

lunch has been repeated and the following menu served each week:

*Parker School Luncheon.*

1911-1912.

MENU.

Soup with Buttered Rolls,	5c.
Chicken Pie with Mashed Potato,	10c.
Escalloped Oysters with Rolls,	10c.
Boiled Fowl, Cream Sauce, Mashed Potato,	10c.
Beefsteak Pie with Mashed Potato,	10c.
Chowder with Rolls or Crackers,	5c.
Oyster Stew with Crackers,	10c.
Lamb Pie with Mashed Potato,	10c.
Roast Beef with Mashed Potato,	10c.
Roast Lamb with Mashed Potato,	10c.
Cocoa,	5c.
Bottle of Milk,	5c.

The success of the feature is the subject of investigation by other cities.

During the last semester commercial history and commercial geography are being taught as one subject after a syllabus prepared by Miss Ryan and Miss Dickerman, approved by the state superintendent of public instruction and by Mr. Cook. The change allowed more time for English in the commercial classes.

The new system of teaching mathematics in the secondary schools is receiving its trial here for the first time in the city. The development of mathematical power, even in the dullest pupils, is distinctly noticeable. This work must be taught strictly in accordance with the plan outlined in the Teachers' Manual to gain the best results. While the teacher is not required to sink his individuality entirely in

that of the author, nevertheless he cannot safely substitute his own ideas to the detriment of either the general or the specific directions laid out.

This year it was necessary to put class N into this building and class P, composed entirely of retarded pupils, was sent to the high school building. The arrangement of classes for next year is problematical. The work done by the school is of high class and the administration of its affairs is in capable hands.

#### CHANDLER SCHOOL.

The scheduled work for these grades has been faithfully carried out. For the first semester all the students were in class M. The last semester about thirty were in class M and the remainder in class N. The pupils who are obliged to stay at the building during the noon recess have had warm cocoa served in the cooking room. The work done here shows improvement over last year and the general tone of the school is admirable and a credit to the city.

#### WALKER, GARRISON, EASTMAN, KIMBALL AND RUMFORD SCHOOLS.

The high school classes enrolled in these schools seem to be doing the required work with success, employing methods used in the succeeding grades. During the last semester the class N pupils of the Garrison School, who elected Latin, were transferred to the Chandler School.

#### ELEMENTARY SCHOOLS.

##### *Group III.*

The chief concern of this group has been the working out of the course of study as far as adjusted. New courses in geography have been formulated for classes E, F, G, H,

I, J, K. The teachers of these grades were helpful in determining not only the amount, but also the character of work to be done, and as a body they have spared no pains to maintain the standard of former years.

In promoting pupils much care has been exercised regarding their ages; and parents, frequently consulted, were glad to accept the judgment of the teacher in many instances. Your attention is called to the results attained last year by these schools as tabulated in the mid-year report. The burden of the superintendent's duties has been in adapting methods of work so as to insure the greatest economy of school time. This I find to be the one thing which occupies the attention of the best educational thinkers.

It has been found that the pre-adolescent pupil is capable of much more advanced work than was formerly supposed to be the case. By appealing to the positive side of child nature much more and much better results can be gained and with less strain than could be realized under the old way of endless criticism. The observance of parents' days, festivals, issuing of school papers, and the usual number of visits to other schools by the teachers have occurred. Extended athletic exercises in the form of games and folk-dancing are practiced, particularly in the Dewey, Kimball and Rumford buildings. The John Stark Club of the Rumford School is strong in maintaining a fine school spirit and in promoting wholesome discipline.

The attention of the board is called to the decided improvement shown in all the branches of elementary school work, much of which can be demonstrated by tabulated results and specimens of work at the office of the superintendent. Also permit me to direct your attention to the practice of approved modern pedagogical methods that are being tried out with success in these classes and those of group two. The standing of these schools is satisfactory and in no way is any great amount of weakness displayed,

other than that which must always result from the first experience of new teachers and a few other apparently unavoidable conditions.

#### KINDERGARTENS.

The attendance in the kindergartens for the year 1910-1911 was larger by forty-four than in the year preceding. At present the enrollment is considerably less. One reason for this is that parents are not sufficiently informed of their value as a part of the public school system. Some means should be taken to bring this about at the beginning of next fall term.

The first training of children ought to be as largely individual as conditions will allow. This naturally belongs to the kindergarten age, can be accomplished better than at any other time in the school life of the child, and is in full accord with the whole trend of modern education. The question of kindergarten training does not reduce to the mental development of the child so much as it does to his social standing and that of his home. School teachers, truant officers, school nurses and superintendents know that if school children need anything they need good homes. Kindergarten training is broader than it seems to be. It gradually overcomes the child's natural fear and superstition, substituting in place thereof a free, frank expression—one of the distinguishing qualities between brutes and rational beings. Indirectly it transforms home conditions, so that both child and parent value the school for what is done in their behalf. Kindertens should be encouraged and be made to show a healthy growth, but never beyond the limits of reason as to the expense of maintaining them. The question everybody should ask is, "Are children of kindergarten training better children than they would have been if they had not received it?" My observation for twenty years tells me that they are.

In the summer the board passed a rule that a kindergarten in the future should show an average of at least thirty pupils to warrant the employment of an assistant. This was found to be necessary in the interests of financial economy. At present it affects only the kindergartens at the Garrison and the Tahanto buildings. Instead of regular assistants two young women have been hired for nominal sums to play the piano during the games, Miss Eastman at the Garrison and Miss Bishop at the Tahanto.

The usual Christmas festivals were held, were very largely attended, and the work throughout the district has been carried out quietly but effectively.

#### DRAWING.

The display of the pupils' handiwork in drawing at the annual exhibition last June and at the State Teachers' Convention in October spoke more strongly of its worth than I can write. The drawings were shown under the following heads: Illustrative drawing, original design, water-color washes, pose drawings, still life and design.

Last spring the Board of Trade offered the high school pupils a prize of five dollars for the best design for an envelope corner. The successful competitor was Miss Harriet Crapo.

In the contest for the 1911 report cover designs those of Miss Lila Nelson and Miss Marion Winch were accepted.

Through the increase in the number of pupils taking the mechanic arts course, the time of the supervisor is completely occupied and is in excess of that required of other regular teachers.

Considering the amount of time allotted this branch the results accomplished by the instructor are entirely satisfactory.

## MUSIC.

The features of the work of the past year in music have been more attention to note-singing in classes A and B and additional practice in sight-singing melodies.

An examination of the individual sight-singing records revealed to the instructor a lack of rhythmic sense in a large number of pupils. This he is trying to develop and thus strengthen the work of the higher grades. He speaks of the creditable singing in the Chandler, the Parker and the High schools. In the latter the chorus numbers one hundred sixty voices and is the best working chorus ever in the school. The annual concert given by the high school chorus last April was successful musically, but not financially. The prize for excellence in sight-singing, a picture of Beethoven, was won by the pupils of classes J and K of the Merrimack School, Miss Brock teacher. Mr. Conant's work in the schools is invaluable.

## SCHOOL HYGIENE.

The protection of the pupils' health under the direction of the committee on hygiene, is well cared for. The rules pertaining to contagious diseases, those governing room conditions and general sanitation have been faithfully enforced.

Miss Murphy is devoted to the duties of her office, and the co-operation of the teachers is worthy of special mention. Health Day was observed in all the grades of schools. Through the efforts of the chairman of the Committee on Hygiene we were enabled to secure the services of several experts on that day, and we wish to record here our appreciation of their kindly help.

Dr. Charles Duncan lectured to the High School pupils; Dr. Robert B. Kerr lectured to the Parker School pupils; Mr. Wallace F. Purrington lectured to the Chandler

School pupils; and Miss Murphy gave talks at the Penacook, Walker and Merrimack buildings.

The report of the school nurse may be found in Appendix I.

#### MANUAL TRAINING—THE MORRILL SCHOOL.

##### *Wood and Iron Work.*

The report of Mr. French to me is so full in detail, replete with information and so valuable to the general public, that I am incorporating it in full, in Appendix I, as a part of this report. The classes are steadily growing, the teaching corps efficient, and the results attained are a credit to all concerned.

##### SEWING.

The duties which this department requires have been faithfully performed. There have been no breaches of discipline and increased interest is being shown by the pupils. The number enrolled in the different classes is now five hundred fifty-four. They receive one lesson each two weeks. Some classes have the privilege of coming more frequently, so that the number of individual lessons given is six hundred eighty. This increase of work called for an extra teacher and Miss Marion L. Stevens, a resident of the city and a student of Lasell Seminary, was chosen for the place. The exhibition last June showed that the standard of former years is being maintained. The outline of work was changed to suit the requirements of the mechanic arts course and now a complete logical arrangement is followed throughout the five years.

##### COOKING AND DOMESTIC SCIENCE.

There are now enrolled in this department two hundred fifty-five girls, an increase of twenty-five over last year.

The classes, in many cases, are too large and not easily workable. One numbers thirty, the smallest ten, six less than fifteen and five over twenty-five in each.

Last May each of the two high school classes gave a luncheon to which were invited the members of the Board of Education, Mr. Cook and Miss Dickerman of the high school corps of teachers and the superintendent.

During the fall term over forty quarts of preserves, pickles and jelly were put up by the advanced classes for different people who furnished their own material. This was such a success that already a number of orders have been placed for next year.

During the winter term the cooking room has been used for preparing cocoa for twenty-five pupils of the Chandler School who are obliged to bring lunches. Every noon two girls, under supervision, make sufficient cocoa to supply each pupil at the nominal price of two cents a cup. Three cans of cocoa, five cups of sugar and fifteen quarts of milk are used every week.

