

**WARD CLERKS.**

- Ward 1*—JAMES W. GAHAGAN.  
*Ward 2*—RALPH L. STEARNS.  
*Ward 3*—ERVIN E. WEBBER.  
*Ward 4*—LOUIS P. ELKINS.  
*Ward 5*—GEORGE E. CHESLEY.  
*Ward 6*—EDWARD J. LEARY.  
*Ward 7*—GEORGE B. WHITTREDGE.  
*Ward 8*—TIMOTHY W. DONOHUE.  
*Ward 9*—JAMES W. KENNEY.

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**MODERATORS.**

- Ward 1*—JOHN H. ROLFE.  
*Ward 2*—HERBERT L. KNOWLES.  
*Ward 3*—CHARLES B. CLARKE.  
*Ward 4*—ALLEN HOLLIS.  
*Ward 5*—EDWARD C. NILES.  
*Ward 6*—CHARLES DUNCAN.  
*Ward 7*—ALBERT W. THOMPSON.  
*Ward 8*—MICHAEL MULCAHY.  
*Ward 9*—BARTHOLOMEW COLLINS.

## MAYORS OF CITY OF CONCORD.

The original charter of the city was adopted by the inhabitants March 10, 1853, and until 1880 the Mayor was elected annually. Since 1880 the Mayor has been elected for two years at each biennial election in November. Under the City Charter, adopted May 11, 1909, the Mayor was elected in December, 1910, for one year, and biennially thereafter in November, beginning in the year 1911.

HON. JOSEPH LOW,	1853-'54.
“ RUFUS CLEMENT,*	——-'55.
“ JOHN ABBOTT,	1856-'57-'58.
“ MOSES T. WILLARD,	1859-'60.
“ MOSES HUMPHREY,	1861-'62.
“ BENJAMIN F. GALE,	1863-'64.
“ MOSES HUMPHREY,	——-'65.
“ JOHN ABBOTT,	1866-'67.
“ LYMAN D. STEVENS,	1868-'69.
“ ABRAHAM G. JONES,	1870-'71.
“ JOHN KIMBALL,	1872-'73-'74-'75.
“ GEORGE A. PILLSBURY,	1876-'77.
“ HORACE A. BROWN,†	1878-'79-'80.
“ GEORGE A. CUMMINGS,‡	1880-'81-'82.
“ EDGAR H. WOODMAN,	1883-'84-'85-'86.
“ JOHN E. ROBERTSON,	1887-'88.
“ STILLMAN HUMPHREY,	1889-'90.
“ HENRY W. CLAPP,	1891-'92.
“ PARSONS B. COGSWELL,	1893-'94.
“ HENRY ROBINSON,	1895-'96.
“ ALBERT B. WOODWORTH,	1897-'98.
“ NATHANIEL E. MARTIN,	1899-1900.
“ HARRY G. SARGENT,	1901-'02.
“ CHARLES R. CORNING,	1903-'08.
“ CHARLES J. FRENCH,	1909-

\* Died in office, January 13, 1856.

† Term closed in November, 1880.

‡ Term commenced in November, 1880.

**DEPARTMENT REPORTS.**



# SCHOOL REPORT.

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## BOARD OF EDUCATION 1912-1913.

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### OFFICERS.

HON. HARRY H. DUDLEY . . . . . *President.*  
MRS. ALICE M. NIMS . . . . . *Secretary.*

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### MEMBERS.

#### TERM EXPIRES.

1913.

HON. GEORGE H. MOSES, 80 Centre Street  
MRS. ALICE M. NIMS, 5 Blake Street  
HON. HARRY H. DUDLEY, 89 North State Street

1914.

DR. DENNIS E. SULLIVAN, 7 North State Street  
MRS. FANNY E. MINOT, 23 South State Street  
MR. OMAR S. SWENSON, 14 Auburn Street

1915.

WILLIAM H. SAWYER, ESQ., 105 North State Street  
MISS CARRIE E. EVANS, 14 Maple Street  
EDWARD C. NILES, ESQ., 119 School Street

## STANDING COMMITTEES.

## FINANCE.

MR. DUDLEY.	DR. SULLIVAN.	MR. NILES.
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## HIGH SCHOOL.

MR. MOSES.	MRS. MINOT.	MR. NILES.
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## GRAMMAR SCHOOLS.

DR. SULLIVAN.	MR. MOSES.	MRS. NIMS.
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## PRIMARY SCHOOL.

MR. SAWYER.	MRS. MINOT.	MR. NILES.
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## KINDERGARTENS.

MRS. NIMS.	MISS EVANS.	MR. SAWYER.
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## BUILDINGS AND REPAIRS.

MR. SWENSON.	MR. DUDLEY.	DR. SULLIVAN.
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## DISCIPLINE.

MR. SAWYER.	MISS EVANS.	MR. DUDLEY.
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## HYGIENE.

DR. SULLIVAN.	MISS EVANS.	MR. SWENSON.
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## MANUAL TRAINING.

*Wood and Iron.*

MR. SWENSON.	MR. DUDLEY.	MR. MOSES.
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*Sewing and Cooking.*

MRS. MINOT.                      MISS EVANS.                      MRS. NIMS.

## MUSIC.

MR. SWENSON.                      MISS EVANS.                      MR. MOSES.

## DRAWING.

MRS. MINOT.                      MR. SAWYER.                      MR. DUDLEY.

## TEXT-BOOKS.

MR. NILES.                      MRS. MINOT.                      MR. SAWYER.

## TRAINING SCHOOL.

MRS. NIMS.                      MR. NILES.                      DR. SULLIVAN.

## NIGHT SCHOOL.

DR. SULLIVAN.                      MISS EVANS.                      MR. DUDLEY.

**SUPERINTENDENT OF SCHOOLS AND FINAN-  
CIAL AGENT.**

LOUIS JOHN RUNDLETT.

3 Pine Street. Office: Parker School.

Hours: 8 to 9 a. m., school days. Office open 8 a. m. to 12 m.  
1.30 to 5.30 p. m.

**TRUANT OFFICER.**

GEORGE NATT FELLOWS.

8 Warren Street. Parker School.

Office hours: 8.30 to 9 a. m., 1.45 to 2, 4 to 5 p. m.

**CLERK.**

CYRENE SARGENT FARRAR.

4 Rockingham Street.

Office of Financial Agent, Parker School.

Office hours: 8 a. m. to 12 m., 1.30 to 5.30 p. m.

**SCHOOL NURSE.**

ELIZABETH MARIA MURPHY.

442 North State Street, West Concord, N. H.

Office, Supt. of Schools, Parker School.

Office Hours: 4 to 5 p. m., Mondays and Thursdays.

**OFFICERS OF THE DISTRICT.**

JOHN B. ABBOTT . . . . . *Moderator.*  
 LOUIS C. MERRILL . . . . . *Clerk.*  
 HENRY H. METCALF, JOHN P. GEORGE . . . *Auditors.*

REPORT OF THE BOARD OF EDUCATION  
FOR THE YEAR ENDING  
MARCH 14, 1913.

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CONCORD, N. H., March 3, 1913.

*To the Citizens of Union School District:*

The Board of Education of Union School District hereby presents its fifty-third annual report. It gives the Board pleasure in stating that the schools of Union School District have been maintained during the year with efficiency and the results obtained have, as a rule, proved satisfactory to all concerned.

