



HARTFORD HISTORICAL SOCIETY

• HARTFORD, VERMONT 05047 •

HARTFORD • QUECHEE • WEST HARTFORD
WHITE RIVER JUNCTION • WILDER

Volume 8, Issue 2 • SOCIETY NEWSLETTER • May 1995

May Meeting . . .

Our May meeting will follow the annual pot-luck dinner and business meeting. The topic is the history of Hartford's schools and will be jointly presented by Jim Kenison and John Gates. Jim is an independent scholar who has worked on researching family history, movie theater history in the Upper Valley, and is currently researching material for a publication on the history of Hartford's schools. John Gates is a former teacher and administrator in the Hartford School System and published a history of Hartford High School several years ago.

The Meeting will be

Wednesday, May 10, 7:00 PM

at the Greater Hartford United Church of Christ
Route 14, Hartford Village

The pot-luck dinner will begin at 6:00 PM

From The President:

Please plan to attend our annual potluck/business meeting on May 10th. After dinner we will have the election of officers and discuss a variety of issues, including our dues structure, possible uses for the Garipay house (and the needed renovations), our projected expenses for the coming year and suggested programs for future meetings. You won't want to miss the presentation on the history of the Hartford Schools by Jim Kenison and John Gates following the business meeting. The Hartford Historical Society is a registered non-profit organization and all donations are tax-deductable. We greatly appreciate the donations given at our meetings.

continued on next page...

As my two year term as president draws to a close, I would like to thank everyone who contributed time and effort to making our organization run smoothly. Thank you for giving me this opportunity to assist in preserving the history and heritage of our town and to become better acquainted with our membership.

Mary Nadeau



For Your Information...

Within the Spring 1995 *Newsletter* of the Vermont Museum and Gallery Alliance can be found information concerning photograph preservation with practical methods for the average person to use in preserving their own photographs.

Some of the suggestions are:

Keep your photographs under a moderate temperature and humidity level. Don't store photographs in basements or attics; the best place in a home would be in the closet of an air-conditioned room.

Avoid mishandling photographs. If little thought is given while handling photos; rips or cracks can develop when photos are handled improperly. Also, avoid touching the surface of the photograph; perspiration and body oils can damage photographs over time.

Label your photographs. When you label a photograph you are preserving information about the image for those in the future. When labeling, write on the back of the photograph with a pencil; avoid using ball-point or felt-tipped pens which can smudge and damage adjacent photographs.

Choose appropriate albums. Many albums available in stores can actually damage photographs stored in them over time. The materials in these albums hold chemicals which harm photographs. Never use "no-stick" albums with the clear plastic page that covers the photograph; they are especially damaging to photographs in even a short span of time. Buy photograph albums which are of archival quality; they cost more, but they will insure that your photographs survive longer than you will.

For more information call the Vermont Museum and Gallery Alliance. Their telephone number is: (802) 985-3346.

Hartford's Schools; An Overview

by Cameron Clifford

Hartford has seen two centuries in the evolution of its schools. The short story of this is that at first Hartford had no schools; later it had a lot of small schools; and now it has a few large ones. But the story is more detailed than that.

The system of schools within Hartford evolved out of necessity during the early nineteenth century. After the initial settlement period of the late eighteenth century attention was focused on establishing schools. Before formal schools were established; neighbors interested in educating their children hired someone, usually one of the better educated neighbors, to teach school in a home setting.⁽¹⁾

In 1807 formal schools were established in Hartford when the town was divided into 17 individual school districts. The districts were geographically based on neighborhood settings. Individual schools were situated so that no student had an excessive distance to travel to school. The idea of a fairly compact neighborhood or "district" was natural for a population dependent on foot and animal transportation.⁽²⁾