Six dining-room chairs and a gas range have been added to the equipment this year.

#### DEWEY TRAINING SCHOOL.

The efficiency of this school is ever on the increase. The model schools are expositions of common sense and approved methods in teaching.

The training classes are large enough but do not vary much from year to year. Last June eight graduated, five of whom secured positions in the schools of this district, one in Massachusetts, one in Hill, N. H., and one in the Concord Town District. Six are now enrolled in the junior class and five in the senior class. During the present semester we are able to have the services of the seniors in aiding the regular schools of the Walker and the Merrimack buildings. This is done for the purpose of fitting the

trainers better for the regular schools by accustoming them to varying conditions, to make them more familiar with the different personalities of children and to observe how different teachers manage to accomplish desired results. The variety of work which they are supposed to do is as follows: Render individual help, to take classes while the regular teacher visits other rooms and schools, to supervise seat work, planning and assignment of seat work, correction of written work under the direction of the teacher, and general help on special lines. The good results which are possible from this may be limitless.

## SUPERVISION.

The schools have been supervised as closely as conditions would permit. Frequent teachers' meetings have been held to secure uniformity in carrying out the requirements and to increase general efficiency. The superintendent has made 637 official visits to the various schools, a majority of which were recorded in writing with suggestions for the teachers.

The usual number of meetings have been held in the several buildings by the teachers, nearly all of which were devoted to the study of problems of the teaching art. The following tabulation has been compiled from the yearly records:

	Number of teachers' meetings.	Number of these meetings devoted to pedagogy.
High School—Group I, Parker and Chandler Schools—	15	0
Group II,	50	34
Walker School,	20	14
Garrison School,	19	19
Eastman School,	18	18
Rumford School,	20	20
Kimball School,	47	30
Merrimack School,	10	10

	Number of teachers' meetings.	Number of these meetings devoted to pedagogy.
Penacook School,	18	15
Franklin School,	15	12
Dewey School,	15	15
Harriet P. Dame School,	12	12
Tahanto School,	11	11
Cogswell School,	10	10
	280	220

Number of educational works used by the teachers privately:

	Read.	Studied
High School—Group I,	3	3
Parker School—Group II,	4	4
Walker School,	10	2
Garrison School,	10	4
Eastman School,	10	4
Rumford School,	11	7
Kimball School,	19	11
Merrimack School,	6	2
Penacook School,	5	4
Franklin School,	9	3
Dewey School,	9	8
Harriet P. Dame School,	6	3
Tahanto School,	4	0
Cogswell School,	2	1
	106	56

Different authors whose works were studied:

Bloomfield, Cutting, Eliot, McMurry, Swift, Thorndike, Spalding, James, Hill, Hyde, Bagley, O'Shea, Henderson, Klemm, Baldwin, Froebel, Seeley, Rowe, Dewey, Compara, Ruyer, Jones, Betts, Cabot, Palmer, Scudder, Har-

rison, Howe, Almer, Schaefer, Hamilton, Wilson, Tyler, Taylor, Wiggin, Howland, Dexter.

Publications taken by teachers:

*History Teacher's Magazine, Popular Educator, Educational Review, School Review, Journal of Education, Normal Instructor, Primary Educator, School Arts Book, American Primary Teacher, Kindergarten Review, Educational Foundations, Primary Plans, The Elementary Teacher.*

The experiment of employing the kindergartners' afternoon time for assisting in the lower grades of the elementary schools has proved to be most helpful. These teachers entered upon their tasks with a fine spirit and early manifested a desire to make themselves proficient in the details. Such a spirit is worth more to the schools than can well be expressed on the printed page. They have accomplished more during the first semester than I had reason to expect. A fair estimate of the work done during this time by these assistants may be gained from this table:

	Garrison.	Franklin.	Kimball.	Rumford.	Penacook.	Total.
Number of different pupils under instruction,	72	76	56	42	35	281
Number of different backward pupils under instruction,	58	30	26	21	35	170
Number of different backward pupils showing decided improvement,	58	24	16	21	35	154

The matter of helping backward children is not the only strong feature of this scheme. It enables the kindergartners to have an ever-growing conception of the elementary school requirements so that they can shape their preparatory kindergarten work accordingly. In assigning the teachers to the various buildings heed was given to their places of residence so that long walks were not imposed.

In the Rumford and Kimball buildings the policy of having an extra teacher has been carried out, but at a reduced expense.

	Rumford.	Kimball.	Total.
Number of different pupils instructed by these teachers,	105	140	245
Number of different backward pupils instructed by these teachers,	59	76	135
Number of different backward pupils showing decided improvement,	42	44	86
Number of different substitutes in regular rooms,	85	78	163

The movement to discover causes for pupils leaving school and to remove the causes of pupil retardation has not been neglected. While it has not been possible to find a standard by which retardation may be uniformly and rationally judged, nevertheless, the moral effects of such research are asserting themselves and doing a great deal of good. Tabulations of the movement of pupils through the grades appear in this pamphlet and ought to be valuable not only now, but as a means for making comparisons hereafter.

During the first semester forty-three pupils left school for good, as follows:

*High School*, Group I.—Class V, 0; class U, 5; class T, 1; class S, 0; class R, 3; class Q, 8; class P, 3; special, 2; post-graduate, 1.

*Parker School*, Group II.—Class O, 6; class N, 4.

*Chandler School*, Group II.—Class M, 1.

*Garrison School*, Group II.—Class M, 1; class N, 1.

#### ELEMENTARY SCHOOLS.

*Harriet P. Dame School*.—Class K, 2.

*Garrison School*.—Class J, 1; class I, 1.

*Dewey School*.—Class J, 1.

*Franklin School*.—Class J, 1.

## REASONS GIVEN FOR LEAVING.

	High.	Parker.	Chandler.	H. P. Dame.	Garrison.	Dewey.	Franklin.
Sickness at home,	2	1	....	1	....	....	....
Illness,	6	....	....	....	....	....	....
Death,	1	....	....	....	....	....	....
Went to work,	5	4	1	1	3	....	2
Loss of interest,	5	2	....	....	....	....	....
To attend fitting school,	2	....	....	....	....	....	....
Not able to study with-							
out interruption,	1	....	....	....	....	....	....
Moved out of town,	1	....	....	....	....	....	....
Home complications,	....	3	....	....	....	1	....
Could not keep up,	....	....	....	....	1	....	....
	—	—	—	—	—	—	—
	23	10	1	2	4	1	2

In a majority of these cases no extraordinary means had been taken by the teachers to hold them in school. This would seem to be good ground for improvement in the future, as in many places it is considered one of the paramount duties of the teacher to make every possible effort to retain such pupils.

## NIGHT SCHOOL.

The three months' session of the night school shows a slightly reduced enrollment and the usual low rate of attendance. At the beginning two rooms were in use, both for instruction in the elementary branches. One of them was discontinued at the end of the eighth week. A room for advanced classes was opened at the beginning of the third week after much effort had been made to secure a sufficiently large membership. The result was that fourteen were enrolled with an average attendance of eight. Those who could attend regularly made unusual progress and appreciated the privileges afforded them.

Whole number of different pupils attending,	Males.	Females.	Total.
	94	15	109
Average membership,			55.942
Average daily absence,			19.677
Average daily attendance,			36.265
Per cent. of daily attendance,			.64+
Age of youngest pupil,			14
Age of oldest pupil,			50
Average age,			21 years, 8 months.

## ROLL OF HONOR.

None.

## NATIONALITIES.

	1911.	1912.
Swedes,	23	13
Armenians,	2	3
Danish,	1	0
Canadians,	11	19
Russians,	2	2
Americans,	14	19
English,	0	1
Italians,	13	10
Albanians,	7	11
Irish,	4	1
Turks,	15	3
Greeks,	22	15
Prince Edward Island,	2	0
Polish,	1	2
Finns,	3	6
German,	1	1
Macedonians,	0	1
Portuguese,	1	0
Japanese,	0	1
Austrian,	0	1

## SUGGESTIONS.

I respectfully call the attention of the board to the following suggestions: That systematic physical exercise be instituted for the girls in Group I. That the modern language course be made logically continuous through the five years of high school work, and that the course in English be revised, both as to content and methods of teaching.

That the entering age for pupils of the elementary grades be fixed at six years.

The industrial class for girls was not started because no available room could be found for it. We hope this may be brought about eventually.

The value of any system of education is determined not alone by what has been done, but as much by what it promises for the future. We have no good reason for not believing that just as vital changes are to come as have been brought forward during the last twenty-five years. The law school, the medical school and other provisions for special activities have their real origin in public demand.

The department store had its inception in public desire for economy in time and expense. These were unmistakable manifestations of life's forces. Old methods have proved themselves inadequate for prevailing conditions. We have had concrete illustrations of this right here in Concord's business life. Therefore, we may expect to be confronted in our educational problem of the future with schools for backward children, special schools for the gifted child, open-air schools for the tuberculous and ænemic pupils, the parental school, the vocational school, provision for the wider public use of the school plant, medical inspection, supervised playgrounds, more flexible gradation and promotion, and many others. A rather formidable array, but they must be met and answered somewhere at some time. These specific forms are discussed at educational meetings, tried out in school by those best fitted to do so, and the resulting system will be the one which realizes most fully

the hopes and aspirations of the community. Thus the school of to-day, as the school of the past has been, and as the school of the future will be, is the embodiment of the community idea from which is derived its energy and, as civilization increases the complexities of life, the dynamic force of education will depend upon methods adapted for and adjusted to those complexities. The teacher or the superintendent who gives no heed to the solution of such problems as these faces swift and certain failure.