It is with expression of deepest regret that the School Board loses this year, by the resignation of Dr. Vannevar, a most valuable member, who served the Board as its President, was always wise in counsel and had a warm personal interest in helping to advance modern conditions for the schools of the city. On the resignation of Dr. Vannevar the Board elected Hon. George H. Moses to fill the vacancy.

The interest in the Manual Training School is still increasing and we feel that this branch of our school system is working out successfully, with results that are highly appreciated by the parent and pupil. The report of Principal French you will find of interest and we feel that the recommendations made by him should have careful consideration.

The new system of grading and promotion suggested by Superintendent Rundlett and put in operation by him, with the approval of the Board, is proving satisfactory and Superintendent Rundlett is deserving of much credit for working out so commendable a system, which is attract-

ing the attention of noted educators, and the plan has received much favorable comment from them.

The Board is confronted this year with the problem—what shall be done with the Merrimack school? This is the oldest school building in the district and has become antiquated and out of date and, in the Board's opinion, wholly unfit to be used longer as a school building. There has recently been presented to the Board a petition signed by a large number of taxpayers and residents, requesting the Board to give their earnest attention to the matter of providing a sanitary and safe school building for pupils attending the Merrimack school. The Board of Education fully realizes the unfavorable condition of the Merrimack school and feels it their duty to recommend to the voters of Union School District, at the coming annual meeting, the appropriation of a sum large enough to build a school building that will take care of all pupils now attending the Merrimack school, and also care for children attending school from the section of the city north of the Merrimack school for years to come.

We invite your careful attention to the report of the superintendent and other reports, which we feel you will find of interest.

Respectfully submitted,

HARRY H. DUDLEY,  
ALICE M. NIMS,  
CARRIE E. EVANS,  
WILLIAM H. SAWYER,  
FANNY E. MINOT,  
OMAR S. SWENSON,  
EDWARD C. NILES,  
D. E. SULLIVAN.

*Board of Education.*

## REPORT OF COMMITTEE ON BUILDINGS AND REPAIRS.

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CONCORD, N. H., March 3, 1913.

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

We respectfully submit the following report showing how the money appropriated for repairs to school buildings has been expended; and also containing suggestions for the coming year.

The work of more than ordinary nature may be summed up as follows: A new heating and ventilating plant was installed in the Penacook building during last summer. The contractors were the Stone-Underhill Company of Boston. This has worked satisfactorily in all respects.

A new tubular boiler was installed in the Chandler school to take the place of the old one. The contractors were the Lee Brothers Company. The boiler built according to specifications required by the Fidelity and Casualty Company is one of the very best.

The Eastman school was fitted up with metal weather strips. This resulted in a decreased consumption of coal.

After deliberation it was decided to defer the installation of a new heating and ventilating plant in the Merrimack building until after the annual meeting in March.

The Bow Brook building was sold by public auction on March 16, 1912, for the sum of \$1325. In addition to this amount about \$80 was realized from the sale of old iron, etc., which had been housed there.

All the pupils' desks and chairs of the Parker and Walker schools have been repaired and refinished.

New forges, lights, and electric ventilating apparatus for the forge room were put into the Morrill Manual Training school.

We believe the interests of the North End would be subserved best by the erection of one building on the site of the Walker School sufficient to accommodate about five hundred pupils. If such a place were in operation now the current expense would be decreased annually by at least fifteen hundred dollars. This sum would pay the interest on any bond issue that would have to be made. The Merrimack building is old, ill-lighted and in many respects unsafe. The lot is not well suited for the erection of any school building the yard room being too sloping and small. The west light at all times, especially in the afternoon, is unfitted for and injurious to the eyesight of pupils closely applied to study. The cost of putting in an efficient heating and ventilating plant would amount to more than the building would bring by public auction.

The buildings of the district are in quite good repair. The interior of the new High school building should be refinished during the coming summer. This includes kalsomining the ceilings and painting the walls.

#### DETAILED REPORT OF REPAIRS MADE.

##### *Cogswell School.*

Concrete around the building renewed. Two new Webb fountains for basement. Ceilings of both rooms kalsomined. Bulkhead repaired. Basement floors concreted. Basement walls whitewashed.

##### *Penacook School.*

New flag-pole. New curtains for two rooms. Two new Webb fountains. New heating and ventilating system installed. New windows at head of each stairway to basement. Concrete around building renewed. Blackboards repaired. Flush tank relined.

##### *Dewey School.*

Furnaces cleaned and repaired. Outside doors varnished. Flag-pole painted. Teacher's desk refinished. Concrete

around building repaired. Tables scraped and varnished. Chimney cap repaired.

*Walker School.*

Furnaces cleaned and repaired. Pupils' desks and chairs in three rooms repaired and refinished, also all teachers' desks and chairs. Roof repaired.

*Franklin School.*

Fence repaired. Furnaces cleaned and repaired. Concrete around building repaired. Basement walls whitened. Basement floor concreted.

*Kimball School.*

New windows for basement. New shelves for book-room. Basement floors patched and concreted. New gutters on roof. Basement walls whitewashed.

*Rumford School.*

New interior for hall furnace. Water gauge repaired. New lead for feed pipe. Curtains for various rooms. Basement floors concreted. Basement walls whitened.

*Merrimack School.*

Ceilings repaired. Furnaces and ventilating shaft repaired. Slate on roof repaired. Flush box repaired.

*Parker School.*

New treads for east stairway. Pupils desks and tablet chairs refinished. Basement floors concreted. Basement walls whitened. Woodwork in lower halls and entries varnished. New tables for sewing room. East side of yard regraded. Front doors varnished two coats. New Webb drinking fountain. Manhole and trap packed. New pump for boiler.

*Tahanto School.*

Furnaces cleaned and repaired.

*Harriet P. Dame School.*

Window sash and plastering in lower hall repaired. Furnaces cleaned and repaired. Woodwork of basement painted.

*Garrison School.*

Teacher's desk refinished. Furnaces cleaned. Glass reset. New lights installed for night school.

*Eastman School.*

Furnaces cleaned and repaired. Plastering and brickwork of building repaired. Chimneys built over on outside. Chamberlin Metal Weather Strips for entire building. Doors and locks repaired.

*Chandler School.*

New boiler. Water pipes in basement repaired. New main water pipes from building to street. Yard regraded. Basement floors concreted.

*High School.*

Fence painted. Outside doors varnished. Fire-boxes to boiler repaired. Basement floors concreted. Basement walls whitewashed. New lights for one room in basement.

*Morrill School.*

New forges installed. New electric ventilating apparatus for forge room. New lights for different rooms.

Respectfully submitted,

OMAR S. SWENSON,  
HARRY H. DUDLEY,  
D. E. SULLIVAN,

*Committee on Buildings and Repairs.*

## REPORT OF THE SUPERINTENDENT.

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

LADIES AND GENTLEMEN:—The addition of another year to the history of the schools of this district affords me the privilege of submitting my twenty-eighth annual report, the fifty-third of its series. Inasmuch as the report of last fall is printed in this volume under Appendix I and gives essentially the condition of the regular schools at the present time, the greater part of this report will be devoted to special interests. I invite your careful reading of the matter contained in the appendices.

### SCHOOL ATTENDANCE.

Thus far no problems of congested attendance have been presented that cannot be solved satisfactorily. The high school enrollment is phenomenally large, having reached six hundred forty-eight pupils during the last semester, or one hundred forty-eight more than the high school building can accommodate. The number enrolled in the four-year course is 211 per cent. more than in 1905, and 27 per cent. more than in 1910 when the reorganization scheme began. The number enrolled in the five-year course has increased 31.9 per cent. since 1910. The forecast for next September is about the same as the present enrollment.