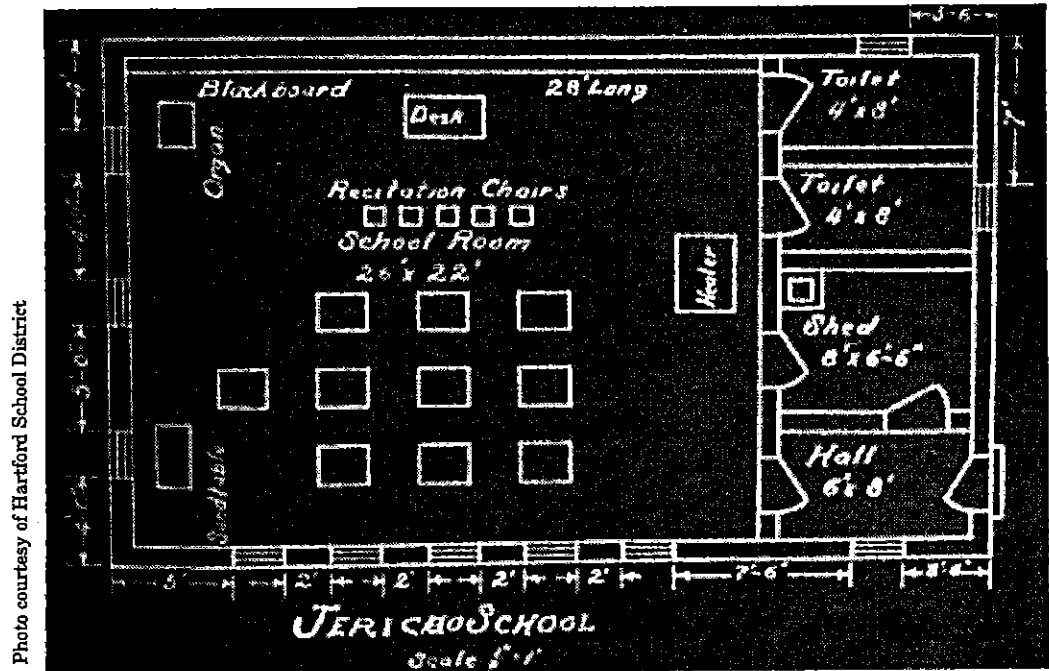
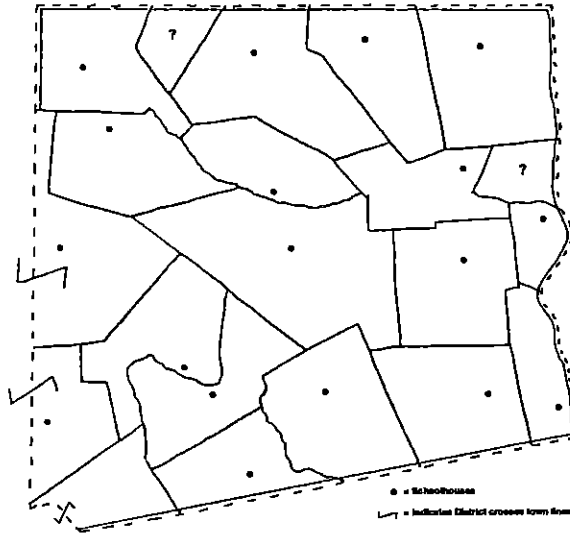


Photo courtesy of Hartford School District

Floorplan of the schoolhouse of the former Jericho District, Hartford, VT. circa 1920



Hartford's Independent School Districts 1869

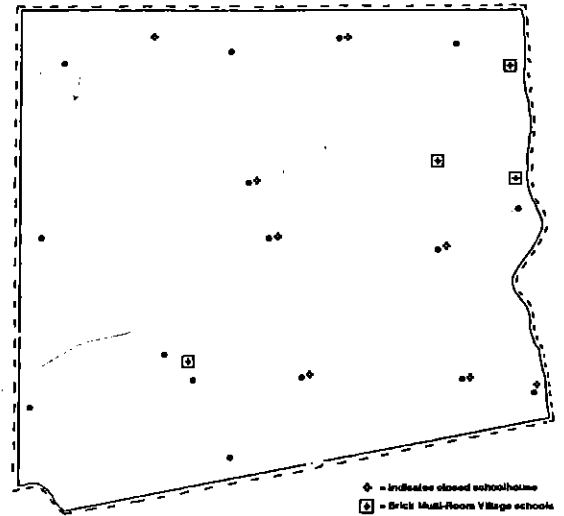
Likewise with school travel, school financing and governance was based on a local neighborhood level. The town provided a portion of the money used by the school districts. However, the balance was made up partly by the landowners of the district and partly by those families in the district who sent children to school.⁽³⁾ Along with local funding of school districts went local governance. It made sense for families who sent their children to school to oversee the operation of the school which taught them.

The number of school districts within Hartford increased to 21 by the mid 1800s.⁽⁴⁾ Groups of neighbors in the

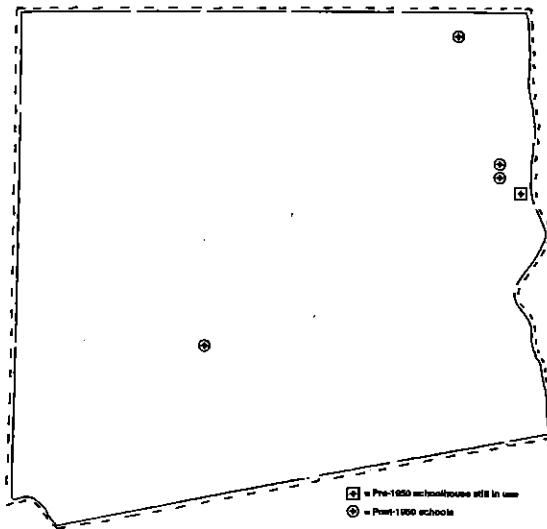
larger districts successfully acquired their own districts through town-wide votes of approval at town meeting. The structure of independent school districts based on neighborhoods continued until the 1890s when all the schools in Hartford were brought under town-wide oversight.⁽⁵⁾

Consolidation of the various school districts into one district resulted out of a perception that centralized oversight would be efficient and improve the operation of Hartford's schools. Since school reform began in the 1820s the idea of revamping the structure of school oversight had been weakly addressed and only partially complete. With legislative action in 1892 requiring all school districts to consolidate under the authority of their respective towns; centralized oversight was firmly established.⁽⁶⁾

Centralized consolidation of the various districts formally enacted what was informally happening since the mid 1800s. The independent school districts had already begun consolidat-



Hartford's Schools 1920



Hartford's Schools 1995

hood schools persisted even if neighborhood oversight did not.

