

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.

BOARD OF EDUCATION, 1914-1915.

OFFICERS.

EDWARD C. NILES, Esq. *President.*
MRS. FANNY E. MINOT *Secretary.*

MEMBERS.

TERM EXPIRES.

1915.

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

1916.

HON. HARRY H. DUDLEY,	89 North State Street
HON. GEORGE H. MOSES,	5 Auburn Street
MRS. LILLIAN R. SHEPARD,	Hutchins Street, West Concord

1917.

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

STANDING COMMITTEES.

FINANCE.

MR. DUDLEY.	DR. SULLIVAN.	MR. SAWYER.
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HIGH SCHOOL.

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

DR. SULLIVAN.	MR. MOSES.	MRS. SHEPARD.
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PRIMARY SCHOOLS.

MR. SAWYER.	MRS. MINOT.	MRS. SHEPARD.
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KINDERGARTENS.

MISS EVANS.	MR. SAWYER.	MRS. SHEPARD
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BUILDINGS AND REPAIRS.

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

MR. MOSES.	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. NILES.
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Sewing and Cooking.

MRS. MINOT. MRS. SHEPARD. MISS EVANS

MUSIC.

MR. SWENSON. MISS EVANS. MRS. SHEPARD.

DRAWING.

MRS. MINOT. MR. SWENSON. MR. DUDLEY.

TEXT-BOOKS.

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

TRAINING SCHOOL.

MRS. SHEPARD. MR. NILES. DR. SULLIVAN.

NIGHT SCHOOL.

DR. SULLIVAN. MISS EVANS. MR. DUDLEY.

**SUPERINTENDENT OF SCHOOLS AND FINANCIAL
AGENT.**

LOUIS JOHN RUNDLETT.

3 Pine Street. Office: Parker School.

Hours: 4 to 6 p. m., school days. Office open 8 to 12 a. m.,
1.30 to 6 p. m.

TRUANT OFFICER.

GEORGE NATT FELLOWS.

5 Chapel Street. Office: Parker School.

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 to 12 a. m., 1.30 to 5.30 p. m.

SCHOOL NURSE.

ELIZABETH MARIA MURPHY.

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

Office hours: 4 to 5 p. m., Mondays and Thursdays, at
Superintendent's Office.

OFFICERS OF THE DISTRICT.

LOUIS C. MERRILL	. . . . .	<i>Moderator.</i>
FRED LEIGHTON	. . . . .	<i>Clerk.</i>
HENRY H. METCALF, JOHN P. GEORGE	. . . . .	<i>Auditors.</i>

**REPORT OF THE BOARD OF EDUCA-
TION FOR THE YEAR ENDING
MARCH 14, 1915.**

To the Citizens of Union School District:

The report of the Superintendent of schools so fully details the progress made in school work during the past year that there is little occasion for any further comment by the Board of Education.

The coördinating of the entire school system by so extending the jurisdiction of the Superintendent as to include the high school has been effected without friction of any kind. The resulting benefits are already apparent, and will certainly be still more notable in the future.

The abandonment of the Merrimack and Tahanto Schools and the housing of their pupils in the new Walker School, places us in the position of having now no group of pupils occupying an inadequate and unfit building. All of the buildings now in use are reasonably adapted to the purposes for which they are employed.

The Walker School, built by the Board, under the immediate supervision of its Committee on lands and buildings, marks a new departure in school construction in this city. Beautiful without being ornate, solid in construction, and adequate in size, it ought, for many years to come, to meet the requirements of that part of the city which it serves.

An article in the warrant will bring before the voters of the district the proposal to appropriate money for procuring and equipping suitable grounds for athletic sports and physical culture, to be carried on under competent supervision and instruction. No definite plan has yet been adopted for the use of whatever funds may be provided.

But in general it would be deemed wise to start on a small scale, undertaking no more than we are sure we can carry out, and gradually to expand our activities in this direction as experience shows that expansion is desirable. The chief difficulty, and the chief expense, will be involved in the securing of suitable land. After that, the cost will be small. And the benefits, especially to that large class of our pupils who by reason of inferior physical development can have no part in athletic activities as now organized, will be very great.

