hours, on some of our coldest days, first trying a wall seat, exposed to aerial currents that find ingress through numberless rents; then trying a seat near the fire, thus realising a change of temperature from zero to blood heat, they would be very ready to believe that *the seeds of disease* were dropping into deeper furrows, than the *seeds of knowledge*.

If any are cut off in "their young and innocent years," after being subjected to such exposure, might it not be well to bear in mind the close relation between cause and effect, rather than attribute the affliction to God's Providences?

SCHOOL AGENTS

That the responsibility of guarding the School-room from imposition, by only admitting those instructors who are qualified, rests on the Supervisor, will not be denied. But the Supervisor has to deal with whoever the Agent chooses to engage, and favoritism in many cases, decides the choice, which results in dissatisfaction in the district, and thereby lessens, or wholly destroys the usefulness of the school.

Young and inexperienced teachers are often engaged at a cheap rate in order to have a longer school. Some succeed; unforeseen circumstances arise that others are not able to meet, and they fail.

There have been thirteen beginners in School teaching the past year. Their labors have been attended with various results. Only five of the teachers employed in the Summer Schools attended any Teacher's Convention the previous year, and not one of our Winter School teachers availed themselves of the instruction gratuitously offered by the State. Some were in College, or School; but surely, our Paris Schools ought to receive some benefit from the two thousand dollars thus appropriated by the State. A teacher that cannot spare one week in order to get up a little enthusiasm to brush up their ideas, and to obtain the best mode of illustrating different branches and rules, is not over anxious to excel in "School-keeping." If this was borne in mind, less untimely mortar would fall into the hands of the Supervisor.

Let the Agent feel that he guards the outer door, while the Committee guards the inner door of the School room, and it is believed there will be an earnest co-operation that will contribute largely to the welfare of our schools. It is one of the Agent's duties "to employ teachers for his district, from money placed at his disposal for the purpose,"—employ teachers:—this seems to intimate that the Agent must use his own eyes in the selection: and in behalf of my successor, and the best interests of our Schools, it is earnestly hoped that the best and only the best teachers will be employed.

CONCLUSION.

The supervision of the School, though like most trusts, not without annoyances, is a pleasant task. One, who necessarily watches the development of budding childhood, cannot but feel a growing interest and solicitude for the progress and success of our free Schools. These, it has been my purpose to elevate and make efficient. Abler hands will do more, and reap larger results, and into such may they fall.

The power of determining "what books shall be used," has been observed with scrupulous regard to the best interests of education, and this power has been used *negatively* rather than affirmatively, in preventing the introduction of new publications, where a change did not appear to be demanded at present. An entire uniformity in the series of books adopted by my predecessor two years since is all that I have attempted to secure. I have endeavored to encourage *thorough* rather than superficial attainments. Commended *thinking* rather than *pencil*ing, and a much greater use of Mental Arithmetic has thus been secured. It is not so much the quantity of knowledge that is to benefit the scholar, as a formation of a solid basis whereon to build future attainments. The mental and the moral discipline—the one to sift that knowledge, the other to turn it to a good account,—these are the timely and wholesome fruits, these the higher and nobler results of the school room alone. The time spent in School is the only *capital* with which many will begin actual life; "hence comes the loud call for the timely discipline, the wholesome subjection, the well wielded moral power of the School Room.

Hence the necessity for an iron will and a living heart in parental government to secure complete subordination in home training, as a firm basis for a strict school regimen.

Prosperity then, to the common school, the noblest institution of our country! May its advantages be increased, its benefits extended, and its blessings ever be the crowning glory of our land!

Respectfully submitted,

S. P. MAXIM, SUPERVISOR.