However, rural population loss continued; eventually resulting in the need for fewer schools. Schools could not afford to stay open to serve only a handful of students and thus closed. Before closing for good; many of these schools closed temporarily when there weren't enough school age children in the neighborhood and reopened when there were enough to warrant keeping the school open. During the years when neighborhood schools were temporarily closed, the neighborhood children were sent to the nearest school available.⁽⁸⁾

By 1950 though all of Hartford's one-room schoolhouses were closed for good. With the closing of Hartford's rural schools in the late 1940s; all the town's students were transported to the town's brick multi-roomed school buildings located in the villages of Wilder, Quechee, Hartford Village, and White River Jct.⁽⁹⁾



School Bus; a facilitator of school consolidation.

ing. Rural population loss since the 1840s found some neighborhoods depopulated to the point where there wasn't enough students to warrant keeping a small school open. Thus districts combined. By 1869 the number of independent school districts in Hartford had dropped to 18; two having consolidated with others in town while three others had joined with districts across town lines.⁽⁷⁾

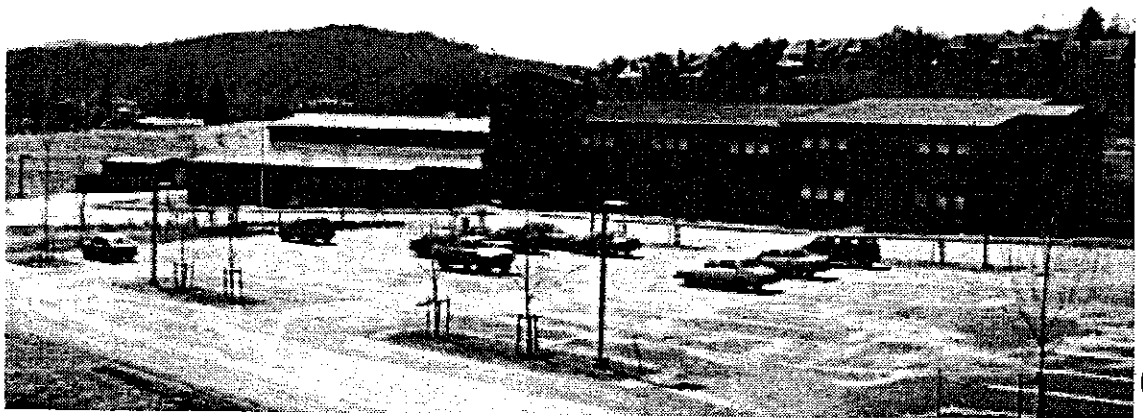
Though the independent school districts were decentralized in the 1890s; the schoolhouses themselves were still utilized under town supervision. They were needed. The neighborhood structure of sending students to neighborhood schools persisted even if neighborhood oversight did not.

These village schools were built between 1905-1920 out of necessity. Though the rural population within town declined; the village population had expanded. It wasn't long before the village schools were overwhelmed by the closing of the neighborhood one room schoolhouses. By the late 1940s students from the rural parts of town poured into the village schools; swelling the student population.⁽¹⁰⁾

As a result of the overwhelming of the village schools new schools outside of the old village settings were built to provide more space. Evaluation of Hartford's school situation resulted in the need for a new large elementary school and a few years later a new high school. The old high school in White River Jct. had replaced an earlier structure built in the village in the 1880s. Thus an elementary school and high school were built in 1952 and 1963 respectively.⁽¹¹⁾

As opposed to the older multi-room brick schoolhouses spread out among the villages; the new schools were located in a suburban rather than village setting. The new suburban style schools depended heavily upon bus transport of students to and from school. The almost total transformation away from the village schools to the suburban ones came in the early 1990s.

By the early 1990s it was determined that three out of the town's four remaining village schools should be closed with new schools replacing them. The new schools would be built in non-village settings following the precedents of the two schools built in the 1950s and 1960s. It was also determined that the new schools would be larger than the village schools were. Thus two new schools replaced three old ones. One of the new schools was built off the Old Quechee Road and the other was built on Christian Street in 1993.⁽¹²⁾ These schools are likely to continue the pattern of change that marks the evolving Hartford school system.



The Ottaquechee School 1995

Hosea Doten at Hartford's School District #15

by Cameron Clifford

During the period between 1820-1860 an early effort was put forth in order to improve Vermont's schools.⁽¹⁾ In the middle years of this drive, Hosea Doten of Pomfret engaged to teach school in Hartford's District #15. Doten's teaching experience in Hartford left him disillusioned with the slow pace of improvement and the state of common schools in general. His Hartford experience in part led him to the decision to open a private school in Pomfret in 1850 under his control where he felt his teaching abilities could be put to the best use.