We most earnestly recommend the appropriation of a reasonable sum for this purpose.

All that can be undertaken at present is the provision of out-door facilities for exercise and recreation. The need of such facilities indoors, for use during the winter months, is even greater. But the expense of providing suitable gymnasiums capable of accommodating all our children would be so great as to be beyond the means of the district. For such facilities we must look to private enterprise and philanthropy. And we take this opportunity to recommend this object to the attention of public-spirited citizens desirous of devoting a part of their wealth to the public service.

Respectfully submitted,

LILLIAN R. SHEPARD,
DENNIS E. SULLIVAN,
FANNY E. MINOT,
OMAR S. SWENSON,
EDWARD C. NILES,
WILLIAM H. SAWYER,
CARRIE E. EVANS,
HARRY H. DUDLEY,
GEORGE H. MOSES.

THE NEW WALKER SCHOOL.

The construction of the new Walker School building, to take the place of the former building on the site of the old North Church, was begun in the late fall of 1913, and the building was occupied February 1, 1915. It was designed by Huse Templeton Blanchard of New York City, a former Concord boy, and a graduate of our High School in the class of 1897.

The building is of a modified colonial type, of brick construction, with granite trimmings. The construction throughout is nearly fireproof, the walls being of brick, the frame steel, the floors concrete, partitions brick and hollow tile, and the stairways of steel and concrete. The only wood used in the building is that in the finished floors, which are of birch, the interior finish, such as doors, door frames, window frames, etc., and the roof. The floors of the corridors and stairways are finished in Puritan cement. Standpipes run through the building, and a sufficient supply of hose and nozzles is provided for each story. There are four exits to the building, two on the north and two on the south sides, and the doors of same are fitted with panic bolts, making congestion in the immediate passage to the doorways practically impossible.

The basement contains the following rooms: Boiler room, coal bin, janitor's room, manual training room, store room, wood room, cooking room, boys' and girls' lavatories (each provided with shower baths), and boys' and girls' wardrobes.

The first floor contains six recitation rooms, a large kindergarten room with ample lavatory and supply rooms, and two teachers' rooms.

The second floor contains six recitation rooms, two

teachers' rooms, and a large assembly hall capable of accommodating five hundred.

The building is heated by steam, having both direct and indirect application, and the ventilation conforms to the most up-to-date ideas.

The lighting is modern and sufficient for all purposes, the natural lighting being from one side of the rooms only. In the recitation rooms, no pupil's desk is over 18 feet from the source of light.

There are two bubbling drinking fountains on each floor. All the rooms in basement are connected by telephone.

The three lowest grade rooms are equipped with Moulthrop movable chairs, the newest idea in school furniture, and all rooms have ample closets for books, etc. Eight of the recitation rooms are in use, although only six are actually occupied by pupils, while one is used for an extra recitation room, and one for a sewing room. The cooking room is equipped completely for its required work, and can accommodate twenty-four pupils. The manual training room has fifteen working benches, and the sewing room twenty-four individual sewing tables.

The work was done by the following firms:

General construction, Hutchinson Building Company of this city.

Heating and ventilating, Stone Underhill Heating and Ventilating Company, of Boston, Mass.

Wiring, Orr & Rolfe of this city.

Plumbing, Orr & Rolfe of this city.

Grading, Geo. L. Theobald of this city.

Granolithic, Hutchinson Building Company of this city.

Lighting, Johns-Manville Company.

There are three hundred thirty-four children attending school at the present time, under the provision of ten regular teachers.

The Merrimack and Tahanto buildings have been discontinued, as well as one room in the Franklin School, and the majority of the pupils have been transferred to the Walker School. It is to be noted that several recitation

rooms are not yet in use, and these extra rooms should be sufficient to accommodate a considerable increase in the number of children in the vicinity of this building for several years. Furthermore, if it becomes necessary at any time to increase the size of this building, additions can be made to the north or south sides of the end pavilions without in any way affecting the lighting of the present building.