### COMPARATIVE TABLE.

	1911.	1912.	Increase.	Decrease.
Number of pupils in the public schools . . . . .	2,844	2,826		18
“ “ parochial schools . . . . .	711	728	17	
“ “ private schools . . . . .	63	75	12	
“ “ night schools . . . . .	109	126	17	
“ “ industrial schools . . . . .	10	20	10	
Totals . . . . .	3,737	3,775	56	18
Net increase . . . . .		38		
PUBLIC DAY SCHOOLS.				
Number of pupils in high school . . . . .	829	867	38	
“ “ elementary schools . . . . .	1,727	1,720		7
“ “ kindergartens . . . . .	278	219		59
“ “ industrial schools . . . . .	10	20	10	
Totals . . . . .	2,844	2,826	48	66
Net decrease . . . . .		18		



considerable. Since the beginning of the industrial classes fifty boys have been enrolled. Seventy per cent. of those leaving have adopted some mechanical vocation.

#### DOMESTIC ARTS.

The new course in Domestic Arts adopted by the Board of Education in June, 1912, became operative in September. It has for its object the betterment of the home. For a number of years we have had instruction in cooking and sewing fairly well organized. The technique of the work done is first-class, but outside of these two departments there has been no well-defined plan to raise the standard of the home as a whole. It is admitted on all sides that there is great need of this as evidenced by the unusual amount of attention given it from the small city to the educational department of the United States government. The course is five years in length psychologically scheduled to suit the conditions prevailing in the adolescent period. It is quite well established that the requirements of the classical course are not calculated to enable the girl of ordinary ability to get the most from her educational life that she ought, and as it may be inferred that the large number of girls in school will eventually become home makers, it is of moment to the public that they be given work which at once combines culture and utility. We confidently expect that the course now in operation will prove to be such an one. The local demand for this work is shown by the fact that in classes O and P, representing one year of school, fifty-six girls are taking it. A copy of the entire course in detail has been submitted to each member of the Board of Education. Two full years of the course are now in operation and the purpose is to add one year's requirements at a time until it is entirely in effect. Mathematics as a requirement is omitted after the first year. The course has worked well as far as it has been tried except that the classes in cooking and sewing have been too large. In one class we have tried to carry on the work in cooking with thirty-three pupils,

but it could not be done to advantage. Fifteen is a reasonable number for a class of this kind. As the course comes into operation each successive year it will require additional instructors and its success will be measured by their equipment for the work in hand. These instructors must be enthusiastic and prepared to teach the various requirements of the course, household sanitation, household mechanical appliances, housekeeping accounts, home nursing, household design and decoration, appreciation of art, appreciation of music, and the ordinary requirements in English for secondary schools. They should have a breadth of knowledge and method that will enable them to arouse and sustain an interest in the work that one possessed of mere technical knowledge would fail to bring about. Heretofore the money spent for secondary instruction has been dominated largely by academic requirements but as the secondary school has come to represent the demands of ordinary living more and more, the expenditure of money for instructors can well be guided in part by these demands. It may be of advantage for us to review what has been going on for the past ten years in regard to the different branches. Taking the number of pupils enrolled each year as a base we find the following:

The number of pupils taking Latin since 1905 has decreased	30.0%
The number of pupils taking Greek since 1905 has decreased	13.4%
The number of pupils taking Biology since 1905 has decreased	11.6%
The number of pupils taking French since 1905 has increased	18.0%
The number of pupils taking German since 1905 has increased	5.0%
The number of pupils taking Wood and Iron Work since 1905 has increased	50.3%
The number of pupils taking Sewing since 1905 has increased	13.2%

The number of pupils taking Cooking since 1905  
has increased 27.9%

This tabulation shows to what extent ideas are changing, however much we may regret it, but this change is not without its great significance. It shows that more pupils are staying in school, staying longer and that the number who go to school without definite purpose is on the decrease, so that the saner adjustment of school courses will eventually result in a better education for all.

#### *Cooking.*

There are 217 pupils enrolled in the cooking classes and other branches of domestic science. Better discipline, and a more wholesome interest have been manifest than last year and the classes have been well taught. Twenty high school girls were drilled in setting tables and in serving luncheon to demonstrate cooking school methods before the Concord Woman's Club. In addition to the course requirements the classes in cooking have prepared the following: 42 quarts peaches, 57 glasses of jelly, 23 pints marmalade, 58 quarts of tomatoes, 6 quarts pickled pears, 8 quarts piccalilli. In September a special class for girls was started in the cooking school under the direction of Miss Harrington. The number, limited to six, has held its membership full and has done creditable work with the limited facilities offered. They have kept housekeeping accounts including every item of expenditure of the cooking and the industrial classes. They have made caps and towels at cost for the cooking classes; caps, aprons, night dresses, and simple dresses for themselves. Their household practice consists of sweeping, dusting, care of sink, cupboard and icebox, and washing windows. They have laundered 595 towels for the manual training school, three dozen for the high school and several dozen for the cooking school. In the second semester the time of the cooking teacher was so fully occupied as to make it necessary to have one of the senior training girls on Tuesdays, Wednesdays and Fridays.

The course is now limited to one year. If it is to be lengthened into a two years' course more convenient quarters and an additional teacher much be furnished. In the central part of the city no other room is available for this work.

*Sewing.*

The most noteworthy changes in this department have been the giving up of some seemingly useless work in models and devoting more attention to the construction of useful articles. The requirements of the domestic arts course are of great practical value. In the first year classes M and N, 127 girls are at work making undergarments. In the high school Group I, and Group II (Parker School), 74 girls are cutting and making garments. In the elementary schools 333 girls are constructing models. Many requests come from those who wish to work beyond the regular hours but the time is all taken and the instructors cannot grant them. Miss Stevens having been given a year's leave of absence Mrs. Parsons, a former teacher in this school, was employed in her place. Miss Mildred Phillips is also employed forenoons. The school has been furnished with new chairs, a new cutting table, a stand for hanging skirts, four new sewing tables, and an additional sewing machine.

DRAWING.

Although the attention given drawing in the elementary schools has been much less than heretofore, the work has been done as well as any supervisor could do it with such a handicap. It seems to have outgrown the possibility of being taught by one person. The time for the high school pupils has been taken from the elementary schools. Last year visits to these schools were made by the supervisor once in every four weeks. This was not a sufficient amount of attention, but this year the intervals have been increased to six weeks. Six visits a year by the supervisor cannot give regular teachers enough help. Next year with the addition of two new classes in the high school, this school

must have at least twenty-one out of thirty periods a week making it impossible to allow more than one visit every eight weeks to the elementary schools. The only solution seems to be the employment of an assistant at a nominal sum to do at least a part of the elementary work under the direction of the supervisor. The results in drawing for the past few years have been more than satisfactory and should be kept up to the standard.