Within the last few years only, has there been any work published on the problem of how to study. Mental equipment alone seems to have been the one standard by which the ability of the teacher was judged.

To date few colleges have regular departments of pedagogy as they have for law and medicine, although there are signs pointing to an adoption of such a policy. The outcome of this neglect is that mere children have been taught by the same methods as the teachers themselves were taught in college. Even the assignment of the studies and the prescribed amount to be done show the lack of judgment that could be supplied by professional training or even by professional study alone. To this defect and the inheritance of college customs can be traced much of the educational mortality commonly known as pupil elimination from school. Just such problems as these are the ones with which the educator must concern himself if energy and power in the public school are to increase. Many of our schools have shown remarkable progress in these things, and I hope this policy will prevail until all are convinced that method is equally as important as mental equipment and that each is necessary to the other.

It is my privilege again to record my cordial appreciation of the help I have received from the Board of Education, teachers, pupils, and citizens in general.

Respectfully submitted,

L. J. RUNDLETT,

*Superintendent.*

## APPENDIX I.

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CONCORD, N. H., September 25, 1911.

*To the Board of Education of Union School District:*

I had planned to submit a brief statement of the first year's trial of the regrading scheme before this, but collecting details was a much slower process than I had thought. However, I believe the results have been positive and gratifying enough to warrant presenting it even at this late date.

The plan, thus far, has been successful. This is in evidence by the keen interest and activity of both teachers and pupils, by a show of but little friction, and by a high standard of scholarship.

The methods of teaching in the elementary grades and through the first two years of the high school have been on modern pedagogical lines and the results shown in the tables that follow may be ascribed to this, in connection with the banishment of athletic and social distractions.

In about two years more the plan will have been reasonably tested and I am confident that with the hearty support of all concerned it will prove its value both educationally and financially.

### ELEMENTARY SCHOOLS.

The chief work in these grades was the adjustment of the course of study to the new conditions. It is being done slowly and effectively and will be completed in about two years.

The number of pupils registered at the end of the year in classes E, F, G, H, I, J, K, L was 1,026.

The number of these who attained an average of B— or better in their studies was 408.

The per cent. of these who attained an average of B— or better in their studies was 39.81.

HIGH SCHOOL.

(Classes M, N, O, P, Q, R, S, T, U, V.)

The success of the plan in this group has been marked.

The whole number of pupils in all departments at the end of the year was 760.

The whole number of pupils in all departments who attained an average of A— or better, 81.

The per cent. of pupils in all departments who attained an average of A— or better, 10.65.

The whole number of pupils in all departments who attained an average of B— or better, 323.

The per cent. of pupils in all departments who attained an average of B— or better, 42.5.

*By Groups.*

	(A—) pupils.	No. pupils.	Per cent.	(B—) pupils.	Per cent.
High School (group 1) classes Q, R, S, T, U, V.	299	6	2.0	80	26.75
Parker School (group 2) classes O, P.....	163	31	19.0	99	60.70
Chandler, Walker, Eastman, Garrison, Merrimack, Rumford, Kimball schools (group 2) classes M, N.....	298	44	14.7	144	48.13

HIGH SCHOOL.

Group 1.

As far as my observation goes this school has shown improvement in discipline and in attention to work. The following tabulation was taken from the annual reports sent me in June by the principal.

From this it seems that, as far as marks go, the school does not show up as well as it did last year. The great reduction in the reported number of failures and in the number leaving school during the year would indicate a better average scholarship. This is encouraging.

1910.						1911.					
Classes.	No. pupils.	(A-)	(B-)	Failed.	Left school.	Classes.	(A-)	(B-)	Failed.	Left school.	No. pupils.
U, V.....	66	6	20	0	2	U, V....	81	3	28	0	0
S, T.....	96	5	25	6	7	S, T....	99	3	28	0	0
Q, R.....	143	3	33	12	19	Q, R....	119	0	24	1	4
	305	14	78	18	28		299	6	80	1	4

	1910.	1911.
Per cent. gaining A—or better.....	5.0+	2.000+
Per cent. gaining B—or better.....	33.2+	29.100+
Per cent. failing.....	6.4+	.003+
Per cent. leaving school.....	9.1+	1.300+

HIGH SCHOOL.

Group 2.

PARKER SCHOOL.

The segregation of the freshman class in the Parker School was attended by remarkable results. Comparing the work of this year's class with that of last year, we find the following:

*Algebra.*

The per cent. of failure was 9 per cent. less than last year. Not only was the same amount of work covered but, in addition, one division finished the entire book and another division of girls not naturally fitted for mathematical studies finished Slaughter & Lenne's algebra.

*History.*

The number of failures was three-fifths of one per cent. larger than last year, about the same amount of work being covered.

*English.*

The number of failures was three-fifths of one per cent. less than last year, about the same amount of work being covered.

*Latin.*

The accomplishment of the class in Latin has surpassed anything of the kind I have ever known before. In fifty-seven weeks they have covered the work comprised in: Ritchie's First and Second Latin Books; Inglis & Prettyman's Second Book; form work in the first 117 pages of Allen & Greenough's Latin Grammar; Mellick's Prose Composition.

They have read at sight: Fabulæ Faciles; Cæsar's Gallic War, Books I, II, III, IV; Eutropius, Books I, II, III, IV; much additional outside reading.

Last year's class after a study of Latin for the same period of time were able to accomplish only the following: Collar & Daniell's "First Year in Latin"; Mellick's Latin Prose Composition; Fabulæ Faciles, one division; Viri Romæ, one division.

Of this year's class fifty-two passed and none failed.

Of last year's class sixty-two passed and five failed.

This year's class passed the two-year Latin entrance (1910) examinations to both Dartmouth and Amherst Colleges, averaging eighty-seven per cent. as a class. These papers were marked severely, even misspelled English words being counted mistakes. The work was conducted according to the plan suggested by the state superintendent, and

the instructors were not college graduates, but very efficient teachers nevertheless. It is really unfortunate that this method is not to be continued in the high school proper.

*Commercial History.*

The number of failures was two and one-eighth per cent. larger than last year. The amount of work covered was about the same.

*Commercial Geography.*

The number of failures this year was five and one-tenth per cent. less than last year.

The amount of work covered was about the same.

From the following table intelligent comparisons may be made between the work of the 1910 freshman class under the old plan, and the work of the 1911 class under the new scheme:

Classes.	1910.					Classes.	1911.					
	No. pupils.	(A-)	(B-)	Failed.	Left school.		No. pupils.	(A-)	(B-)	Failed.	Left school.	
O, P. ...	143		39	17	28	O, P ...	185	31	68	13	22	
										1910.	1911.	
										Per cent. gaining A—or better	2.60	19.01
										Per cent. gaining B—or better	36.52	60.72
										Per cent. failing	14.78	7.97
										Per cent. leaving school during the year.	19.58	11.89

The foregoing tabulations show conclusively that, from the viewpoint of attainment, as far as school work goes, this year's class was far and away superior to last year's class, which worked under the old plan, even if we allow for the possible variation in the natural ability of classes. This year's class was the best one of its grade I have ever known. Its strength will continue to be shown if held by strong discipline, if shown the same amount of individual attention, and if similar methods of teaching are employed.

## Group 2.

EASTMAN, GARRISON, WALKER, MERRIMACK, KIMBALL,  
CHANDLER AND RUMFORD SCHOOLS.

The accomplishment of school work in these grades is hardly less marked than that of those immediately preceding. This being the first year of these grades, no comparison can be made with previous classes. Pupils who finished the work of class M were given certificates of graduation. No cases of discipline were reported and the work has gone smoothly and effectively.

What the pupils have accomplished in Latin, instructed by Misses Flavin, Standish, Talpey and Fletcher, may be better understood when I say that they accomplished under the new method in nineteen weeks more than previous freshman classes were able to accomplish in twenty-eight. The studies were prosecuted under the "working school" plan, which allowed merging of the study and recitation periods, thus permitting the teachers to give much more individual help. The standing of these schools may be found in the accompanying school table.

## ATHLETICS AND SOCIAL FEATURES.

The athletics of the classes below class Q have been confined to each of the various schools. Games which could be played in the yard have taken the place of those which have the tendency to interfere with legitimate school work. This has not been accomplished without great effort on the part of the teachers.

No social features have been allowed which tend to have a bad effect upon the regular work and upon student health. The result is that school discipline and school work have been maintained at a high standard and it is for public benefit that it remain so in the future.

By consulting the school table one can readily trace the effect of functions and of general athletics upon school work. Classes M, N, O, P have been relieved of it, and classes Q, R, S, T, U, V have not.

Respectfully submitted,

L. J. RUNDLETT.

SCHOOL TABLE.—1911.

HIGH SCHOOL.

SCHOOL.	Class.	No. pupils.	N <sup>o.</sup> pupils A—or bet- ter.	Per cent.	N <sup>o.</sup> pupils B—or bet- ter.	Per cent.
High .....	V	77	3	3.96	27	35.06
	U	4	0	0.00	1	25.00
	T	83	3	3.61	28	33.73
	R	16	0	0.00	0	0.00
	Q	71	0	0.00	21	29.57
		48	0	0.00	3	6.25
Parker .....	P	150	31	20.66	99	66.00
	O	13	0	0.00	0	0.00
Chandler .....	N	94	7	7.44	43	45.74
Garrison .....	N	19	10	52.620	16	84.22
	M	14	2	14.285	8	57.24
Eastman .....	N	3	0	0.000	0	0.00
	M	12	0	0.000	3	25.00
Merrimack .....	M	38	10	26.315	22	57.89
Kimball .....	M	36	5	13.888	16	44.44
Rumford ..	M	46	2	4.347	18	39.13
Walker .....	N	36	8	22.222	18	50.00

ELEMENTARY SCHOOLS.