A large concrete plaza was constructed in front of the south side of the building, and the balance of the school grounds properly graded.

It is our opinion that when the rooms are fitted up completely, Concord can claim the Walker School building to be one of the best of its kind in the state, and that it was built at a minimum cost.

Respectfully submitted,

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

Building Committee of the Board of Education.

REPORT OF THE SUPERINTENDENT.

To the Board of Education of Union School District:

The awful conflict of foreign nations casting its pall over the entire world overshadows, for a time, the prominence of educational endeavor. In the minds of many people it has raised serious doubt as to whether centuries of educational effort is now reaping the harvest it ought when so many of the brightest minds are being sacrificed in the struggle of passions. The peaceful conditions in our own country, the earnest philanthropy manifested in the relief of suffering, and the effort being made to bring about an early and lasting world peace reassures us that past endeavor in the education of our complex population has been of avail.

It is with this thought in mind that I venture to call your attention from the horrors of war to what is being done within our horizon line of education and then to the condition of the schools about which you have always manifested great concern.

The work which the United States Bureau of Education is doing is of great importance. The scope of this work embraces all kinds of educational effort in public as well as private schools and its publications on different lines are indispensable to the student of education. I take the liberty to mention a few of the subjects treated in these reports.

READJUSTMENT OF SCHOOL TIME.

Searching inquiry into the economy of school time, the wider use of school plants, and the waste in public expenditures, has given rise to a study of the amount of time, both yearly and daily, which is devoted to pupil instruction. Thus far there appears to be an idea prevailing throughout the country that both are too short. One of the pioneers

in this movement is the city of Gary, Indiana, which provides for a six-hour day throughout the entire year, one quarter of the year being optional. I call this to your attention particularly as a most remarkable, most interesting, and, with local adjustments, a most desirable scheme of conducting public schools.

THE TRAINING OF TEACHERS.

The teachers of the country receive their training from the following sources: Teachers colleges, state normal schools, city training schools and universities. Professional training in the last is still in its beginning and not enough advanced to have its influence felt as it is bound to be later, but this professional movement forecasts the end of teaching by those who depend solely upon scholarly equipment for success because such evidence of preparation for professional training is an implied acknowledgment of deficiency in this particular.

THE REORGANIZATION OF SECONDARY SCHOOLS.

Reference to this was made in my last annual report. Since that time the idea of junior high school, of which our system was one of the early exponents, has taken root widely and beyond the question of a doubt is to become a distinct feature of the national secondary school system.

SCHOOL SAVINGS BANKS.

The plan of school savings banks when first inaugurated was doomed to an early death by opponents but its value is shown in a continuous growth and other known elements of strength. The report of the Bureau reveals the following:

Number of depositors in the country,	216,806
Amount of money deposited,	\$4,258,068.15
Amount of money withdrawn,	2,668,751.33
Amount of money still on deposit,	1,589,316.82

VOCATIONAL EDUCATION.

The working out of a plan for the successful application of vocational education is still in embryo. It had its inception in the idea that those pupils who leave school early should have some direction as to what may be best for them to do; in the idea that this class above all others has power in the upbuilding and maintaining of a democracy and that they must have an education suited to their needs. The plan is one which has come to stay but its necessity should be most clearly defined before a trial is made in our system.

IN OUR OWN STATE.

Teachers' Pensions.

The movement in favor of state pension legislation has at last assumed definite form in a bill now before the legislature. This bill is sanctioned by the State Department of Public Instruction, by the New Hampshire Educational Associations, and by all fair-minded people, as a just return for a life work in service of the state.

State-Wide Supervision.

This bill provides for compulsory supervision in all towns. No other bill in recent years emanating from the Department of Public Instruction has such a broad significance as this, and its passage would work great good to the state in general.

PROFESSIONAL TRAINING.

As evidence of the thought being given to the professional training of teachers permit me to call to your attention the following:

Dartmouth College has employed a professor of pedagogy.

The State College has established a department for the professional training of secondary school teachers.

The state has two flourishing normal schools and asks for a third.