#### THE DEWEY TRAINING SCHOOL.

This institution is of great value to the district because it enables us to have the services of trained teachers who are acquainted with our course of study, who have a personal and a professional interest in its success, and are not so liable to be called away to other cities, home interests keeping them here. These young women are trained carefully, conscientiously and with rare judgment. They begin to teach, serious minded, as a professional should be and generally grow in strength as time goes on. During their period of training they render the district valuable aid in the various schools by helping deficient and backward pupils. They are assigned to those buildings that do not have the assistance of a special teacher and their service causes no expense to the district save that of their training. Valued in dollars and cents for the time given and based upon the average salary of special teachers they are saving the district at least twelve hundred dollars a year in extra help. This is more than it costs to maintain the training school. The regular schools in this building are models as they should be. A Victor machine was kindly furnished by the committee for use in marching and in calisthenics. A class in Bancroft's Physical Drill gave an exercise before the Merrimack Valley Teachers' Association this winter showing to what perfection such work can be brought.

## MUSIC.

The demands upon the time of Mr. Conant by the domestic arts course has caused a change in the schedule for the elementary schools. The special work in this course began in September with thirty-three pupils. Twenty-nine finished the work of class O and twenty-seven entered class O in January. The pupils are interested and make steady progress. The supervisor credits the Parker school and the High school with unusual interest. In the former there is fine singing, a good orchestra and special "musical hours." In the high school chorus there are 215 pupils, the largest in the history of the school. The orchestra is composed of eleven pieces, and the double quartette of mixed voices is the best that I have ever heard from any school. Their efforts, in the Merrimack Valley Teachers' Association and before the Concord Woman's Club, merited general praise. The instructor sees advancement along all lines but shows his progressive spirit by saying that it should be better. I believe it would be very difficult to duplicate the training which pupils are receiving in music.

## NIGHT SCHOOLS.

Even though extraordinary efforts were made to secure an increased enrollment for the night schools in the city proper, only two rooms were opened to accommodate a smaller number than last year. For this I have been unable to assign any satisfactory cause. The limited number whose attendance was regular made quite rapid progress in learning to read and talk the English language. A longer term would have been welcomed by these people, but the meager attendance would not warrant the expense of continuing it.

During the fall term a request was made by residents of West Concord for a night school there. This was begun November 18, 1912, and continued for nine weeks. The total enrollment here was 49, 38 males and 11 females. Of

this number 18 were Swedes, 29 Finlanders, 1 Norwegian, 1 Spaniard.

	Males.	Females.	Total.
Whole number attending Parker School,	65	12	77
Whole number attending Garrison School,	38	11	49
	—	—	—
	103	23	126
Average membership Parker School,	48.68		
Average membership Garrison School,	33.20		
	—		81.88
Average daily absence Parker School,	17.90		
Average daily absence Garrison School,	9.05		
	—		26.90
Average daily attendance Parker School,	30.74		
Average daily attendance Garrison School,	24.11		
	—		54.85
Per cent. of daily attendance Parker School,	61.00		
Per cent. of daily attendance Garrison School,	72.63		
	—		66.81
Age of youngest pupil Parker School,	14 years.		
Age of youngest pupil Garrison School,	18 years.		
Age of oldest pupil Parker School,	42 years.		
Age of oldest pupil Garrison School,	41 years.		
Average age Parker School,	23 years.		
Average age Garrison School,	27 years.		

## ROLL OF HONOR.

Garrison School—John Anderson, A. Friedland, Emil Johnson.

## NATIONALITIES.

Swedish,	29	Armenian,	1	Canadian,	2
Finnish,	34	American,	2	English,	3
Italian,	8	Albanian,	6	Russian,	9
Turkish,	10	Greek,	18	Polandish,	2
Norwegian,	1	Spanish,	1		

## HEALTH IN THE SCHOOLS.

The good health of the pupils and the instructors is of concern to the public, who seem alive to needful measures for its protection. The Board of Education is not neglectful of this phase of public school work. Through the care of the sub-committee on hygiene extraordinary efforts have been made to observe methods of improving the sanitary conditions of the schools. We have modern methods of heating and ventilating the buildings, sanitary drinking fountains, individual pencils, paper towels, adjustable furniture, oiled floors, the proper use of disinfectants, the fumigation of school books and supplies, liquid soap, regular exercises in calisthenics, and the valuable services of a school nurse. It seems as if the germs of contagious disease would give up their warfare in the face of this formidable array of preventives; on the contrary, only the strict vigilance of all will protect the pupils from increasing danger. Sometime it will dawn upon the people that medical inspection is as needful for the pupils here as it is in other cities and let us hope that it will not take a serious epidemic and the consequent loss of life to bring this about.

Quite determined efforts have been made to induce the parents to coöperate with the teachers in making children observe proper changes in clothing before entering the school room and upon leaving it. Attempts have been made also to keep the schoolrooms at a lower and more even temperature. These have aroused some opposition, but it was almost always the result of a misunderstanding of the nature of the orders given, for when they were explained and the motive behind them made known the reasonable side of the matter seldom failed to carry conviction. I think I may, with propriety, in connection with this topic, call your attention to the loss of health and the failure to do school work by those children who are unfortunate in the use of tobacco. Investigation made recently in one western high school reveals the following facts: Twenty-seven boys who never smoked averaged 84.5 per cent. in

their studies. Fifty-five habitual smokers in school averaged 76 per cent. Forty-five habitual smokers who had left school recently averaged 69 per cent. No doubt, that during the period of adolescence when the nervous and physical organism of children is undergoing a critical change, this use of tobacco manifests itself in a loss of moral, mental and physical tone resulting in discouragement and the giving up of school life. The report of Miss Murphy, the school nurse, may be found in Appendix I.

#### WASTE OF SCHOOL TIME.

The misuse of the five hours of school time allotted to the pupil daily means the waste of public school revenue to a like degree. This waste may be charged up in part to lax discipline, absence of rational methods in teaching, faulty arrangement of the school program, and bad apportionment of the work.

A healthy discipline carries with it a respect for persons in authority, polite manners on all occasions, and a wholesome school spirit. Such a discipline breeds little discontent, wrangling, scolding, sarcastic remarks, absence from school, tardiness, and does not subordinate exacting work to social pleasures. If these several things obtain in any school it is at the expense of the continuous waste of school money. In time gone by such things as enumerated above have been passed over too lightly as being necessary evils that attach themselves to the administration of school affairs. If by analogy, we carried such judgment to the affairs of professional or business life the percentage of failures would be increased to great proportions. It is likely that this waste caused by lax discipline can never be even reasonably computed, but estimate alone should cause serious thought to be given to it.

A study of rational methods in teaching should be a requirement for a teacher of any grade. For a number of years the elementary teachers and those of the first two years of the high school have met in groups for this

purpose with gratifying results shown in a more reasonable discipline, more rational teaching, a more fraternal spirit between pupil and teacher, and a school atmosphere clarified by the giving up of the educational bigotry which distinguished the old time pedagogue. The following table will give some idea of the extent of this work.