	L	183		84	45.880
	K	81		30	37.000
	J	155		66	42.580
	I	88		41	46.590
	H	162		49	30.246
	G	79		38	48.100
	F	171		60	35.089
	E	107		41	38.317

No. Elementary pupils attaining B—or better = 409 = 39.86%.

No. High school pupils attaining B—or better = 323 = 42.5%.

“ “ “ “ A—or better = 81 = 10.65%.

## REPORT OF THE SCHOOL NURSE.

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*Supt. L. J. Rundlett:*

DEAR SIR,—I beg leave to submit for your approval my second annual report. While I feel that some progress has been made during the year in the work for good health in our schools, there is still much to be desired. With only one nurse it has been impossible to cover in a satisfactory manner the entire Union School District, for while much has been done there still remains more that is undone. It is earnestly hoped that before the end of another year the city will see the need of a medical inspector.

Parents frequently wonder why their children do not make better progress in school work. Many times it is because of neglect to send their children to an oculist, a dentist or to call in the family physician for his advice. Many cases of retardation are due to defects of eye, ear, throat and nose. These are conditions we hope in time to remedy by school inspection.

Children whose parents or guardians were unable to attend to examinations or treatments, have been taken to private physicians and hospitals and their after treatment supervised.

It is most gratifying to note the increased interest on the part of parents, and their willingness to co-operate for the good of their children.

Attention is called to the statistical account which follows. It may not seem large in number, but it represents a considerable expenditure of time and thought. There is a limit to every person's ability and endurance and I have learned from personal experience that quantity does not mean quality, so mere figures do not and never can tell the story of this kind of service.

It is with a deep sense of gratitude that acknowledgment is made to all who have materially aided or in any way helped in this work.

## HOME CALLS.

Defective vision,	72	Retardation,	10
Adenoids and tonsils,	34	Tubercular suspect,	3
Congenital cataract,	1	Defective teeth,	2
Conjunctivitis,	8	Ringworm,	1
Strabismus,	23	Defective hearing,	7
Eczema,	5	Anæmia,	1
Scabies,	6	Frost-bite,	1
Malnutrition,	13	Pink eye,	1
Enuresis,	3	Undiagnosed,	5
Vaccination,	3	Whooping cough,	3
Orthopedic,	22	Chicken-pox,	2
Pediculosis,	31	Scalp disease,	2
Enlarged glands,	2	Nervous condition,	2
Otitis,	2	Herpes,	1
Septic finger,	1		—
Infected ear,	11	Total,	278

## TOTALS.

Number of visits made at schools,	144
Number home calls recorded,	281
Number home calls unrecorded,	40
Number visits to physicians and hospitals with children for examination, treatment or operation,	60
Consultation with officials,	45
Number free glasses provided,	12 pairs.
Number dressings done,	16

Respectfully submitted,

ELIZABETH M. MURPHY, R. N.,  
*School Nurse.*

## REPORT OF MORRILL MANUAL TRAINING SCHOOL.

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*Mr. L. J. Rundlett, Supt.:*

DEAR SIR,—In reply to your request I submit the following report:

The past year has been one of remarkable growth in the Manual Training School as the following table will show.

	Freshmen.	Soph.	Junior.	Senior.	Total.	Gross.	Gross all
1908-1909,	4	4	1	1	10	60	380
1909-1910,	13	6	7	1	27	162	550
1910-1911,	36	10	5	5	56	336	850
Sept., 1911,	33	22	11	5	71	426	1,100
Feb., 1912,	58	23	10	5	96	576	1,200

*Gross* represents the number of periods of one and one-half hours each week of the high school only, while the *gross all* represents the gross number of periods in all schools taking manual training, including the grammar school classes and the industrial class.

Last spring a printing plant was added to the equipment and since then nearly all the work that came within the capacity of the press has been done here for the district at a great saving of expense. Over 45,000 impressions have been made on the press.

During the spring term two new lathes were added to the machine shop and the building was equipped with fire extinguishers. In the summer the back stairs, formerly used for the girls' entrance, were taken out and the space floored over making a fine storeroom on the second floor, a tool-room on the first floor with a dry-room for lumber underneath and on a level with the driveway. With this im-

provement every foot of the building was put to use. A tool-room was built in the machine shop, the work all being done by the boys of the industrial class. Here all the small tools are cared for and the room is kept in order by a boy from the industrial class. A brass-check system has been introduced by which all tools are charged up to the boys, thus saving much time and annoyance from misplaced and lost tools.

In September an additional teacher was employed and again in January it became necessary to add to the staff, making seven teachers in all. The Morrill building, being taxed to its limit, a new room had to be opened in the north basement of the high school. This room was equipped with sixteen benches and the necessary tools.

In the grammar schools the work is now begun in the K class, which corresponds to the sixth grade in other cities, and the classes are doing the same grade of work as is done elsewhere in the eighth and ninth grades.

The growth in the mechanic arts course has been steady until at the present time there are nearly one hundred boys taking the full course of nine hours a week. In order to carry out the course of study in full another year it will be necessary to add to the equipment of forges, wood-turning lathes and iron-working machinery. This year the sophomore class has had only thirty-six hours of forging, which is less than one third of the intended course. In the machine shop the equipment is being taxed to its limit. It now accommodates ten boys, but next year the classes will range from fifteen to twenty each, and in order to carry the work on in an efficient manner more machines will be needed. The work in this department ranks high, considering the limited equipment. At present there are five two-cylinder, twelve horse-power gasoline engines in process of construction, the patterns for which were all made in the school. This work is done at no cost to the district for stock, as the boys pay for all their supplies. As no boy is

allowed to build an engine until after completing the elementary course of exercises and proving his ability as a mechanic, some fine work is being done.

Last year one half the sophomore class did their junior year work by coming back four afternoons a week extra, and this year several sophomores are doing the same. This certainly shows great interest when a boy keeps up in all his studies, for no boy is allowed to come extra time who is behind in his academic work, and gives up all his afternoons to do the work of the next year.

The work in the machine shop has been somewhat handicapped during the cold weather by the room being too cold to work in. In the month of January there were ten mornings that the room did not reach a temperature of over 50 degrees when it was time for the classes to come in. On all such days the boys were sent back to the high school to study. There were a good many days when the temperature averaged between 50 and 55, and the boys were given the liberty of returning to the high school if they felt it too cold to work. There is very little exercise to machine work and, as the pupils have to handle cast-iron, it is with difficulty that they can keep comfortable in a room that is much below 60. I am having the boys in the industrial class calk the joints around the windows with oakum and cement. This will help some but I would also advise having another coil of steam pipes added to the room, as there is need of more radiating surface.

The questions have been asked several times, "Of what value is the education received in the mechanic arts course?" and "What becomes of the boys after leaving school?" In answer to the first question, it must be remembered that it is not the function of the public school to teach a trade, therefore these boys are not journeymen when they graduate. The object of the mechanic arts course is to give the pupils a definite and working knowledge of several (as many as possible) mechanical trades,

showing the relation of each to the others, and giving as much of the details of each as the time will allow. The trades touched upon are joinery, cabinet-making, wood-turning, pattern-making, moulding, blacksmithing and forging, elementary machine shop practice and machine construction. With this is given a progressive course in freehand and mechanical drawing which is closely correlated with the shop practice. During the four years a general dexterity is developed that is useful in all vocations and the knowledge gained offers vocational guidance, so that the pupils have no difficulty in choosing their future employment. If they desire further education the work done will admit them to New Hampshire State College.

In answer to the second question of what becomes of the graduates, in 1910 the one graduate went to work in a local shop as a pattern-maker. In 1911 five graduated. One of these went to work to finish learning the machinist trade, another the pattern-maker's trade, the third received a position as draftsman in a Cambridge shop, the fourth is working for his father, who owns and runs a saw and grist-mill, and the fifth one would have entered State College if his health had not given out. It is also a very noticeable fact that almost all the boys who left school during the course went to work at some mechanical trade.

In September the industrial class was increased to twenty boys, the average age being over 16. These boys were chosen from the grades because of their advanced age or because they had no intention of going to high school and because of their aptitude for mechanical work, as shown in the manual training classes.

As there seems to be a general demand for information about the work of this department, and as there has been much misunderstanding as to its character, it may not be out of place to give a brief description of the work at this time.

Every year there appear in the manual training classes

boys who are older than the remainder of the class. Many of these boys can continue their education but a few years and cannot go to high school. They show exceptional talents for mechanical work, but if allowed to leave school with only the elementary education enter the ranks of the unskilled labor and take up some "blind alley" occupation having no chance for advancement. The world is crowded with just this class and a great deal of the poverty and suffering is caused by heads of families not being able to earn a wage large enough to supply even the necessities of life. The conditions in this class are steadily growing worse as the cost of living increases, and it was with a desire to steer boys into the ranks of skilled labor that the industrial class was started.