Vermont's schools were not necessarily "bad" in the second quarter of the nineteenth century, but as in every age the practices of the past did not live up to the desires of the present. Enlightened individuals interested in school improvement publicly enumerated the undesirable aspects of district common schools. Their woes centered around the issues of how money was raised to support the schools and the quality of teaching within the districts.⁽²⁾ The structure of Vermont's school system at the time was that individual school districts had little oversight and did as they pleased. As a result, the quality of the conditions and instruction varied greatly among school districts.⁽³⁾

Hosea Doten was no stranger to Vermont's system of district schools. Doten was raised in the south-eastern part of the town of Pomfret and educated in the "South Center School District". Doten years later reminisced that there hadn't been "anything very marked in my school days". In fact Doten went so far to say that "there was but little to call up intense thought" in his former school. Fortunately for Doten his parents were educationally minded and facilitated learning at home.⁽⁴⁾

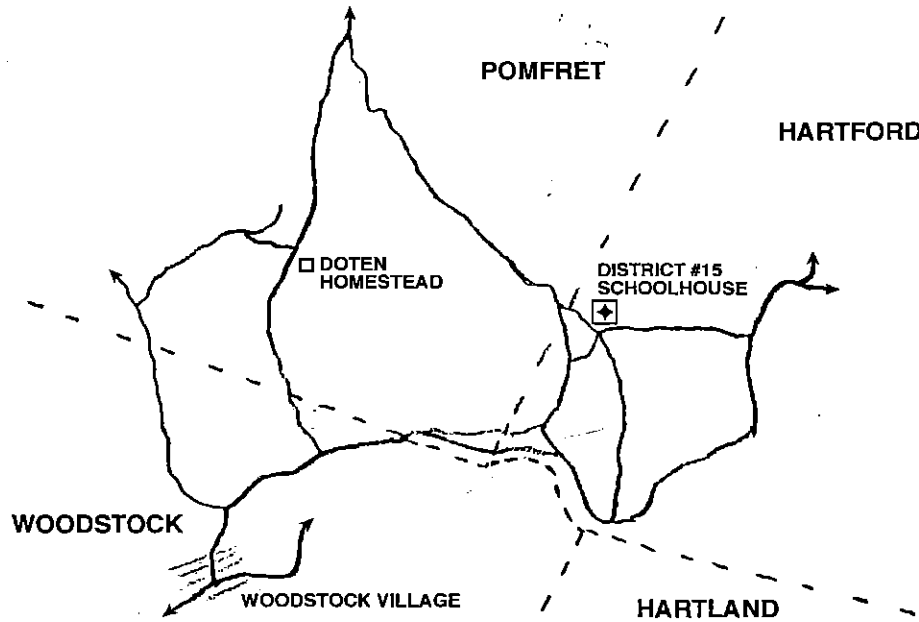
Doten did not only experience district school as a student, but also as a teacher previous to his teaching stint at the brick schoolhouse in Hartford in 1842. Doten's teaching experience began in the winter of 1828-29 when he took over for his ill brother as instructor at a district school in the western part of Pomfret. Later he taught school again in Pomfret and then in Woodstock for a number of years. Doten was well versed in the challenges of being a teacher as well as a student in the district school system.⁽⁵⁾

Unlike some teachers of the day, Hosea Doten was more than a competent teacher; he was a true scholar and conveyor of knowledge. Doten pursued independent studies throughout his youth; following "mathematics with special interest" so that later in life he was awarded an honorary degree of master of arts from Norwich University. He also pursued astronomical interests and "prepared astronomical calculations" for the Vermont Almanac published at Woodstock.⁽⁶⁾

In October of 1842, Doten engaged to "keep" the school in Hartford's District 15 for the winter term beginning in December.⁽⁷⁾ School district #15 actually included part of southwestern Pomfret at the time. This situation came about probably just a few years previously and was not an isolated phenomena. Throughout the early nineteenth century, towns were subdivided into numerous school districts. As a result of population loss beginning in the 1830s districts found it impractical to operate a school for only a handful of students. Thus the consolidation of neighboring districts began; even those districts which were divided by town lines such as in Hartford and Pomfret's situation.⁽⁸⁾

District #15 was a different place compared to Doten's previous teaching engagement. From September 7 through November 26 Doten kept a school "at the green" in Woodstock Village.⁽⁹⁾ There was a key difference between the District 15 school and the school at the green. The school in Woodstock was a private school. In private schools, teachers were able to use up to the limits of their knowledge while teaching students. Parents sent their children to private schools for a far superior education than the district schools provided.⁽¹⁰⁾

Doten's Woodstock teaching experience was rewarding and enjoyable. Under his watch were the brightest children of Woodstock's elite. Woodstock's elite consisted of individuals associated with the law, government, and medicine. Woodstock at the time was the county seat where court sessions were held and also was home to a medical school. Both



Location of Doten Homestead and District #15 Schoolhouse.

of these institutions tended to draw the better educated of society to town.⁽¹¹⁾ Doten was satisfied. He beamed as he wrote in his diary one evening that the day had been "Crowded with lessons at school."⁽¹²⁾