School.	No. meetings for the study of pedagogy.	No. works on pedagogy stud- ied and read.	No. periodicals read.
High,	0	32	73
Parker,	29	43	13
Chandler,	29	21	5
Walker,	14	6	10
Garrison,	19	11	13
Eastman,	25	8	3
Rumford,	21	30	21
Kimball,	21	19	14
Merrimack,	14	8	3
Penacook,	12	11	7
Franklin,	13	4	4
Dewey,	19	24	28
Harriet P. Dame,	14	11	5
Cogswell,	12	6	2
Tahanto,	11	3	3

It may be of value to note the recent offering of \$1,250,000 by Andrew Carnegie for the advancement of teaching. This is called "The Carnegie Foundation for the Advancement of Teaching." Of the income, \$60,000 is to be devoted to finding the best known ways of teaching and in experimenting to find still better ways. I beg leave to direct your attention to the useless waste of time by boys and girls of the Manual Arts and Domestic Arts classes in going and coming from their lessons. Assuming that on the average each pupil uses ten minutes each way, in a week he wastes  $1\frac{2}{3}$  hours, in a year 63 hours or two and a half weeks of school time. Each girl for two lessons a week loses just two fifths of that time. During the last

semester this loss has been decreased by allowing boys of the Parker school to go directly to the Morrill school in the morning four days of the week but such an arrangement could not be made for the girls. I recommend that the cooking school of the Chandler building be moved to the high school and another smaller equipment be furnished the Parker school. This would save the girls of the two largest buildings practically all the loss of time now experienced. It is quite possible that some better arrangement may be made for sewing to avoid a similar loss. Much scientific thought is now being directed toward the elimination of time waste in the school life of the child. It has been conclusively demonstrated that private instructors can save from three to five years of the ordinary school time and it is fair to suppose that even in the public school, where mass instruction is a necessity, at least a fraction of the time may be saved. In the last twenty-eight years the time of doing public school work in this city has been reduced from fifteen years to eleven. In the country at large from fourteen to twelve. The next twenty-five years may bring about still further reduction by the elimination of all duplication and by scientific management in general.

#### KINDERGARTENS.

The attendance in the kindergartens has been appreciably larger than last year. They have been conducted on about the same plan as heretofore with results to correspond. In the Garrison and the Tahanto schools the scheme of having no regular assistant has been continued. Should a commodious building be erected on the Walker school lot one large kindergarten would be located here with accommodations for the northern part of the city. The supervisor has held the usual number of teachers' meetings and also has given instruction to one young woman studying for the profession.

## NOTES OF THE YEAR.

Washington's Birthday and Memorial Day were observed by the schools as usual.

Health Day was observed in all the schools by special exercises, and the following people kindly offered their valuable services:

High School—Dr. H. H. Amsden.

Parker School—Dr. Marion L. Bugbee.

Chandler School—Dr. C. R. Metcalf.

Rumford School—Mrs. J. M. Fontaine.

Tahanto, Garrison, Dewey Schools—Miss E. M. Murphy, school nurse.

Merrimack School—Dr. C. M. Duncan.

Walker School—Mr. W. T. Purrington.

An exhibition of kindergarten plays, folk lore games, and physical drill was given by the consolidated kindergartens, and the pupils of the Rumford, Kimball, Merrimack and Dewey schools, at White's Park, on Tuesday, June 11, 1912, at two o'clock p. m. Over two thousand people assembled to see them. The affair reflected great credit upon the teachers and pupils who took part.

The annual exhibition of manual training, sewing, cooking and drawing showed the same proficiency as in former years.

The usual observances of parents' days have taken place.

The first parents' night at the Morrill School of Mechanic Arts was held on Thursday, February 27, 1913, at the building. Unfortunately the weather was rainy and kept away many who otherwise would have come; notwithstanding, the attendance was large and appreciative.

On the afternoon of Friday, February 28, 1913, the girls of the high school domestic arts classes and the industrial class of the Chandler school representing the cooking school taught by Miss Harrington served a luncheon to the members of the Concord Woman's Club at their rooms in the Parish Memorial House. The place-cards and the bon bon boxes were made and decorated by

pupils of the drawing classes under the direction of Miss Stalker. The menus were printed by the pupils of the Morrill School of Mechanic Arts, Mr. French instructor. The affair was very successful.

Many teachers have been called from the schools of this district to other places. The loss of efficient teachers at any time is serious enough, but occurring as it often does in the working period of the school year the change becomes doubly disastrous to the efficiency of the schools. Many places evidently do not allow this variation of contracts. Other positions made more attractive by larger salaries and extended privileges have called away the following teachers during the year.

High School—Miss Helen L. Brown, Miss Grace V. Knowles, Mr. Harold C. Bales, Mr. Walter L. Barnum.

The design on the cover of this report, and that on the title page were drawn by Miss Edith Hardy and Miss Madeline Gibbs, respectively, of the high school.

Those of the 1912 report by Miss Ethel Watson and Miss Edith Marden.

#### CONCLUSION.

The mission of a school report would be but half accomplished if it rested with the enumeration of a year's events. Its broader field lies in calling attention to the constructive forces which are to determine the future progress of education. The popular conception of education in the past has been determined by the measure of book knowledge, but the present is asking and the future will persist in asking, Are public school pupils healthy? Are they socially pure? Are they obedient? Are they respectful? Are they studious?

The past has been content to ask of the teachers, that they be well equipped for the subjects which they are to teach. The present is beginning to ask and the future will persist in asking in addition, Have they rational methods in teaching? Have they habits to strengthen their

pupils by example? Do they give proper attention to the individual pupil? Do they have a proper interest in the general uplift of the community where they work? All these questions vitally concern national life and civic welfare.

The trend of constructive education takes form in the following things: Agriculture, vocational subjects, the public use of school grounds and buildings, pensions for teachers, normal training for teachers, state certification of teachers, continuation schools, compulsory school attendance, technical and industrial education for elementary grades, textile schools, etc.

There is a growing movement for a six-hour day for secondary schools, also a strong tendency to reorganize school systems upon the three-group plan similar to the one in operation here but varying somewhat in detail according to the local needs.

There is more or less talk of a university devoted to the training of students for the profession of teaching, and already sixteen or more colleges and universities have instituted departments of education allowing credit toward an A.B. degree for proficiency in the study of pedagogy.

The prevailing system of marking by points is being mercilessly assailed and it ought to be. This in connection with the abuse of the option privilege is out of temper with the American youth in that it sets a false standard by the substitution of *driving* for *true teaching*, by creating an improper attitude toward study, and by subordinating *mastery of a subject* to the *attainment of a passing mark*. Those who defend such a system would do well to read Milton's "Letter on Education."

The character of the work done in our schools is worthy of the sanction of all. Its favorable review in different parts of the country, the confirmation of its efficiency by adoption of methods in use here, and its commendation by noted educators in many different localities are all of more than passing moment to the city. The consciousness of this, however, should not cause us to become satisfied

with prevailing conditions to the exclusion of attempts to improve nor to allow the horizon line of the broader education to grow dim; rather should it result in expansion regulated by the conservative application of our financial resources.

Constantly reminded of my obligations to you the Board of Education, to the loyalty and efficient work of a noble corps of teachers, and to a patient, appreciative public, I hope the repose of such confidence in me may be partly justified by my devotion to the interests of Concord's schools.

Respectfully submitted,

L. J. RUNDLETT.



**APPENDIX I.**



## APPENDIX I.

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CONCORD, N. H., September 26, 1912.

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

I am submitting for your consideration the second annual report of the reorganization scheme put into practice two years ago.

### FINANCIAL.

While a financial statement of this kind must involve some estimates, there is enough that is definite, however, to give it positive value. To enlarge the high school building would have required an additional bond issue of at least \$30,000. The interest on this sum at  $3\frac{1}{2}$  per cent. would have amounted to \$1,050 a year. From reliable estimates, tabulations of which have been sent to the committee from time to time, the district has been saved a current expense of at least \$5,000 during the two years, and we have been enabled to discontinue two rooms which, at the maximum salary, would have amounted to \$1,300.