The boys in this department go to the Morrill School six hours a day for five days a week. One half of the time is spent on academic work and the other half on shop practice. The academic work consists of English; the writing of compositions on things learned in the shops, on lectures and shop talks, business letters and reports. Mathematics is taught by first reviewing arithmetic and then taking up shop problems such as figuring cost of stock for certain jobs, speeds and sizes of pulleys to run the machines in the shops. In commercial geography the industries, transportation, social and labor conditions are studied in order that the boys may gain a practical knowledge of the conditions in the world at large. In civics the city, state and national governments are studied and once a week a class meeting is conducted by the boys at which debates and discussions are held. Current events are studied from newspapers and magazines. In all these subjects an effort is made to correlate the work very closely to the shop practice and the future life of the pupils. The academic work is all taught by the same men who teach the mechanical branches. This work could not be taught in the other schools for several reasons, the principal one being that

these boys need male teachers, who are familiar with shop conditions and discipline and know just what problems the boys will meet on going to work.

In the shop work the pupils are first placed in what is called the pre-vocational division and given instruction in several kinds of work in order to find out for what each is best fitted. Just as soon as a boy shows a talent for one kind of work more than another he is given as much of it as possible, not with the idea of teaching him a trade but of preparing him for it so that when he leaves school he will at once apply for an apprenticeship in the work. This differs from the work in the mechanic arts course in that it has a commercial value and has to be up to a commercial standard. For example, the drawing-room of the school is very poorly equipped for its work; common school desks and a few old laboratory tables being used. Instead of buying regulation tables at a cost of about \$300 the boys are making them, and the total costs will be much less than \$100. Each department is doing something for the other departments and for other schools of the district. Great encouragement has been given by all business men and parents to whom the work has been explained. Several manufacturers have taken the opportunity of calling on the school to supply boys to fill positions. Thus the school has become like a sieve, through which the boys are sifted and sorted in such a way that each may find his place in the world's work, and employers may here find just the right boy for the right job without going through the costly process of trying Tom, Dick and Harry and discharging them and trying again until the right boy comes along. The manual training department has become one of the strongest links in the educational chain, which would be far from complete without it.

Respectfully submitted,

ARTHUR W. FRENCH.

*Work Done in the Printing Department of the Morrill  
School by the Industrial Class.*

FOR THE SUPERINTENDENT'S OFFICE.

1,000 Covers for vouchers.  
 1,000 Character slips.  
 2,000 Invitations to annual exhibition of manual training.  
 2,000 Registration slips.  
 1,200 Delivery slips.  
     500 Postal cards.  
 1,500 Envelopes for high school report cards.  
 2,000 Envelopes for elementary school report cards.  
 5,000 Absence reports (blocked and perforated).  
 2,000 Book reviews.  
 1,000 Parasite slips.  
     500 Manual training report blanks.  
 1,000 Returns on envelopes.  
 1,000 Notices. ("Kindly return this bill.")  
 1,000 Tickets for Concord Teachers' Association.  
 1,000 Covers for vouchers (second lot).

FOR THE HIGH SCHOOL.

700 Election cards.  
 500 Book labels.  
 1,500 Letterheads.  
     300 Official ballots for Athletic Association.  
 1,000 Recitation slips.  
 1,000 Library book slips.  
 5,000 Library slips.

FOR THE MORRILL SCHOOL.

1,000 Notices to the annual exhibition.  
     500 Program cards.  
     100 Wood-working course.  
 1,000 Work slips.

1,000	Printing time slips.
1,000	Applications to industrial class.
500	Library cards.
500	Lists of classes.
500	Temperature report blanks.
1,000	Letterheads.
500	Covers for technical sketches.
1,000	Cards (invitations to visit Morrill School).

*Work Done by the Industrial Class of the Morrill School  
Since the Last Report.*

February 15, 1912.

One note-book case to hold one hundred books for high school.

One note-book case to hold seventy-five books for high school.

Four two-drawer card filing cabinets for superintendent's office.

Two blackboard shelves for Dewey school.

Coat and hat racks for the Dewey school.

Four old laboratory cupboards repaired.

Twelve galleys for the printing department.

Ten strips for maps for high school.

One chair repaired for Chandler school.

Three doors repaired for the cooking school.

Twenty window boards for the Penacook school.

Two cleats for galley rack.

One handle for net, high school.

Eight window boards for Chandler school.

Seven blocking boards for Morrill school.

Awnings taken off the Dewey school.

Awnings taken off the Franklin school.

Storm doors put on the Dewey school.

Two coat and hat racks for the drawing room.

Two plant shelves for the Chandler school.

One desk repaired for the high school.  
Four lights of glass set in H. P. Dame school.  
Thirteen double windows put on Tahanto school.  
Shelves for Morrill school.  
Six blackboard rulers for high school.  
Double windows put on H. P. Dame school.  
Two wire screens for Tahanto school.  
Three lights glass set Tahanto school.  
Twenty-four drawers refinished for drawing room.  
Eight door wedges for H. P. Dame school.  
Five chairs repaired for high school.  
One office chair repaired for high school.  
Back-boards for machine shop.  
Pencil sharpener repaired for superintendent's office.  
Sixteen rolling-pins for cooking school.  
Twenty-four back-boards for benches Morrill school.  
Painted benches and lockers Morrill school.  
Repaired lockers for machine shop.  
Made one dozen mallets for manual training department.  
Repaired piazza floor Tahanto school.  
Repaired fence Tahanto school.  
Took off double windows Tahanto school. (Last spring.)  
Took off double windows H. P. Dame school. (Last  
spring.)  
Repaired desk for Chandler school.  
Built tool room in machine shop.  
Took down partition in room two, Morrill school.  
Made fourteen key cupboards for grammar schools. (Last  
spring.)  
Three blackboard rulers for high school.  
Made sleeve board for sewing school.  
Door repaired for Morrill school.  
Three drawing tables repaired for high school.  
Bulkhead repaired for Tahanto school.  
Two coat and hat racks for high school.  
One steam radiator put in Morrill school.

Two locks set in book-case doors for high school.

Work under way but not completed :

Removing two platforms and laying floor at Kimball school.

Twenty-four drawing tables being built for the Morrill School.



## APPENDIX II.

TABLE OF ATTENDANCE FOR THE YEAR ENDING JUNE 15, 1911.

SCHOOLS.	Length of school in weeks of five days.	Aggregate number of days lost by reason of holidays, bad weather, etc.	Boys.		Girls.		Total.	Number of different non-resident pupils.	Average daily attendance.	Average daily absence.	Average membership.	Per cent. of attendance (based on average membership).	Number of cases of tardiness.	Average number of tardinesses to a pupil.	Whole number of different pupils under five years of age.	Whole number of different pupils between five and sixteen years.	Whole number of different pupils over sixteen years.	Whole number of different pupils between five and eight years.	Whole number of different pupils between eight and fourteen years.	Number of visits by the superintendent.	Number of visits by the school board.	Number of visits by parents, citizens and others.	Number of cases of corporal punishment.	Number of square feet of blackboard surface in your room.	Number of pupils not absent or tardy during the year.	
			Boys.	Girls.																						
<b>HIGH SCHOOL.</b>																										
High School .....	36.4	8	137	190	327	23	292,180	12,820	305,000	.960	707	2,320	0	84	213	0	0	0	0	2	17	4	84	0	1,880	28
Parker School .....	36.0	10	87	99	186	16	171,380	8,170	179,550	.950	140	750	0	150	27	0	0	0	0	20	30	3	83	0	2,253	18
Chandler School .....	35.8	11	59	60	99	13	90,980	3,260	94,240	.960	91	320	0	37	12	0	0	0	0	23	30	3	83	0	0	20
Walker School .....	35.8	11	14	24	38	1	34,620	2,380	37,000	.930	12	307	0	26	2	0	0	0	0	11	5	3	31	0	380	3
Garrison School .....	35.8	11	7	14	21	1	27,420	1,740	29,160	.930	10	300	0	20	1	0	0	0	0	11	2	0	3	0	380	3
Eastman School .....	36.0	10	15	8	23	0	18,050	1,280	19,330	.930	10	425	0	13	2	0	0	0	0	8	1	0	94	0	125	7
Merrimack School .....	35.8	11	26	15	41	1	31,054	3,035	37,089	.910	17	400	0	33	4	0	0	0	0	20	8	0	4	0	249	0
Kimball School .....	35.8	11	19	23	42	5	36,636	2,060	38,720	.946	6	309	0	43	0	0	0	0	0	23	2	1	37	1	280	6
Rumford School .....	35.8	11	24	28	52	2	45,450	1,640	47,090	.965	15	300	0	49	3	0	0	0	0	33	27	3	118	0	172	11
<b>Total .....</b>	<b>35.9</b>	<b>94</b>	<b>368</b>	<b>461</b>	<b>829</b>	<b>61</b>	<b>753,790</b>	<b>36,300</b>	<b>787,150</b>	<b>.950</b>	<b>986</b>	<b>.640</b>	<b>0</b>	<b>528</b>	<b>294</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>176</b>	<b>160</b>	<b>17</b>	<b>420</b>	<b>1</b>	<b>5,633</b>	<b>104</b>
<b>ELEMENTARY SCHOOLS.</b>																										
Harriet P. Dame, 1 .....	35.5	12 1/2	15	11	26	0	22,510	2,550	25,060	.898	16	500	0	26	0	0	0	0	0	11	6	1	32	0	153	1
Harriet P. Dame, 2 .....	35.4	13	21	19	40	0	34,000	3,510	37,510	.908	27	1,000	0	40	0	0	0	0	0	39	6	1	32	0	224	3
Harriet P. Dame, 3 .....	35.4	13	22	20	42	0	34,500	6,840	41,340	.860	58	1,000	0	41	0	0	0	0	0	21	6	1	31	0	229	1
Eastman School, 1 .....	35.8	11	18	14	32	2	29,820	2,020	31,910	.930	12	.350	0	35	1	0	0	0	0	25	7	0	10	0	237	1