While he attended to his school in Woodstock, Doten enjoyed the amenities associated with his stint there. He many times "walked" to school or rode with family or friends; negating the need of attaining a horse himself. He hob-nobbed with professors, doctors, lawyers, and judges. He was able to borrow Mr. Darling's "spy-glass for L Miller" evidently for astronomical observations Miller was interested in. Doten also "assisted" a neighbor "in his trigonometrical measurement" with pleasure and "worked...on proof sheet of Almanac." Other than a "severe headache and toothache", Doten's stint of teaching in Woodstock was trouble free. Problems were for others. A nearby school "closed rather abruptly" with the "cause not known" Doten wrote one evening with the satisfaction that his school was tranquil and a center of learning.⁽¹³⁾ Things would not be so idyllic for Doten at District #15 however.

Part of Doten's trouble's at District #15 had to do with just the time of year he was teaching there. Winter could be a challenge. Many times Doten related that it was "Very bad getting to and from school..." because it was "very snowy." One time because the roads were "much drifted" his sleigh "turned over going to school." But underlying his disgust at winter traveling was a deeper disgust. This deeper disgust framed an unseasonably warm January day sour for Doten as he wrote negatively that because of the unexpected thaw the sleighing was "of coarse...very bad."⁽¹⁴⁾ Doten's deepest disgust though was his sense of wasting his time. On January 21 a sense of Doten's frustration was openly revealed when he wrote that school was "rather dull" and that caused it to be "a hard day" for him. It sure wasn't like the private school in Woodstock.⁽¹⁵⁾

While teaching in District #15 Doten kept his sanity by seeking out the aspects of Woodstock culture he enjoyed. He wrote of going "to Woodstock after school" more than once after having recent hard days.⁽¹⁶⁾ Doten longed for the atmosphere of true teaching the private school had afforded him.

In District #15 Doten found his teaching skills diminished by the time he had to apply his disciplinary skills; undoubtedly daily. He was so fed up that one day he "Went into school with a determination to make thorough work in discipline...." He called this aspect of keeping district school "the trouble."⁽¹⁷⁾

Also troubling for Doten was the spotty attendance of students so prevalent in public schools at the time. In a period of just a few weeks Doten had a wide range in attendance. On Jan 26 he had 42 students; "the most that I have had any day this winter." February 15 found that he "Had but 9 scholars."⁽¹⁸⁾ Part of the fluctuation had to do with situations at home which kept children temporarily away from school. But Doten also commented on other activities and meetings which "keeps some scholars out of

Continued next page . . .

school.”(19) Attendance was lightly treated by parents and district officials and was frustrating for Doten. One day he “Went to school...and found no fire” in the stove “nor scholars til near half past nine.”(20) Evidently if the district's students decided to go to school; they went when they wanted to.

Another group who came to the school when they wanted were “visitors.” Even though it is not apparent; most of these probably were parents of the students. Surely some of these parents were interested in what was happening educationally at the school, but Doten emphasized another apparently bothersome side to these visits. Two days after “Mr Udall” had visited; the school was “full of visitors” who came to “write billets” - bills. The visitors needed Doten's assistance in preparing them and most likely these bills were against the school district. Doten snidely wrote that there had been “profitable business” conducted at his school that day. The visitors interrupted Doten's teaching routine instead of observing it. The first week of March found more of these kind of “Visitors at school again.”(21)

By the last part of his teaching contract with District #15, Doten had enough. His only entry for February 27 was that “School goes rather dull.” Thursday and Friday March 2nd and 3rd Doten stayed home because he was “unwell”; sick of school no doubt. Doten's teaching contract with District #15 ended that weekend. By Monday morning he was well and chipper enough to go see Ora Paul about the end of his contract and arrange for his pay in “teaching the past winter.”(22)

Even though Hosea Doten's teaching experience at District #15 was over; its lessons stayed with him. The state of public schools at the time was disheartening for true scholars such as Doten. He loved to teach, but he wanted to teach in a setting which was rewarding for him as well as those he instructed. Doten later taught at a couple more common schools, but in 1850 he settled upon a solution to his frustrations with the public schools. He opened his own private school in Pomfret, similar to the one he taught at in Woodstock years before.(23)

Doten conducted class at his private school and actually did do some more public teaching until 1866 when he stopped teaching to pursue civil engineering work.(24) Years later one of his former students from the private school in Pomfret wrote that “about one hundred and fifty young people obtained advantages ordinarily given in high schools” at Doten's private school. Many of these former students “became lawyers, doctors, editors, and successful business men.” This former student also declared that “No other teacher...exercised so powerful an influence through work done in the classroom” as Doten did.(25) What the former student did not say was that the benefits from Doten's private school was only for those who could afford to pay to attend. The slow work of improving Vermont's public schools such as Hartford's District School #15 went on; but without Hosea Doten.