The city training schools are doing efficient work.

ATTENDANCE.

Comparative Table.

	1913.	1914.	Increase.	Decrease
Number of pupils in the public schools.....	2,890	2,958	68	
" " " " " parochial schools.....	667	677	10	
" " " " " private schools.....	61	56		5
" " " " " night schools.....	104	105	1	
	<u>3,722</u>	<u>3,796</u>	<u>79</u>	<u>5</u>
Net increase for the year.....				74
PUBLIC DAY SCHOOLS.				
Number of pupils in the high school.....	802	896	94	
" " " " " elementary school.....	1,815	1,824	9	
" " " " " kindergartens.....	245	238		7
" " " " " industrial class.....	17	0		17
	<u>2,879</u>	<u>2,958</u>	<u>103</u>	<u>24</u>
Net increase for the year.....				79
NIGHT SCHOOL.				
Number of pupils enrolled (male).....	82	89	7	
" " " " " (female).....	22	16		6
	<u>104</u>	<u>105</u>	<u>7</u>	<u>6</u>
Net increase for the year.....				1

The first subject to be treated in the ordinary school report is pupil attendance as revealing an increase or loss in population. In growing places, especially manufacturing towns, a deficiency from one source is usually quickly made up by gains in others, but, in a city like ours, with industries limited in character and in number, this is not the case.

The aggregate attendance in all schools for the year ending June 19, 1914, exceeded that of the preceding year by seventy-four pupils but the enrollment this year has fallen off decidedly owing to the fact that many families moved to Billerica, Mass., when the working force at the Boston & Maine Railroad shops was curtailed.

On looking over past tabulated attendance I find that maximum and minimum periods occur about once in every ten years. Increases have been noted this year in the Harriet P. Dame School and in the High School. In the first-named, the crowded condition of the lowest primary room called for an additional school which was started in the fall and placed in charge of one of the pupil teachers from the training school. Later a regular teacher was employed. The truancy report shows the usual number of pupils who

for various reasons needed the services of the truant officer. No epidemics of great importance have occurred except whooping-cough in the winter term.

THE HIGH SCHOOL.

Junior High.

The working out of the junior high school plan proves most satisfactory in every way. In Appendix I, I have given the usual semi-annual report, which was submitted to you last fall. The transition from classes M and N to classes O and P is smooth and without apparent friction either in discipline or the prosecution of studies. We were fortunate in retaining the entire corps of teachers for another year in the Chandler School. The number of pupils enrolled here for the first semester was 184 and, for the second, 172. The capacity of the building is not adequate for the work but even under its difficulties the school remains model. The Parker School suffered a loss of four teachers at the end of the spring term. Miss Courser accepted a more lucrative position in Falmouth, Mass., Miss Blodgett gave up teaching for a time, Miss Dickson returned to home duties in Maine, and Miss Horne was transferred to the senior high school. The new teachers are earnest and efficient and display a commendable spirit in their work. The high school classes in the Walker, the Garrison and the Eastman Schools are in good condition. I am free to say that for earnestness, faithfulness, professional progress of the teaching force, and in wholesome school spirit, it will be very difficult to find schools superior to and not many the equal of the junior high schools. This statement is borne out not only by residents of this city but also by visiting educators of note.

Senior High School.

This school experienced the following changes:
Mr. Lyman accepted a position in Massachusetts.
Mr. Clarke resigned to go elsewhere.

Miss Hanson is engaged in diet kitchen work in Boston.
Miss Merrill resigned to go elsewhere.
Miss Sargent has been granted a leave of absence for the remainder of the year beginning January 1.
Mr. Thomas Twomey was chosen to substitute for Miss Sargent.

TEACHERS' MEETINGS.

During the first semester fourteen teachers' meetings were held, seven devoted to organization, programs, notices, records, etc., six to considering problems of daily occurrence in school work and one to discussing professional reading by the teachers. Thirty-five different books have been read or studied by the teaching force varying from two to six to a teacher. In addition, the teachers have free access to leading educational magazines.