35.5	121½	19	15	97	1	22,940	1,880	24,820	930	26	960	0	97	0	0	27	7	0	21	1	228
35.5	121½	11	21	52	0	27,880	2,150	29,330	319	26	760	0	33	1	0	24	8	0	31	0	273
35.8	11	15	23	38	0	20,680	2,420	23,100	329	23	600	0	38	1	0	28	18	0	28	0	152
35.8	11	17	12	28	0	26,640	2,670	29,710	328	16	640	0	28	0	0	28	10	0	16	0	132
35.7	11½	17	12	20	0	23,060	2,860	27,310	360	28	370	0	29	0	0	28	9	1	39	0	155
35.7	13½	26	25	49	0	25,050	2,450	27,300	360	28	370	0	29	0	107	12	14	0	38	1	154
35.7	11½	26	25	40	0	23,050	2,960	27,190	380	73	1,220	0	49	0	27	11	7	2	64	0	266
35.6	10	18	22	40	0	33,810	2,720	36,530	360	61	1,580	0	40	0	29	32	0	37	0	269	
36.4	16	22	30	62	0	38,780	3,210	41,990	320	27	188	0	52	0	9	49	8	2	21	1	256
35.5	12½	20	13	33	0	23,040	3,110	29,710	340	32	340	0	33	0	27	6	1	16	0	186	
35.5	12½	27	19	51	1	42,400	2,360	44,760	346	3	103	0	36	1	0	36	15	1	45	0	182
35.5	12½	27	19	46	2	36,280	2,200	38,480	340	29	568	0	46	0	0	36	1	0	45	0	280
35.8	10½	21	19	40	1	36,910	1,920	38,830	360	10	128	0	40	0	42	4	8	0	43	0	210
35.5	12½	14	13	27	0	26,780	2,240	29,020	320	19	420	0	27	0	1	26	7	0	28	0	241
35.5	12½	17	19	36	0	29,620	1,490	31,110	360	6	120	0	36	0	8	23	6	0	18	0	270
35.7	14½	22	21	43	0	31,990	4,910	36,900	866	25	500	0	50	0	27	4	9	0	12	1	221
35.8	11	12	27	39	0	34,480	2,480	36,960	390	11	25	0	39	0	0	37	23	0	36	0	242
35.8	11	19	19	38	1	35,330	2,030	37,360	345	16	306	0	38	0	2	36	8	1	39	0	252
35.5	12½	26	24	50	2	41,300	2,580	46,410	889	56	1,077	0	60	0	42	10	1	100	0	232	
35.8	11	15	21	36	2	35,230	2,890	37,810	330	22	536	0	36	0	0	32	9	0	51	0	280
35.8	11	24	23	47	1	40,400	2,860	43,260	390	32	680	0	46	1	0	41	11	0	49	0	280
35.8	11	19	32	51	0	41,460	2,890	43,850	345	6	1010	0	51	0	0	50	14	0	164	0	280
35.7	11½	17	21	38	1	39,490	2,370	41,860	340	27	550	0	38	0	20	38	11	1	79	0	280
35.5	16½	23	20	43	0	36,510	2,730	39,240	329	64	1,185	0	43	0	34	8	11	0	85	0	280
35.5	12½	24	19	43	1	35,330	4,130	39,460	895	98	1,660	0	43	0	0	19	10	1	64	0	280
35.8	11	19	30	49	2	42,950	1,960	44,310	969	5	1010	0	47	2	0	19	10	1	64	0	168
35.8	11	20	31	51	2	39,120	2,360	41,480	940	6	080	0	51	0	0	46	9	2	57	0	172
35.8	11	21	22	43	0	36,130	2,960	39,260	920	17	280	0	43	0	0	45	9	1	69	0	181
35.5	12½	18	27	45	0	35,780	5,900	39,280	910	14	270	0	45	0	13	24	8	2	83	0	178
35.5	12½	20	18	38	0	33,150	2,260	35,410	930	28	590	0	38	0	0	24	8	2	90	0	178
35.5	12½	21	25	46	2	39,720	2,490	42,210	940	13	230	0	46	0	44	2	9	1	90	0	178
35.8	11	20	18	38	1	34,740	2,020	36,760	940	3	050	0	38	0	0	51	11	2	56	0	163
35.8	11	19	25	44	1	39,370	3,250	42,620	916	17	270	0	44	0	0	58	11	0	14	0	163
35.5	12½	21	24	45	1	36,570	2,600	39,170	930	10	220	0	44	0	4	40	19	3	43	1	149
35.5	12½	25	18	43	0	33,960	3,380	37,340	390	32	627	0	43	0	34	9	10	1	64	0	166
35.5	12½	28	21	43	0	40,660	3,920	44,580	326	30	460	0	49	0	49	0	9	3	81	0	164
35.5	12½	22	16	38	0	30,330	2,460	32,790	320	8	140	0	38	0	19	19	9	3	53	0	167
36.3	516½	841	886	1,727	26	1,457,250	121,870	1,573,120	320	1,101	579	5	1,728	1	497	120	408	36	2,089	10	9,119
Total .....																					110

TABLE OF ATTENDANCE FOR THE YEAR ENDING JUNE 15, 1911.—Continued.

SCHOOLS,	Length of school in weeks of five days.	Aggregate number of days lost by reason of holidays, bad weather, etc.	Boys.		Girls.		Total.		Number of different non-resident pupils.	Average daily attendance.	Average daily absence.	Average membership.	Per cent. of attendance (based on average membership).	Number of cases of tardiness.	Average number of tardinesses to a pupil.	Whole number of different pupils under five years of age.	Whole number of different pupils between five and sixteen years.	Whole number of different pupils over sixteen years.	Whole number of different pupils between five and eight years.	Whole number of different pupils between eight and fourteen years.	Number of visits by the superintendent.	Number of visits by the school board.	Number of visits by parents, citizens and others.	Number of cases of corporal punishment.	Number of square feet of blackboard surface in your room.	Number of pupils not absent or tardy during the year.	
			Whole number of different pupils in town during the school year.	Girls registered in not previously in town during the school year.	Boys.	Girls.	Total.																				
INDUSTRIAL CLASS.																											
Morrill School.....	35.6	12	7	0	7	0	7	0	8,670	.810	9,480	.910	49	4,900	0	1	6	0	0	0	46	10	58	0	305	0	
Total .....	35.6	12	7	0	7	0	7	0	8,670	.810	9,480	.910	49	4,900	0	1	6	0	0	0	46	10	58	0	305	0	
KINDERGARTENS.																											
Garrison .....	35.8	11	13	18	31	0	31	0	23,530	7,120	30,650	.767	18	529	9	21	0	21	0	3	1	55	0	152	0		
Tahanto .....	35.4	9	24	21	45	0	45	0	27,000	8,000	35,000	.767	13	280	17	28	0	28	0	6	3	43	0	266	1		
Merrimack .....	35.4	13	29	27	56	1	57	1	37,810	11,550	49,360	.765	33	589	16	40	0	40	0	7	0	86	0	0	0		
Kimball .....	36.0	11	17	25	42	0	42	0	26,210	8,290	34,500	.750	35	1,250	10	34	0	34	0	2	1	111	0	280	0		
Dewey .....	36.0	10	17	33	50	2	52	2	33,820	5,680	39,500	.850	18	360	33	17	0	17	0	1	1	152	0	163	0		
Rumford .....	35.8	8	29	25	54	0	54	0	35,720	3,700	39,420	.856	14	259	23	31	0	31	0	4	5	96	0	19	1		
Total .....	35.7	62	129	149	278	3	281	3	184,090	44,340	228,430	.790	131	540	108	171	0	171	0	23	11	543	0	880	2		
Total .....	36.2	68½	1,338	1,496	2,834	90	2,924	90	2,304,804	203,385	2,508,189	.910	2,217	477	109	2,428	305	668	296	637	74	3,120	11	15,937	216		

HIGH SCHOOL TABLE.  
SHOWING THE NUMBER OF STUDENTS TAKING EACH STUDY FALL TERM OF 1911.

STUDY.	GROUP II.					GROUP I.							Total.
	Class M.	N.	O.	P.	Q.	R.	S.	T.	U.	V.	Post Grad.	Special.	
English.....	179	122	132	18	132	25	76	12	78	1	1	.....	776
Greek.....	.....	.....	.....	.....	3	1	4	.....	.....	.....	.....	.....	8
Latin.....	.....	37	31	.....	40	5	25	2	20	.....	1	.....	161
French.....	.....	.....	7	.....	119	12	55	4	25	1	2	2	227
German.....	.....	.....	.....	.....	.....	.....	20	3	13	.....	2	.....	38
United States History.....	179	122	.....	.....	.....	.....	.....	13	73	.....	.....	.....	387
English History.....	.....	.....	.....	.....	1	11	34	.....	2	1	.....	.....	49
Medieval and Modern History.....	.....	.....	.....	18	19	3	1	1	9	.....	.....	2	53
Review Mathematics.....	.....	.....	.....	.....	.....	.....	.....	5	30	.....	2	.....	37
Algebra.....	.....	.....	132	18	3	.....	.....	.....	.....	.....	.....	.....	153
Plane Geometry.....	.....	.....	.....	.....	132	16	9	1	.....	.....	2	.....	160
Solid Geometry.....	.....	.....	.....	.....	.....	.....	.....	.....	8	1	2	.....	11
Chemistry.....	.....	.....	.....	.....	.....	.....	.....	4	43	.....	1	.....	53
Physics.....	.....	.....	.....	.....	.....	7	35	4	.....	.....	1	.....	47
Biology.....	.....	.....	.....	9	8	.....	.....	1	2	1	.....	.....	21



## MANUAL TRAINING—TABLE OF ATTENDANCE.

JUNE 15, 1911.