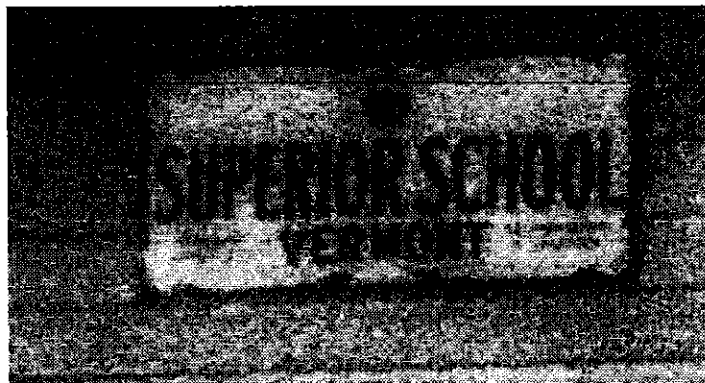
The Vermont School Standardization Program's Impact on Hartford

by James M. Kenison

In 1921, after realizing a need for improvements and change in Vermont's schools, the State Board of Education started the Standardization Program. This program, which would continue for the next ten years, rated schools based on the quality of the teacher, instruction given, school buildings and furnishings. Many school districts bought into the idea of the program; however, none so much as Hartford. Hartford achieved the status of being the only town in the state with each of its rural schools rated as Superior. It also went to extraordinary lengths to maintain that status.

For the Standardization Program, the state established a 200 point rating system. The rating system evaluated the quality of buildings and grounds, equipment, community support, teacher training, and efficiency. Schools earned points for hiring teachers with experience. A school earned additional points for retaining a teacher for several school terms. The teacher's professional spirit and relation to the community were also scored. A school earned a "Standard School" rating by achieving 160 to 180 points in the rating system. A "Superior School" rating was awarded to those schools achieving at least 180 points.⁽¹⁾ In both cases, the school was presented with a green and white metal sign stating "Standard School" or "Superior School."⁽²⁾ The sign which was typically placed near the front door of the school was something the whole community could be proud of.

Photo courtesy of Hartford School District



Superior School Sign from the early 1920s.

The State Board of Education at this time consisted of a group of individuals committed to improving the educational system in Vermont. Dorothy Canfield Fisher was one of those members. From the start, Fisher had no idea that "so many rural schools in Vermont were in such bad shape."⁽³⁾ The board accepted the challenge ahead.

Vermont's Standardization Program had a very positive affect on education in the state. After the introduction of the program, the people and communities of

Continued next page . . .

Vermont realized the need for reform and improvement. Schools were repaired with the help of citizens and community groups that worked together to improve the quality of the educational environment. School districts began to more carefully screen and train new teachers to improve the quality of the education provider.

The importance of the Standardization Program was realized immediately by Hartford. The superintendent of schools and school board sought to make all of the schools in rural districts Standard schools, and eventually Superior schools according to the requirements fixed by the State Board of Education.

A 1922 letter written by Dorothy Canfield Fisher shows how quickly Hartford acted to improve education within the town. "The Town of Hartford has gone over the top with a shout, all flags flying. There are seven rural schools in Hartford, and in the course of the last year, every one has been brought up to standard, indeed six out of seven are not only standard, but superior."⁽⁴⁾

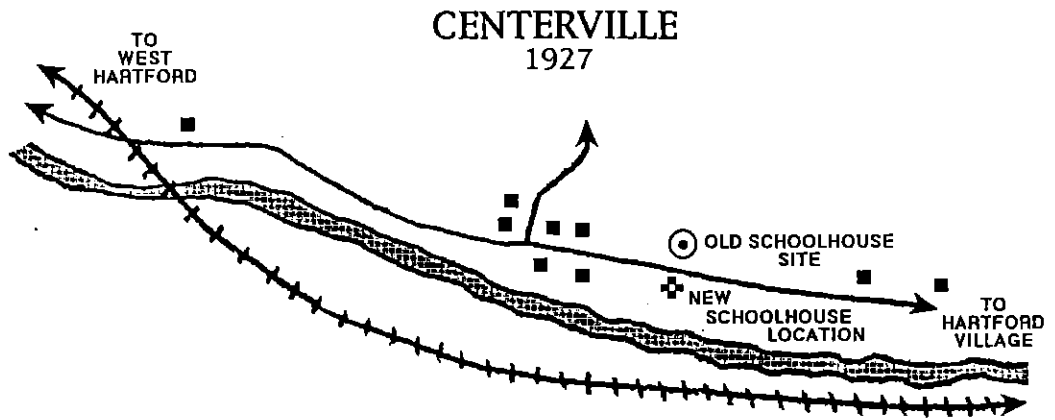
Hartford reached its goal in 1923 when each rural school in the town had earned a Superior rating. Hartford was then the only town in Vermont that had, or ever would have, every one of its rural schools rated as Superior.⁽⁵⁾

In 1925 it became evident that population changes in some of the districts within the town would make it necessary to reopen some schools which had been closed for several years. It was deemed necessary that the schools in the Brockway and Centerville districts would be needed within the coming year. For several years previously, students from those districts had been transported to neighboring districts.