The scheme allows us to charge full high school tuition for one year more than under the old plan. In two years this has amounted to \$459. The doing away with graduations has saved the parents a sum of money which must be arrived at largely by estimate. Basing this upon the testimony of teachers, business men, parents, and pupils I have no doubt that the saving in two years has amounted to at least two thousand dollars, fourteen hundred of which could be charged up to high school graduations.

There are other small miscellaneous expenses for which I have given no estimate. Summing up the above we find the following:

Bond issue.....	\$30,000
Interest on same two years at $3\frac{1}{2}$ per cent.....	2,100
Current expense.....	3,000
Rooms discontinued (salaries alone).....	1,300
Additional tuition.....	459
Graduation expenses.....	2,000
Total.....	<u>\$38,859</u>

The average cost per pupil for the teaching force alone has been materially reduced during the last two years as may be seen from the following table:

	High School.	Elementary Schools.	Average.
1909-1910—(Old Plan)*.....	\$33.14	\$14.76	\$23.95
1910-1911—(New Plan).....	29.28	15.80	22.54
1911-1912—(New Plan).....	26.47	14.09	20.28

Decrease in the average cost per pupil \$3.67.

The net increase in tuition receipts is shown in the following:

Year.	High School.	Elementary Schools.
1909-1910.....	\$1,577.39	\$576.66
1910-1911.....	1,863.37	453.97
1911-1912.....	2,301.31	454.90
Increase in two years.....	723.92	
Decrease in two years.....		\$121.76
Net increase in two years...	\$602.16	

Of this increase \$439 may be set down as additional revenue from the increase of \$27 per pupil in the additional year of the high school course.

#### TEACHERS.

The teaching force has improved in equipment because the high school curricula call for more than ordinary preparation.

\* (This year, high school four years and elementary schools eight years.)

A college degree is required of all teachers in the four highest years except those who were certified for the freshman class by the state. Hereafter a college degree with experience in the grades, or grade experience with extended study should be made requirements for those who seek positions in the first year of the high school. During the past summer vacation three teachers from Concord have taken courses in as many different summer schools, connected with leading colleges and universities.

#### WORK OF THE SCHOOLS.

##### *High School—Group 1.*

##### Classes Q, R, S, T, U, V.

The number of pupils reported at the end of the year was 300.

The number of these attaining a mark of A— or better was 14.

The number of these attaining a mark of B— or better was 158.

The per cent. of the whole number attaining A— or better was 4.66.

The per cent. of the whole number attaining B— or better was 52.66.

The number not promoted was 2.34 per cent. less than in 1910 and 1.94 per cent. less than in 1911.

The number leaving school was  $1\frac{1}{2}$  per cent. less than in 1910 and 3 3-5 per cent. larger than in 1911.

The number of A— pupils, while showing a gratifying gain, still lacks 4 per cent. of reaching the standard of "ten per cent. of the number enrolled."

This standard is not arbitrary, many educators placing it much higher. The number of B— pupils showed a remarkable increase and is 2.66 per cent. above the standard of "fifty per cent. of the number enrolled."

## THE SOPHOMORE CLASS.

Much interest attaches to the results attained by this class because it was the first one of its kind under the new scheme and because it was the best prepared freshman class that has ever come within my experience. While it did not maintain its freshman standard, and this was not expected, nevertheless it did show strength by comparison and confirmed the impression that the more modern ways of conducting recitations are quite superior to those which have held sway for half a century and are now slowly falling into disuse. This is particularly manifest in the all important matter of arousing an interest in school work which in itself means advancement.

Comparing the yearly record of this class with those of the past fifteen years we find the following:

1897—78.80%	1905—79.10%
1898—73.72	1906—77.50
1899—70.49	1907—74.72
1900—68.95	1908—77.86
1901—71.19	1909—77.26
1902—73.00	1910—75.27
1903—72.42	1911—76.29
1904—72.18	1912—76.70

The general average of the classes for fifteen years is 74.33 per cent., so that the 1912 class stood 2.37 per cent. higher than this average.

That this class had ability and interest may be shown by the fact that for the first two periods it averaged 80.63 per cent., while after twenty-eight weeks of high school work it dropped to 78.52 per cent.

Class average for the first five weeks was . . . . .	77.17%
Class average for the second five weeks was . . . . .	84.10
Class average for the third five weeks was . . . . .	78.46
Class average for the fourth five weeks was . . . . .	77.26

Class average for the fifth five weeks was . . . . .78.67%  
 Class average for the sixth five weeks was . . . . .78.37

Consulting the following table we find that the class stood high in the following studies: Latin, Greek, Geometry, Biology, Commercial Arithmetic, Drawing, Manual Training, Cooking, and Sewing.

The marks in English, French, and History were not good. It is quite possible that much better work could have been done in these studies.

Class average in Latin for the first six periods . . . .80.54%  
 Class average in English for the first six periods .74.97  
 Class average in Greek for the first six periods . . .77.49  
 Class average in French for the first six periods .74.80  
 Class average in History for the first six periods .66.94  
 Class average in Geometry for the first six periods .77.43  
 Class average in Biology for the first six periods .85.38  
 Class average in Commercial Arithmetic for the  
 first six periods . . . . .85.17  
 Class average in Drawing for the first six periods .82.05  
 Class average in Manual Training for the first six  
 periods . . . . .81.17  
 Class average in Cooking for the first six periods . .83.85  
 Class average in Sewing for the first six periods . . .85.30

In Latin the number of failures (0) was 7.54 per cent. less than in 1910 and 8.67 per cent. less than in 1911.

In English the number of failures (2) was 19-100 per cent. larger than in 1910 and 1.86 per cent. less than in 1911.

In Geometry the number of failures (10) was 4.31 per cent. less than in 1910 and 13.56 per cent. less than in 1911.

In French the number of failures (24) was 10.4 per cent. larger than in 1910 and 6.36 per cent. larger than in 1911.

In Commercial Arithmetic the number of failures (2) was 5.68 per cent. less than in 1910 and 21.61 per cent. less than in 1911.

## CLASSES Q, R.

Studies.	1910.				1911.				1912.			
	No. pupils enrolled.	Passed.	Failed.	Per cent. failed.	No. pupils enrolled.	Passed.	Failed.	Per cent. failed.	No. pupils enrolled.	Passed.	Failed.	Per cent. failed.
Geometry.....	128	112	16	12.5	115	90	25	21.74	122	112	10	8.19
English.....	124	122	2	1.61	109	105	4	3.66	111	109	2	1.80
Latin.....	53	49	4	7.54	35	32	3	8.57	36	36	0	0
Greek.....	4	4	0	0	6	6	0	0	3	3	0	0
French.....	120	107	13	10.83	121	103	18	14.87	113	89	24	21.23
Commercial Arithmetic.....	39	35	4	10.25	42	31	11	26.19	44	42	2	4.54

*Latin.*

This was the first class to take sophomore Latin after a year and a half of instruction under the "Morrison Method." It would seem that the class was well fitted when we consider that the classes immediately preceding had been handled by a teacher who had specialized in this subject and was widely experienced. The average of the class for the first two periods was 81.22 per cent. For the last two periods it was 79.74 per cent. A poorly fitted class would show a reversal. The per cent. of failures was  $7\frac{1}{2}$  per cent. less than in the class of 1910. The average per cent. of sophomore classes since 1907 has been 80.6 per cent. The average of this year's class was 79.3 per cent. In this year's class no failures were reported. There is no doubt that its former standing would have maintained if the method of last year had been employed.