I appreciate this gain in professional interest but the fact that only one meeting has been given over entirely to the professional side of teaching leads me to renew my statement in last year's report. Individual effort *alone* in professional uplift can never accomplish its end unless frequently supplemented by round-table talks at which free interchange of ideas and friendly discussions are indulged in by a number of teachers together. Another year we hope the professional idea may be conducted along these lines. During the first semester twenty-seven such meetings were held by combined teaching forces in the Chandler and the Parker Schools. All the elementary schools hold meetings once every two weeks.

ATTENDANCE.

The enrollment in this school for the first semester was 437 pupils—the second semester 463. The graduating class of last year numbered 85, 6 in January and 79 in June. Eleven of these entered college, and 7 take special work in college or university.

From this term on the attendance at the High School will not vary greatly inasmuch as the graduating classes will about compensate for the entering classes.

ENGLISH.

The course in English for the full five years high school has been put into concrete form by the superintendent with the advice and suggestions of the teachers. This embraces a course in Concord History taken up in essay writing. Some excellent results are already in evidence. Spelling contests in various ways have been held frequently.

LATIN.

The course in Latin has been arranged in definite detail and the entire subject is being treated more rationally than before. The work in sight reading has improved, reaching its maximum efficiency in the Chandler and the Parker Schools.

SCHOOL SESSIONS.

At the beginning of the fall term the school began the six-hour session plan. The additional time was taken up in lengthening the recess twenty-five minutes, the remaining time being given to recitation period. The original plan was to arrange for a fifty-minute period as follows: Forty minutes for the actual recitation period, and ten minutes for supervised study. In the comparatively few instances where this is carried out the value of the plan is plainly evident. The longer noon recess enables one-half of the students to eat dinner at home. A nourishing lunch is furnished in the drill room for those who are obliged to remain in the building, details of which may be found in another article. The average time spent by the pupils in eating lunch is about twenty minutes, leaving twenty-five minutes for pupil leisure. The principal found it necessary

in the interest of discipline to provide occupation for the time, especially in the winter, and this was done by allowing dancing two days during the week. On the other days concerts by mandolin clubs, glee clubs, dramatic clubs, the victrola, and also other various forms of entertainment have been provided. This period if handled with good discriminating judgment ought to prove of distinct value as an uplifting factor in the school.

PARENT INTEREST.

The interest of the parents in this school is not what it should be. No distinct effort appears to have been made to have such an interest aroused. As far as time permits the various teachers have visited parents to talk over student interest but this at best must be limited. I see no reason why a Parents' Night could not be observed to advantage here as well as it is in other schools. By this means parents could be induced to come and get acquainted with the ways of the school and the teaching force.

ATHLETICS.

The constitution and by-laws governing athletic interests has been put into shape and submitted to the different principals and the members of the Board of Education. This is one important step but of itself it is insignificant unless carried out faithfully and supplemented by things that will give it strength.

First, an athletic field is one of the pressing needs. I have talked about this for a long time both to teachers and citizens but the matter has not taken definite form, until recently proposed by Mr. Cook and Mr. Moors. A field rented for this purpose would not fill the requirements of economy. The amount given for rental might be applied in whole or in part annually in improving the ground if it were owned by the district. The students would take pride

in maintaining a field of their own more than one they hired. Following this a man should be employed to act as physical director, his duties to be those enumerated in the constitution and by-laws. In addition to these duties he should be required to take charge of military drill, act as substitute teacher when needed and teach regularly each day as his other duties would allow. His qualifications should be in addition to those already mentioned:

1. A graduate from a college or university.
2. Free from habits which naturally tend to lower the moral standards of pupils.
3. A firm purpose to elevate the standards of athletic exercises and contests especially by weeding out all vicious and unsportsmanlike practices.
4. His duties should hold him responsible for the introduction and carrying out of a system of physical exercises for both boys and girls which would be strengthening to their physical, mental and moral standing.

IN GENERAL.