The fall of 1926 brought the reopening of the Brockway School and with it another Superior school to Hartford's credit.⁽⁶⁾ The school board was fortunate that this school building was in such good condition. There was also sufficient land for a playground there. Improvements were necessary for this building, but at a small expense.

Hartford would not be so fortunate, however, when reopening the school at Centerville. It was the opinion of the school board that the school was in such poor condition that it would fall short of even a Standard rating. One problem was that the school building was considered too near the highway. That location also had no land for a playground.⁽⁷⁾ A new site would be necessary.

At the town meeting in 1926, the townspeople voted to authorize the school board to purchase land for school purposes. The town was in favor of this and agreed to allow the board to make four purchases of land. Three parcels were for playgrounds at existing schools and the other for a more suitable location for the Centerville School.⁽⁸⁾ The school board bargained for land within the district, and in May, 1927, purchased a parcel of land from Willis and Mabel Howard for two hundred dollars.⁽⁹⁾ The land was situated on the opposite side of the highway from the school. The new



Centerville; showing the old school site and the new site. 1927

site provided a much better location for the school. It was decided that the old school building would be moved to the new site with extensive renovations made to it. The move was made during the summer of 1927.

After moving the building, repairs to the building were necessary. Years of neglect had to be reversed. In March of 1928, the school board purchased water rights to a spring of water located on the Fuller farm across the highway.⁽¹⁰⁾ With the new water rights running water and flush toilets were added. These were not a common feature of rural schools at that time. The total expense of the move and improvements was nearly \$3,800; about 30% more than estimated.⁽¹¹⁾ Thus Hartford turned a "dilapidated relic of by-gone school days" into one of the better rural schools in the state, "with splendid play grounds."⁽¹²⁾ The Centerville School became Superior School number nine for Hartford.

The Centerville School was just one example of Hartford's dedication to the Standardization Program. The education and future of Hartford's children had been prioritized. The accomplishments of the school board during the state's period of standardization helped to insure that each child could receive the same quality of education.

James Kenison is the director of the Thetford After School Program in Thetford, VT and also does historical and genealogical research. He is currently researching the history of Hartford's Schools.

In Their Own Words:

"The schools of any town are usually as good as the people demand and as poor as they will tolerate.

That the public schools of Vermont have been greatly improved...is a fact; it is another fact that they can still be improved in a far greater degree.

...it must be remembered that those who are children to-day will have to live under different social and commercial conditions and face different problems from which their grandfathers met. Therefore it is necessary for the State to adjust its educational policy accordingly...." *1898 State Superintendent of Education Mason Stone*

"Two things stand out in my memories of the eleven years I taught at Hartford High School in the 1940s and 50s.

The first were the kids themselves. They were great. I never met a youngster that I didn't like though there were a few who tried my patience....The second thing was the openness and willingness to experiment....We had classes in journalism and psychology long before many other high schools..." *Weston A Cate Jr.*

"A teacher should possess a smile as cordial and as true as parental for the neglected child of poverty and ignorance as for the more favored one of wealth and ease." *School teacher Calista Earl of Plymouth, Vermont 1850/51 (VHS Collection).*

"She would grab you by the ear and set you right down if you were doing what you weren't supposed to be doing...She ruled with an iron fist...I've seen her take a strap to a few boys. One of them stole...and she knew he stole from this other desk...when he admitted it she beat the crap out of him....then there was another kid ...he used to swear...and she'd slap him right across the face right in front of everybody...that's the way she ran the classroom...In those days in that era...she was allowed to do these things and if she thought it was necessary she did it.... It was such a big class she didn't really have time for...everybody. She had us all in blocks in this classroom: the top ten students, then the next ten students...we were classified - organizing students to their ability. I was one of them bottom of the class abilities and we were kind of just stuck in the corner...." *Chet Miller on a Hartford elementary school teacher in the 1960s.*

"There's nothing you can do in this world that's a change in the status quo that doesn't have some pros and cons to it." *Jeb Spaulding; Chair of the Vermont Education Committee speaking on "Switchover" April 5, 1995.*

"Starting School Is Exciting! Your enthusiasm and positive attitude are important for your child...Together We can get your child off to a Great start!" *Pamphlet compiled by the Hartford School District's Kindergarten staff 1992.*

Notes to Articles in This Issue

Hartford's Schools: An Overview

- 1 William H. Tucker, *History of Hartford Vermont*, (Burlington: 1889), 278-279; hereafter cited as Tucker.
- 2 *Ibid.*, 276,280.
- 3 *Laws of Vermont 1818,84; 1821,90; 1826,22.*
- 4 Beers, Ellis, and Soule, *Atlas of Windsor County Vermont* (New York: 1869), 18; hereafter cited as Beers.
- 5 Association of Retired Teachers of Vermont, *School Bells Among Green Hills* (Essex Jct.: 1975), 98; hereafter cited as School Bells.
- 6 John Huden, *Development of State School Administration in Vermont* (Vermont Historical Society: 1944) 35, 43-44, 52-54, 69, 110; *School Bells*, 98.
- 7 Beers, 18; Tucker, 280.
- 8 *Hartford Town Reports, 1915, 27; 1920, 27; 1930, 14; 1944, 56.*
- 9 John St. Croix, *Historical Highlights Of The Town Of Hartford Vermont* (Hartford:1974), 195-201.
- 10 *Ibid.*, 198-201.
- 11 *Ibid.*, 199-202.
- 12 *Hartford Town Reports, 1993, p117.*