SCHOOLS.	WOOD AND IRON.			COOKING.			SEWING.		
	Whole number of different pupils enrolled.	Left for various causes.	Whole number of different pupils attending the entire year.	Whole number of different pupils enrolled.	Left for various causes.	Whole number of different pupils attending the entire year.	Whole number of different pupils enrolled.	Left for various causes.	Whole number of different pupils enrolled.
High School.....	41	7	34	14	1	13	15	1	14
Penacook School.....							19	2	17
Rumford “ .....	51	6	45	25	3	22	97	8	89
Chandler “ .....	37	4	33	59	1	58	59	2	57
Kimball “ ..	34	4	30	24	6	18	76	4	72
Dewey “ .....							26	1	25
Franklin “ .....							15		
Merrimack “ .....	48	2	46	17	2	15	40		15
Walker “ .....	15	1	14	23	4	19	53	2	38
Garrison “ .....	27	6	21	26	1	25	54	12	41
Eastman “ .....	19	7	12				23	4	50
Harriet P. Dame School .....	11	1	10	4		4	12	1	22
Parker School.....	45	9	36	14	4	10	14		12
Parochial, St. John's.....	22		22	14		14	24	4	10
“ St. Mary's.....	18		18	19	1	18	27		24
“ Sacred Heart ... ..	28	3	25	22	1	21	20		27
Industrial Class.....	10	3	7					2	18
Totals.....	406	58	353	261	24	237	574	43	521

REPORT OF THE TRUANT OFFICER FOR THE YEAR ENDING JUNE 15, 1911.

	ABSENTEES*										TRUANTS.									
	Absentees re-ported from.		No. volunta-rially returned.		No. caused to attend.		No. not re-ported.		No. moved from city.	No. found sick and unable to attend.	No. otherwise unavoidably detained.	No. not found.	Truants not enrolled found on streets.	No. truants caused to attend.		No. school age found on streets in school hours.	No. parents visited.	No. temporarily confined at police station.	No. brought before the courts.	No. employment certificates granted.
	City schools.	Parochial schools.	City schools.	Parochial schools.	City schools.	Parochial schools.	Caused to attend.	Unable to attend.						City schools.	Parochial schools.					
September.....	20	6	12	3	8	3	3	3	11	0	14	2	0	4	2	6	19	0	0	14
October.....	40	14	10	7	14	7	3	1	1	2	31	8	2	14	7	4	51	1	1	5
November.....	49	9	15	2	17	4	9	5	1	1	24	4	3	12	5	8	58	1	1	1
December.....	34	5	1	3	17	3	0	3	9	13	13	7	3	7	0	4	29	0	0	1
January.....	46	10	14	2	17	3	9	4	1	23	5	1	3	12	5	8	49	0	0	3
February.....	40	6	30	5	10	1	1	1	0	26	20	0	0	10	3	10	44	0	0	0
March.....	46	15	27	3	17	10	3	2	4	40	18	0	3	14	6	7	61	1	2	3
April.....	51	6	26	1	10	4	3	5	4	40	12	0	6	9	4	12	57	1	0	0
May.....	66	4	25	2	16	2	13	11	1	10	20	0	6	12	3	19	63	0	1	6
June.....	31	7	19	6	12	4	3	1	1	14	6	1	1	5	4	12	35	0	0	49
Totals.....	423	82	177	34	138	41	47	44	23	235	112	10	29	99	39	81	446	4	5	82

\*Pupils looked up and found to be absent but not strictly truants.

GEORGE N. FELLOWS,

Truant Officer.

STAMP SAVING SYSTEM.

	Saved from March 1, 1911 to March 1, 1912.	Total amount saved since the inauguration of the system.
Rumford School,	\$87.01	\$2,121.67
Kimball School,	42.12	782.06
Penacook School,	106.95	649.00
Walker School,	17.34	436.29
Dewey School,	106.50	517.50
Franklin School,	47.11	404.05
Garrison School,	19.10	247.99
Harriet P. Dame School,	10.33	146.11
Chandler School,		106.02
Eastman School,	7.69	109.20
Merrimack School,	17.55	77.41
Tahanto School,		33.19
	<hr/>	<hr/>
	\$461.70	\$5,630.49

UNION SCHOOL DISTRICT CENSUS, 1911.

SUMMARY.

	Boys.	Girls.	Total.
Number of children enumerated .....	1,500	1,694	3,194
Decrease since 1910 .....			51
Number attending school since 1910 .....	1,467	1,652	3,119
Number attending public schools .....	1,089	1,280	2,369
Number attending parochial schools .....	376	331	707
Number attending private schools .....	2	41	43
Number 5 to 16 not attending school regularly .....	31	38	69
Number 5 to 8 not attending school regularly .....	25	31	56
Number 8 to 14 not attending school regularly .....	7	8	15
Number 14 to 16 not attending school regularly .....	5	8	13
Number 10 to 16 not able to read and write the English language correctly .....	0	2	2
Moved into the district since 1910 .....	48	42	90

## UNION SCHOOL DISTRICT CENSUS, 1911.—

*Continued.*

## NATIVITY OF PARENT.

	Boys.	Girls.	Total.
American born.....	852	1,038	1,890
Foreign born.....	648	656	1,304
Russia.....	21	34	55
West Indies.....	1	0	1
Italy.....	42	35	77
New Brunswick.....	7	3	10
England.....	68	63	131
Poland.....	6	2	8
Sweden.....	83	72	155
Roumania.....	5	0	5
Ireland.....	109	89	198
Armenia.....	6	3	9
French Canadian.....	231	260	491
Denmark.....	0	4	4
Turkey.....	1	2	3
Germany.....	4	2	6
Norway.....	17	9	26
Nova Scotia.....	12	30	42
Prince Edward Island.....	13	13	26
Finland.....	9	12	21
Scotland.....	9	13	22
Albania.....	2	2	4
Syria.....	1	1	2
Brazil.....	0	1	1

## NATIVITY OF CHILD.

	Boys.	Girls.	Total.
American born.....	1,415	1,615	3,035
Foreign born.....	75	79	154
Russia.....	9	18	27
Italy.....	9	3	12
England.....	12	8	20
Sweden.....	8	8	16
Ireland.....	0	1	1
Armenia.....	1	6	7
French Canadian.....	30	24	54
Turkey.....	0	1	1
Norway.....	1	0	1
Prince Edward Island.....	3	3	6
Scotland.....	0	1	1
Albania.....	3	4	7
Brazil.....	0	2	2
Africa.....	1	0	1

## SCHOOL TABLE.

Names of buildings and teachers.	Position and room.	Grades and subjects taught.	Salary per year.	Residence. ( ) Out of town.
<b>HIGH SCHOOL.</b>				
GROUP I.—Classes P, Q, R, S, T, U, V.				
Charles F. Cook...	Principal ...	U.S. History, Civics	\$2,300	10 Pine St.
Charles E. Moors...	Sub-master, room 1	Mathem'tics, Chemistry.	1,300	13 Rumford St.
Walter L. Barnum...	Assistant, lecture room	Physics, Mathematics.	1,200	82 School St. (Jericho Center, Vt.)
Harold C. Bales.....	Assistant, room 2..	Economics, Mathematics	1,100	16 Essex St. (Wilton, N. H.)
Alphonso R. Tarr....	" " 7..	Com. Arith., Book-keeping	1,000	38 Rumford St. (34 Purchase St., Newburyport, Mass.)
Elisabeth Averill....	" " 9..	French, German...	900	6 Liberty St.
Edith W. Lawrence..	" " 5..	French.....	800	82 School St. (65 Martin St., Cambridge, Mass.)
Grace V. Knowles ...	" " 8..	Stenography, Type-writing, English.	800	90 School St.
May B. McLam.....	" " 6..	History.....	800	35 Perley St.
Lillian Yeaton ...	" " 4..	English .....	800	66½ North State St.
Elizabeth S. Sargent.	" rooms 12, 13	Mathematics, Biology.....	800	101 Center St.
Helen L. Brown.....	" room 11..	Latin, English.....	800	(27 Elm St., Penacook, N.H.)
Mabel L. Warner....	" " 10..	Latin, English..	750	13 Summit Ave. (56 Prospect St., Waltham, Mass.)
Carrie E. Baker.....	" " 3..	French, History....	800	111 School St. (Lancaster, N. H.)
Carrie A. Hood. ....	Clerk.....	.....	350	140 Rumford St.
Adelbert H. Adams. .	.....	Resigned during fall term.		
Mabel L. Seavey ....	Clerk .....	Resigned at end of spring term.		
Margaret L. Burns...	.....	Resigned at end of spring term.		
GROUP II.—PARKER SCHOOL.				
Classes N, O, P.				
Luella A. Dickerman.	Principal, room 5..	Mathematics, Latin English.	1,200	64 South St.
Mabel I. Durivage....	Assistant, room 7 .	Mathematics, English.....	700	7 Perry Ave. (Isle La Motte, Vt.)
Helen O. Stephenson.	" " 1..	Mathematics, English.....	550	7 Perry Ave. (Lowell, Vt.)
May L. Ryan .....	" " 2..	Com. Hist., Geography, Penmanship	550	16 Holly St.
Mary K. Taylor .....	" " 8..	English, Ancient History.	550	3½ Liberty St. (No. Cambridge, Mass.)
Marion Woodworth..	" " 6..	English, Hygiene, History..	550	93 Warren St. (Weston, Mass.)
Edna L. Hanson.....	" " 4..	French, Mathematics.	650	33 Green St. (Center Harbor, N. H.)
Gertrude N. Rideout	" " 9..	English, American History..	500	61 Warren St. (Concord Junction, Mass.)
Julia M. Melifant....	Clerk... ..	.....	350	3 Elm St.
Carrie M. Hill .....	.....	Resigned at end of spring term. . . .		
CHANDLER SCHOOL. —Classes M, N.				
Harriet S. Emmons...	Principal, room 1.	Mathem'tics, Grammar, Hygiene ...	712.50	6 South State St.
Cora T. Fletcher .....	Assistant, " 2 .	Lit., Gram., Latin, Mathematics ...	650	41 School St (Lawrence, Mass.)
Mary Flavin .....	" " 3..	Literature, Latin, History, Drawing	650	58 School St.
Ada M. Mann .....	.....	Leave of absence for year.		