I am impressed with the gain in all the various schools. The courses are being maintained as strongly as may be found in the average secondary schools—perhaps stronger. Graduates now attending higher institutions of learning are acquitting themselves creditably. This in itself is deserving of a great deal of praise but must not be reckoned as the final word in the effectiveness of high schools. They are now to be judged by efficiency in all lines of work, by the number of pupils they can enroll with profit, by the ease and dispatch with which they can accommodate themselves to the growing needs of the community, by the sane methods of teaching employed, by the healthy moral tone they can show, and by the standards they can give to the elementary schools and to the public.

THE DOMESTIC ARTS COURSE.

The number of girls taking this course is eighty-three, a fact which alone justifies its establishment. These are divided into classes as follows: Class O, 8, Class P, 21, Class Q, 11, Class R, 14, Class S, 15, Class O, 14. The ending of another year will see the first graduating class from this course, and I venture to say that for fitness to enter upon the exacting duties of the home, there has never been a previous class in any other course graduated from this school with better ideas of what life means, and of what the home of the average man should be. This first class has always been enthusiastic and capable. Miss Buttrick has had entire charge of it for two years and deserves all kinds of credit for the excellent work she has done. The various departments of Music, Drawing, Sewing and Cooking all have manifested the greatest concern for the success of these young women and they have achieved it. I look forward to the continuation of this course as one of the economic features of Concord school system.

BREAD TEST.

MARIAN BUTTRICK,

Domestic Science Teacher,

Concord, N. H.

Amount of material per loaf.	Cost of each material per loaf.	Cost of each per lb.	Wt. of loaf (fresh).	Wt. of loaf (dry).
$\frac{1}{2}$ c. of milk	\$.0050	\$.008 (per qt.)	325.8 g	237.0 g
$\frac{1}{2}$ c. of water			or	or
$\frac{1}{4}$ lb. of lard . . . . .	.0010	.16	11.4 oz.	8.3 oz.
$\frac{1}{4}$ lb. of butter . . . . .	.0025	.33		
$\frac{1}{4}$ lb. of sugar . . . . .	.0003	.05		
$\frac{1}{2}$ yeast cake . . . . .	.0050	.02 (each)		
$1\frac{1}{2}$ c. flour . . . . .	.0261	.035		
$\frac{1}{4}$ t. salt . . . . .	.000024	.05		
	<u>\$.039924</u>			

N. B.—Prices used are current in Concord, N. H., May, 1914. Prices are not the lowest because the supplies used in the Concord High School are through necessity purchased in rather small quantities.

THE ELEMENTARY SCHOOLS.

We cannot afford to look with less favor upon the work of the elementary schools, their efforts and accomplishments. Their comparative obscurity in the system, their less pretentious kind of work and their traditional title of "Common Schools" make them less conspicuous than those of secondary grade, yet for scientific teaching, for vital importance to the public school system and as a sub-structure for higher grade work they are entitled to first consideration. We must bear in mind, however, that these pupils, and these teachers labor with great patience and energy in preparing for subsequent work. It may be gratifying to some to know that the superintendent is in appreciation of their efforts and does not hesitate to say in print what he has often said in grade meetings that the responsibility for effective work in the higher grades does not rest lightly upon them and that they meet it faithfully and uncomplainingly. Frequent readjustments of the work are being made which suit prevailing conditions, the outcome of conferences with the teaching corps. This year these changes have been confined mostly to arithmetic, geography, history, and spelling, with the object of bringing them more fully within the comprehension of the pupils. New spelling lists have been prepared for classes C, D, E, F, I, J, and specific methods for handling the subject submitted to the teachers. The carrying out of the five-period topical plan of teaching various subjects has been attended by results positively gratifying. I commend the work of these schools without reserve.

KINDERGARTENS.

There are five kindergartens in our school system and they are all successful. The new kindergarten room at the Walker School is one of the most commodious in the country. The attendance has been smaller than last year but it is gradually growing again. Recent reports by experts who have made exhaustive research on the subject go to show

that pupils who have had kindergarten instruction invariably do a higher class of work than those who have never had it. This standard ranges from 15 per cent. to 25 per cent. higher.

THE DEWEY TRAINING SCHOOL.