Hosea Doten at Hartford's School District #15

- 1 John Huden, *Development of State School Administration in Vermont* (Vermont Historical Society: 1944) 33-35; 43-44; 52-54; hereafter cited as Huden.
- 2 Emit D. Grizzell, *Origin and Development of the High School in New England Before 1865* (New York: 1923), 227-229; hereafter cited as Grizzell.
- 3 Huden, 33; 125.
- 4 Henry H. Vail, *Pomfret Vermont, vol.II* (Boston: 1930), 344-345; hereafter cited as Vail.
- 5 *Ibid.*, 609.
- 6 *Ibid.*, 346; 609.
- 7 Hosea Doten, *diary for 1842* (Town Clerks Office Pomfret, Vermont), October 21,1842; hereafter cited as Doten.
- 8 Beers, Ellis, and Soule, *Atlas of Windsor County Vermont* (New York: 1869), 18.
- 9 Doten, September 7,1842-November 26,1842.

- 10 Grizzell, 229.
- 11 Henry S. Dana, *The History of Woodstock, Vermont* (Boston and New York: 1889), 231-247; 453-488.
- 12 Doten, September 29, 1842.
- 13 *Ibid.*, October 7, 1842.
- 14 *Ibid.*, December 15, 1842; December 12, 1842; December 31, 1842; January 19, 1843; February 16, 1843.
- 15 *Ibid.*, January 21, 1843.
- 16 *Ibid.*, February 6, 1843; February 14, 1843; February 22, 1843.
- 17 *Ibid.*, January 23, 1843.
- 18 *Ibid.*, January 26, 1843; February 15, 1843.
- 19 *Ibid.*, February 15, 1843; February 21, 1843.
- 20 *Ibid.*, February 18, 1843.
- 21 *Ibid.*, February 20, 1843; February 22, 1843; March 1, 1843.
- 22 *Ibid.*, February 27, 1843; March 2, 1843; March 3, 1843; March 6, 1843; April 6, 1843.
- 23 Vail, 346; 609.
- 24 *Ibid.*, 346.
- 25 *Ibid.*

The Vermont School Standardization Program's Impact on Hartford

- 1 *The Rural Schools of Vermont - A Guide for Their Improvement and Standardization*, Bulletin #1, 1929, (Vermont State Board of Education), 37.
- 2 Association of Retired Teachers of Vermont, *School Bells Among Green Hills* (Essex Jct.: 1975), 100.
- 3 *Vermont Standard*, December 7, 1922.
- 4 *Ibid.*
- 5 *Hartford Town Report, 1923, 114.*
- 6 *Ibid.*, 75.
- 7 *Ibid.*, 67.
- 8 *Minutes from Town Meeting March 2, 1926, Article 22, Hartford Town Records, Vol. 9.*
- 9 *Hartford Land Records, Vol.43, 57.*
- 10 *Ibid.*, Vol.44, 35.
- 11 *Hartford Town Report, 1927, 9.*
- 12 *Ibid.*, 74.

In Sympathy:

We would like to extend our sympathy to
the family of Helen Aher.

Recent Gifts

The Society thanks the following individuals for their recent gifts:

Helen Aher Family; Records of the Hartford Women's Club, Hartford PTA records 1940s-1950s, Hartford Library records 1857-forward, cornet and hat from the Hartford Cornet Band.

Fred Bradley; 1974 Commemorative plates of the opening of the Sykes Avenue Branch Bank in White River Jct.

Roy Black; Copy of "A Memorial to Phineas Parkhurst" from The Vermont magazine, 1920.

Evelyn Cameron; Postcard of the William's Store, S. Main St. White River Jct., circa 1922.

Hartford Women's Club; Women's Club History, 1893-1957.

Edith Jacobs; 1950 Telephone Directory for Lebanon, N.H. and White River Jct., Vt.

M. Lawrence; 1937 White River Jct. Chamber of Commerce flyer.

Old 494 Restoration Committee; The Vermont Railroad Museum Newsletter, 1/1/95.

Richard Runnals; Century Brothers Circus Flyer, circa 1928.

Philip Spillane; Notepad, mailing label, stationary, and envelopes from Right Printing Inc., circa 1990.

Richard Steward; Mira Davis diaries for 1946-47, 1952-53; and account book for 1937-43.

Kim Zea; Photograph of W. Hartford Street scene, circa 1895.

HARTFORD HISTORICAL SOCIETY

Office: Room 110, Municipal Building, White River Jct., VT 05001

Hours: By Appointment

Mary Nadeau, *President*, 802 295-2123 • Dorothy Jones, *Vice President*, 802 295-2701

Meetings are held on the second Wednesday of March, May, September and November at the Greater Hartford United Church of Christ, Route 14 in Hartford Village.