SCHOOL TABLE.—*Continued.*

Names of buildings and teachers.	Position and room.	Grades and subjects taught.	Salary per year.	Residence. ( ) Out of town.
<b>WALKER SCHOOL.</b>				
Elizabeth J. Talpey..	Principal .....	Class N.....	\$650	41 Warren St.
<b>GARRISON SCHOOL.</b>				
Celia Standish .....	Principal .....	Classes M, N.....	650	8 Rumford St.
<b>EASTMAN SCHOOL.</b>				
Florence E. George...	Principal .....	Classes M, N.....	650	62 Beacon St.
Mary Flavin.....	.....	Transfer'd to Chandler School at end of spring term.		

## ELEMENTARY SCHOOLS.

<b>WALKER SCHOOL.</b>				
Elizabeth J. Talpey ..	Principal, room 3 ..	See High School, Group II.		
Julia G. Clark .....	Assistant, " 4 ..	Classes G, H.....	\$450	32 Church St.
Eva H. Tandy.....	" " 2 ..	" E, F .....	500	66 High St.
Louisa Herbert.....	" " 1..	" A, B .....	500	3 Rollins St.
Evelyna D. Boulay ..	.....	Resigned at end of spring term.....		
<b>GARRISON SCHOOL.</b>				
Celia Standish.....	Principal, room 5..	See High School, Group II.		
Margaret T. Kelley...	Assistant, " 7..	Classes K, L .....	550	11 North Spring St. (Wilton, N. H.)
Bertha L. Holbrook ..	" " 6..	" I, J. ... ..	550	542 North State St., Garrison, N. H.
Mary A. Jones .....	" " 4..	" E, F, G....	550	(152 North Main St., Penacook, N. H.)
Agnes R. Kelley.....	" " 3 ..	" C, D, E.....	400	Harrod St.
Margaret T. Lynch...	" " 2..	" A, B, C. ...	350	446 North State St., Garrison, N. H.
Iyla Chamberlin... ..	" .....	Kindergarten and Primary sub ..	525	2 View St., Garrison, N. H.
Margaret R. Eastman	" .....	Piano .....	95	504 North State St., Garrison, N. H.
Alice M. M. Phaneuf ..	.....	Transferred to Merrimack Prim. at end spring term.		
<b>EASTMAN SCHOOL.</b>				
Florence E. George...	Principal, room 1..	Classes L, M, N.....		
Emma G. Nickerson..	Assistant, " 3..	See High School, Group II.		
Stella M. French.....	" " 4..	Classes 3, 4, 5. ...	400	Eastside, N. H. (Gloucester, Mass.)
Grace B. Knowlton...	.....	" 2, 3.....	500	Eastside, N. H.
		Transfer'd to Kimball School at end of spring term...		

SCHOOL TABLE.—Continued.

Names of buildings and teachers.	Position and room.	Grades and subjects taught.	Salary per year.	Residence. ( ) Out of town.
<b>KIMBALL SCHOOL.</b>				
Mary E. Melifant ...	Principal, room 6..	Classes M.....	\$550	3 Elm St.
Jessie N. Stimson....	Assistant, " 5 ..	" K, L. ....	550	9 Holt St.
Grace B. Knowlton...	" " 8..	" I, J. ....	500	38 South Spring St.
Edna M. Kennedy ...	" " 7..	" G, H.....	550	10 Blanchard St.
Mary A. McGuire.....	" " 4 ..	" E, F.....	550	77 South State St.
Lottie E. Pearson. ...	" " 3 ..	" A, B.....	550	52 Beacon St.
Margaret A. Donovan	" " 1..	" C, D .....	300	264 North Main St.
Alice J. Pearl. ....	" " ..	General .....	300	71 Broadway.
Mary Fernald.....	" " 2..	Kindergarten and Primary sub.....	500	9 Tahanto St.
Myrta B. Lowe.....	" " 2 ..	Kindergarten.....	375	60 North Spring.
Bernice M. Stearns..	.....	Resigned at end of spring term.....		
Florence E. George...	.....	Transfer'd to Eastman School at end of spring term....		
Laura M. Andrus ...	.....	Resigned at end of spring term. ....		
<b>RUMFORD SCHOOL.</b>				
Elizabeth E. Robertson	Principal. ....	Class L.—Arithmetic, History... ..	550	151½ North State St.
Anna M. Keenan.....	Assistant.....	Class K.—Geography, History.	450	(93 High St., Penacook, N. H.)
Elizabeth J. Donovan	" .....	Class J.—Language.	550	28 Thorndike St.
Annette Prescott....	" .....	Classes G, H.....	550	25 Green St.
Abbie T. McDonald...	" room 3...½	" E, F .....	500	17 Essex St.
Fannie B. Lothrop...	" " 2....	" C, D .....	550	22 North Spring St.
Gara E. McQuesten ..	" " 1....	" A, B .....	550	9 Wall St.
Elizabeth M. McAfee.	" Special....	.....	350	95 School St.
Katharine L. Remick	" room 5 ...	Kindergarten and Primary sub. ....	525	4 Fayette St.
Maud B. Binet .....	" " 5 ..	Kindergarten .....	300	246 North Main St.
Florence A. Chandler	.....	Leave of absence....		
Maud Bethune. ....	.....	Resigned at end of spring term.....		
<b>MERRIMACK SCHOOL.</b>				
Harriet C. Kimball ...	Principal, room 3..	Classes K, L....	550	Hopkinton Road.
Viola J. Prock.....	Assistant, " 4 ..	" J, K .....	550	99 North State St.
Alice M. M. Phaneuf..	" " 2..	" A, C. ....	500	50 Rumford St.
Agnes V. Sullivan ...	" " 1 ..	Kindergarten and Primary sub .....	475	49 Lyndon St.
Margaret Morrill ...	" " 1..	Kindergarten .....	350	123 North State St.
Lottie E. Pearson ...	.....	Transferr'd to Kimball school at end of spring term ...		
<b>PENACOOK SCHOOL.</b>				
Annie M. Brannon....	Principal, room 4..	Class I .....	550	55 Thorndike St.
Clara E. Flanders. ...	Assistant, " 3 ..	Classes G, H .....	500	12 Dunklee St.
Harriet L. Megrath...	" " 2 ..	" E, F.....	500	(Hooksett, N. H.)
Cecilia P. Jones.....	" " 1 ..	" A, B, C. ....	550	75 South St.
<b>FRANKLIN SCHOOL.</b>				
Abbie A. Donovan....	Principal, room 3..	Classes H, I.....	550	264 North Main St.
Minnie E. Ladd.....	Assistant, room 4 ..	" F, G .....	550	72 Washington St.
Mary G. Doherty .....	" " 2..	" D, E.....	400	145 No. State St.
Marion E. Haines....	" " 1..	" A, B, C. ....	450	29 Bradley St.

SCHOOL TABLE.—*Continued.*

Names of buildings and teachers.	Position and room.	Grades and subjects taught.	Salary per year.	Residence. ( ) Out of town.
DREWY SCHOOL.				
Addie F. Straw.....	Principal, room 6..	Training teacher...	\$1,000	101 North State St.
Helen L. Southgate...	Assistant, " 1..	Supervis'r and Kindergarten.....	700	2 South Spring St.
Susan M. Little.....	" " 5..	Classes I, J.....	600	90 School St.
Anna D. Shaw.....	" " 4..	" G, H.....	600	72 School St.
Alice M. Sargent.....	" " 2..	" C.....	600	78 Warren St.
Belle E. Shepard.....	" " 2..	" A, B.....	600	6 Liberty St.
Margaret Reed.....	" " 1..	Kindergarten.....	375	9 Pine St.

TRAINING CLASSES.

ELEMENTARY GRADES TO K.

SENIOR CLASS.

(*Graduates June, 1912.*)

Mary Teresa Gannon.....	7 South Spring St.
Helen Katherine Hallinan.....	281 Pleasant St.
Ada Beatrice Martin.....	27 Warren St.
Grace Estella Noyes.....	R. F. D. 5, East Concord.
Annie Elizabeth Saltmarsh.....	7 Albin St.

JUNIOR CLASS.

(*Graduates June, 1913.*)

Ethel Brockway.....	25 Oak St., Penacook, N. H.
Mary Agnes Coughlin.....	22 Albin St.
Mary Margaret Doherty.....	11 Thorndike St.
Alice Elizabeth Jackson.....	80 Allison St.
Mary Lodema Keniston.....	4 Railroad Sq.
Marie Anastasia Scully.....	Little Pond Road.