Seven young women graduated from this institution last June and all are engaged in teaching—two in Union District, and the others in various parts of the state. The present senior class numbers four and the junior class three. The usual activities of the school have been maintained successfully. The requirements of the state with reference to obtaining state certificates are being met and the graduates experience little difficulty in passing the examinations for certification and are having regular work in sewing, cooking and woodworking. Recent tabulations by the United States Bureau of Education show the following regarding city training schools:

Cities having training schools, 67.

Number of students in training: Male, 253; female, 7,913 = 8,166.

MANUAL TRAINING.

I am pleased to report the continued success in this department. I call your attention to the detailed report of Mr. French in Appendix I, which deals definitely with the different forms of work carried on here.

COOKING.

Miss Marion B. Adams resigned at the end of the year to accept a position offered by the state. Miss Marion J. Roby succeeding her brought to her work a sincerity, good judgment, firmness, and a personality which is proving successful. The first two weeks of the fall term were given over to preserving fruit, canning tomatoes, and making jellies. Classes M and N do much in proving recipes at home because time for this in class work is limited. Classes O and P have shown interest and much pride in keeping

their note books accurate and neat. They have learned to serve a simple luncheon and breakfast and gave a demonstration of this on Parents Night. Some of the classes are still too large to be handled economically, the largest numbering twenty-eight.

SEWING.

The interest in sewing is reflected in the great amount of finished work, resulting largely from the fact that as soon as a garment is completed it may be taken home and put to immediate use before the maker has outgrown it. Regular class exercises were carried on during Parents Night at the Parker School enabling people to see the girls at work. The new room at the Walker School has been equipped and is in use each week.

ENUMERATION OF WORK DONE.

48 finished dresses 28 unfinished dresses 9 dress skirts
 9 kimonos 6 shirtwaists 75 sewing aprons
 130 pieces of underwear, also several hundred models.

For the Cooking School.

3 table-cloths 8 towels 1 drapery curtain

For the District Nursing Association.

3 pillow slips 1 child's night-dress

The interest in upper-class work finds expression in dress-making and embroidery rather than millinery, probably because it has not been so fully developed, but we shall expect a continued interest and steady improvement in millinery as a necessary part of the course.

DRAWING.

Few if any other cities can show work of the first four grades which is the equal of that in our schools. The progress of the domestic arts classes in this line of work has been sure but it has been greatly hindered by the un-

fortunate scheduling of some of the lessons, which could hardly be obviated. The study of Art History calls for a good text-book but such an one is not in print. The one we use is in pamphlet form published by the Prang Educational Co. The schedule of this year allowed thirty minutes less time per week in classes A, B, C, D and gave the same additional time to classes E, F, G, H. Miss Jones, assistant, has charge of the entire work in classes A to L inclusive. The drawings from these schools are looked over by the supervisor once each semester, and her actual teaching time is given to the Domestic Arts classes, Classes M and N, the studio class and to high school electives.

MUSIC.

The study of music has a disciplinary value equal to that of any other branch in the entire curricula of school work. The results of a year's effort in this line show increasing ability to read music at sight, improvement in tonal quality, better expression of musical emotion, and a cheerfulness among pupils while doing the work.

In the junior high schools chorus singing grows in strength, solidity and intelligence. This is especially noted in tenor and bass parts.

In the senior high school the chorus comprises three hundred voices of average ability. Interest in glee clubs and other musical organizations has been maintained. The school orchestra, made up of pupils from this school and the junior high schools, is an organization of which the city should be proud. It has lost some of its former efficient members by graduation but the earnestness displayed by those who comprise it now will undoubtedly repair this loss. A set of tympani and a double bass have been purchased out of the high school concert fund.

The requirements for the domestic arts classes have been modified somewhat in favor of art appreciation.

The instructor will ask for some changes of text-books and I believe they are needed.

NIGHT SCHOOL.