Other classes read the four books of Cæsar's Gallic War, approximately one third being sight reading.

This class read the following:

*Sight Reading:* two thirds of Nepos, one half of Ovid, and many selections from Cicero, Rufus, and Cæsar.

*Studied Reading:* Nepos—Selected Lives of Great Men.

Ovid—Four Ages and the Flood, Pyramus and Thisbe, Philemon and Baucis, Orpheus and Eurydice, The Story of Midas, Apollo and Daphne.

*Compared with Freshman Record.*

The number who exceeded the freshman standing was 9.

The number who equalled the freshman standing was 14.

The number who fell below the freshman standing was 89.

The number who came reasonably near the freshman standing was 58.

The number who fell unreasonably below the freshman standing was 31.

In the 1911 class there were no A— pupils, in this class five.

In the 1911 class there were twenty-four B— pupils, in this class forty-seven.

As a general conclusion we may safely say that the class was one of unusual power and attainments. While its sophomore record was creditable, its ability was not realized nor its former interest in school work maintained. It may be of value also to note the instances of those who have entered other secondary and preparatory institutions from this class and maintained their freshman standing in the sophomore year.

*High School—Group 2**(Parker School)*

The amount of work done in this school measures up well with that of last year in character and amount. The per cent. of A— pupils was not as large, one class being abnormally slow; however, it exceeds the standard of ten per cent. of the number enrolled by 3.79 per cent. The per cent. of B— pupils was materially larger than last year and exceeds the standard by 18.53 per cent., a record achieved in the face of many adverse conditions.

All the various activities have been carried on as usual and the proper amount of interest in school work has been shown.

## COMPARATIVE TABLE.

Classes.	1910.					1911.					1912.				
	No. pupils.	A-.	B-.	Failed.	Left school.	No. pupils.	A-.	B-.	Failed.	Left school.	No. pupils.	A-.	B-.	Failed.	Left school.
O. P. ....	143	3	39	17	28	185	31	68	13	22	232	32	127	14	16

From this table it may be seen that the 1912 class shows superiority in every department.

Studies.	1910.				1911.				1912.			
	No. pupils.	Passed.	Failed.	Per cent. failed.	No. pupils.	Passed.	Failed.	Per cent. failed.	No. pupils.	Passed.	Failed.	Per cent. failed.
Mathematics .....	151	115	36	23.84	182	167	15	8.24	138*	133	5	3.62
Ancient History .....	96	88	8	8.33	107	100	7	6.54	83	82	1	1.20
English .....	149	138	11	7.38	163	146	15	9.20	137	135	2	1.45
Latin .....	44	41	3	6.81	53	53	0	0	36	33	3	8.33
Commercial History .....	39	38	1	5.12	54	46	8	16.66	43**	43	0	0
Commercial Geography .....	39	37	2	5.12	56	48	8	16.66	.....	.....	.....	.....

(\*1910-1911 Algebra.)

(\*1913-Myers' First Year in Mathematics for Secondary School.)

(\*\*Two subjects taken as one.)

## FRESHMAN CLASSES.

The class of 1912 compared with those of 1910 and 1911.

In Mathematics the number of failures (5) was 20.22 per cent. less than in 1910 and 4.62 per cent. less than in 1911.

In Ancient History the number of failures (1) was 7.13 per cent. less than in 1910 and 5.34 per cent. less than in 1911.

In English the number of failures (2) was 5.93 per cent. less than in 1910 and 7.75 per cent. less than in 1911.

In Latin the number of failures (3) was 1.52 per cent. more than in 1910 and 8.33 per cent. more than in 1911.

In Commercial History and Geography the number of failures (0) was 5.12 per cent. less than in 1910 and 16.66 per cent. less than in 1911.

In everything but Latin the showing in one of unquestioned progress. Compared with the 1910 class, the last one under the old method, it shows to good advantage. Compared with the 1911 class it does not show up well because the 1911 class was unusually bright and the 1912 class very much below the average.

*Group 2.*

*(Eastman, Garrison, Walker, Kimball, Chandler and Rumford Schools.)*

These schools have been conducted upon the same lines as last year but have not held up to the standard. Compared with the class of 1911 we find that the number of A— pupils dropped 4.41 per cent. yet was 35-100 per cent. above the standard. The number of B— pupils dropped 10.87 per cent. and lacked 12.55 per cent. of reaching the standard. From the following table one may see where the difference occurred.

School.	Per cent. A—Pupils.				Per cent. B—Pupils.			
	1911.	1912.	Increase.	Decrease.	1911.	1912.	Increase.	Decrease.
Garrison.....	36.3	12.5	.....	23.8	72.7	62.5	.....	10.2
Kimball.....	13.8	5.1	.....	8.7	44.4	17.3	.....	27.1
Rumford.....	4.3	5.7	1.4	.....	39.1	20.	.....	19.1
Eastman.....	0.	10.5	10.5	.....	20.	15.8	.....	4.2
Walker.....	22.2	13.0	.....	9.2	50.	65.2	15.2	.....
Chandler.....	7.4	12.3	4.9	.....	45.7	44.8	.....	.9
Merrimack.....	26.3*	.....	.....	.....	57.8*	.....	.....	.....
Average.....	14.76	10.35	.....	4.71	48.32	37.45	.....	10.87

(\*No school here 1912.)

The showing may be due to several causes probably largely to abnormally dull pupils centering in these classes and in some cases the pupils were not well fitted when they entered class M.

The decrease in the number of B- pupils is of more concern than the decrease of A- pupils. These schools have been conducted without friction and a healthy interest has been manifest. The Latin classes were finely fitted and individual help was given in all needful cases. There were no breaches in discipline reported during the year.

*In General.*

As a general proposition the scheme has surpassed expectations. Improvements in some of the groups have more than balanced failures in others. More children are taking the high school course than ever before, due in no small degree, to the fact that under this plan many are compelled by law to take the two first years of high school course before going to work. This may be seen from the following table.

GROWTH OF HIGH SCHOOL.

Year.	Total enrollment all schools.	Total enrollment high school.	Total enrollment high school, old plan.	Per cent. of en- rollment high school †	Per cent. of en- rollment high school †
1912-'13 .....	2,619	805	557	30.73	21.26
1911-'12 .....	2,574	777	482	30.18	18.72
1910-'11 .....	2,573	652	494	25.34	19.20
1909-'10 .....	2,602	668*	458	25.67	17.60
1908-'09 .....	2,638	651*	438	24.67	16.60
1907-'08 .....	2,715	470*	372	17.31	13.70
1906-'07 .....	2,705	546*	347	20.19	12.82
1905-'06 .....	2,612	452*	323	17.30	12.36
1904-'05 .....	2,461	337*	209	13.69	8.49

\*In the years preceding 1910-'11 this number is made up of high school four years and grade eight of the elementary course.

†Equal per cent. of pupils based on total enrollment.

Since 1910-1911 the increase has been 63 pupils in the old four-year high school and 153 in the five-year plan.

As all of the newer branches such as commercial studies and manual training were in force before that time it is fair to suppose that a per cent. of the increase is due to regrading. There is little prospect of the high school building being large enough to accommodate the four highest yearly classes for some time, perhaps never, in its present form and the efforts of all should be directed with force toward bringing about the least possible break in the transition of pupils from one grade to another especially if they change buildings at the same time. The methods used should not only vary as little as possible but they should be in accord with the ideas which the best pedagogical thought has brought out in the last few years. The amount devoted to educational purposes by the district is large and its expenditure should call forth unity of effort from all who benefit by it.

Respectfully submitted,

L. J. RUNDLETT,  
*Superintendent.*

SCHOLARSHIP TABLE—1912.

HIGH SCHOOL.

School.	Class.	No. pupils.	No. pupils A— or better.	Per cent.	No. pupils B— or better.	Per cent.	Failed.	Left college.	Fitting for college.	Left school for good.
High Group 1	V	70	4	5.71	52	74.28	0	0	23	0
	U	13	0	0.00	2	15.38	1	1	1	1
	T	68	5	7.35	45	66.17	0	4	24	2
	S	24	0	0.00	7	29.16	4	2	6	2
	R	108	5	4.62	49	45.36	6	9	32	8
	Q	17	0	0.00	3	17.64	3	7	5	4
Total.....		300	14	4.66	158	52.66	14	23	94	17
Parker Group 2	P	128	18	14.06	71	55.46	6	5	12	4
	O	104	14	13.46	56	53.84	8	11	14	8
Total.....		232	32	13.79	127	54.74	14	16	26	12
Chandler Group 2	N	66	11	16.66	33	50.00	3	8	20	2
	M	30	1	3.33	2	6.66	2	5	4	2
Total.....		96	12	12.50	35	36.45	5	13	24	4
Garrison Group 2	N	9	2	22.22	7	77.77	1	3	0	3
	M	7	0	0.00	3	42.85	3	2	1	1
Total.....		16	2	12.50	10	62.50	4	5	1	4
Eastman Group 2	N	6	1	16.66	2	33.33	0	0	0	0
	M	13	1	7.69	1	7.69	6	0	0	0
Total.....		19	2	10.52	3	15.78	6	0	0	0
Walker Group 2	N	46	6	13.04	30	65.21	4	3	1	1
Total.....		46	6	13.04	30	65.21	4	3	1	1
Kimball Group 2	M	39	2	5.12	9	23.07	6	2	5	2
Total.....		39	2	5.12	9	23.07	6	2	5	2
Rumford Group 2	M	35	2	5.71	7	20.00	13	1	0	0
Total.....		35	2	5.71	7	20.00	13	1	0	0
Grand H. S.Total.....		783	72	9.19	379	48.40	66	63	151	40

ELEMENTARY SCHOOLS.

	L	137	11	8.02	64	46.71	13	9	..	6
	K	91	3	3.29	35	38.46	15	7	..	0
	J	141	10	7.09	52	36.87	14	5	..	3
	I	96	3	3.12	37	38.54	23	14	..	0
	H	167	17	10.82	54	34.69	21	6	..	2
	G	95	7	7.36	25	26.31	21	4	..	3
	F	171	15	8.77	54	31.57	17	2	..	0
	E	76	7	9.21	26	34.21	15	1	..	0
Total.....		964	73	7.57	347	35.99	130	48	..	14
Grand Total..		1,747	145	8.29	726	41.55	205	111	151	54

## REPORT OF SCHOOL NURSE.

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*Superintendent L. J. Rundlett:*

DEAR SIR,—I beg leave to submit for your approval my third annual report. Few branches of work offer such opportunities for usefulness as that of the public school nurse. Much has been accomplished in the past year but we have not attained the maximum. The many instances of change that give one courage, the interest and appreciation of parents are gratifying. The physicians have rendered valuable support and cordial coöperation. There are no free clinics in our city but skilled physicians have given their services when requested. The hospitals also give care and treatment free. Parents pay for service when they can but no one is denied care. Children whose parents could not attend to treatment have been taken to physicians and hospitals and their treatment supervised. The most valuable work of a school nurse is in following the child to the home to explain the trouble to the parent and see that proper treatment is given. These visits take a great deal of time and become delicate and difficult tasks because one must be persistent to be successful. Medical inspection is our greatest need and it could be had with but little expense.

I most gratefully acknowledge the kindness and financial aid of many who have helped make this work a success. Let us remember that anything which tends to raise the physical standard of the human being raises the standard of citizenship in our nation.

## HOME CALLS.

Adenoids and enlarged tonsils,	56	Orthopedic,	4
Defective vision,	36	Scalp disease,	5
Strabismus,	15	Defective teeth	10
Congenital cataract,	3	Chorea,	3
Conjunctivitis,	1	Pediculosis,	14
Defective hearing,	5	Ringworm,	1
Impetigo,	43	Enlarged glands,	1
Spinal curvature,	8	Tuberculosis,	2
Retardation,	5	Tuberculosis of bones,	7
Otitis,	4	Tubercular suspect,	5
Aenemia,	2	Infected ear,	1
Unkempt conditions,	4	Infected wound of leg,	1
Exzema,	2	Measles,	2
Epileptic,	4	Undiagnosed,	6
Masturbation,	1		
Whooping cough,	5		256
Number of home calls recorded,			256
Number of home calls unrecorded,			24
Number of visits at schools,			127
Number of children taken for treatment,			87
Interviews with officials and others,			99
Number of dressings done,			40
Number of free glasses provided,			8 pairs
Number of eye tests made,			225

Respectfully submitted,

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

## OUTLINE OF DOMESTIC ARTS COURSE.

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### *Course V.*

#### FIRST YEAR OF COURSE, SEVENTH YEAR OF SCHOOL.

English 5 periods, Arithmetic and Algebra (5), English Grammar and Composition (5), United States History (5), Domestic Arts, Music, Art (4).

#### *Music.*

Signature, Clefs, Four-part singing, Minor Scale, Chorus Work.

#### *Art.*

Portfolio Construction, Lettering, Applied Design, Pose Drawing, Theory of Color, Still Life, Landscapes.

#### *Sewing.*

Machines, Textile Study, Materials, Drafting, Cutting and Fitting, Night Dresses, Skirts, Hygiene.

#### *Cooking.*

Elementary Chemistry, Stoves, Preparation of Foods, Cooking Exercises.

#### SECOND YEAR OF COURSE, EIGHTH YEAR IN SCHOOL.

English (5), French (5), Music and Art (5), Domestic Arts (5).

#### *Music.*

Musical Theory, Psalmization, Music Writing, Melody Writing.

*Art.*

Theory of Color, Elementary Design, Embroidery Design, Millinery and Garment Design, Nature Work, Color Harmonies, History and Appreciation of Art.

*Sewing.*

Design, Textile Study, Materials, Cutting and Fitting.

*Cooking.*

Cooking Appliances, The Dining Room, Study of Food Stuffs, Cooking Processes, Cooking Exercises.

## THIRD YEAR OF COURSE, NINTH YEAR OF SCHOOL.

English (5), French or German (5), Music and Art (5), Domestic Arts (5).

*Music.*

Melody Writing, Part Writing, Harmony, Music for the Home.

*Art.*

Embroidery Design, Dress Design, Millinery, Color Harmony, History and Appreciation of Art.

*Sewing.*

Design, Textile Study, Materials, Cutting and Fitting, Millinery.

*Household Mechanical Appliances.*

Heating Appliances, Fuels, Plumbing, Lighting Power in the Household.

*Household Sanitation.*

Bacteriology, Ventilation, Water Supply, Food Supply, Drugs and Medicine, Disposal of Refuse, Personal Hygiene, Study of House and Furniture.