The night school of this year began October 2, 1914, and ended January 21, 1915. The history of previous schools of this kind has been repeated in the one of this year in about every detail. We have been able to secure the services of the same corps of teachers for the past few years, a fact in itself of great benefit to those who attend. The enrollment of 1915 was larger by one pupil than that of 1914. The prevailing nationalities were Albanian, Greek, Swedish, Finnish, Turkish and Russian. Expansion of the night school into one taking up advanced work in manual training lines I believe should be tried next year. Probably a class in mechanical drawing would give a fair idea of how extensive such a demand might be. There are room conveniences and no doubt competent teachers can be secured.

SUMMARY.

	Male.	Female.	Total.
Whole number attending,	89	16	105
Average membership,			54.22
Average daily absence,			15.3
Average daily attendance,			38.92
Age of youngest pupil,			16
Age of oldest pupil,			42
Average age,			27

ROLL OF HONOR.

Christi Costas	Loney Stotleos	William Laswick
Jim Stotleos	Charley Culigd	

NATIONALITIES

Albanian,	20	Cuban,	1	Irish,	2
American,	1	Finnish,	12	Italian,	4
Armenian,	2	French,	0	Polandish,	4
Austrian,	5	German,	0	Russian,	8
Canadian,	4	Greek,	17	Swedish,	14
				Turkish,	11

SOME EVENTS OF THE YEAR.

Historic Pageant.

At the close of the school year last June the history of Concord was memorialized by the pupils of the Parker School in a pageant of events enacted in costume at White Park. The work which this entailed was carried out by the teaching corps and the pupil body with zeal. Very many people attended and it was the general opinion that the affair was highly creditable and well worth the effort it cost. Miss Dickerman and her able corps of assistants received due praise for its conception and success. The entire cost of this event was \$34.

English Prize Essay Contest.

The contest in English prize essays was held at the Parker School on Saturday, May 2, 1914. Fifty-five pupils took part, being the largest number ever recorded in such a contest in this city and resulting from a plan put in operation for the first time. This allowed pupils of the various classes to compete against each other without the futility of contending against the older and more experienced pupils. The plan follows:

For pupils of classes M and N, O and P, Q and R, S and T, U and V, two prizes of \$3 and \$2 respectively, for best and second best essays in each division were offered.

Out of the entire number of contestants the ones having the best and second best essays were awarded an additional \$6 and \$4 respectively. The contest was judged to be meritorious and of value to the schools. More detailed information may be found in Appendix II.

Events of the Year.

The new Walker School was opened February 1, 1915. The dedicatory exercises occurred February 8, 1915.

Memorial Day commemorative exercises were held in all the schools.

The Star Spangled Banner was sung by all the pupils

of the city and the nation at the same hour on September 14, 1914.

The annual exhibition of Manual Training was held Wednesday, June 17, 1914—attendance, 408.

The annual exhibition of Drawing, Sewing and Cooking was held at the Parker School on Friday and Saturday, June 19, 20, 1914—attendance large.

Parents' Day was observed at the Parker School, December 11, 1914—attendance large.

Victrolas were purchased through the efforts of the pupils in the Penacook and the Harriet P. Dame Schools. The following schools now have them: Cogswell, Penacook, Dewey, Franklin, High, Harriet P. Dame.

DEFECTIVE CHILDREN.

Another waste in the expenditure of public money is to be found in asking the teacher to use her time in attempting to develop the minds of some children whose capacity for such development is wanting. Our country is to be guided and its destiny determined by the capable part of our population, the part possessed by nature of sufficient mentality to respond to the effects of the teaching corps and it is in this one respect that we may be in serious error—that of using the most of our energy, our money, and our care in trying to bring fortune out of misfortune, mental vigor out of imbecility and virtue out of vice. No nation on earth is so possessed of the humanistic idea as our own and it is right if, in our kindness of heart, we do not make the bright pay tribute to the dull, the courageous to the cowardly, and the virtuous to the vicious. It is this capable portion of our pupil population that needs our great if not our greatest public concern. By segregating the incapables into schools or institutions fitted specially for the unfortunate, the capable portion may realize that amount of attention which justly belongs to them. The public school teacher should not be compelled to attempt the impossible. The teachers of the elementary schools were asked by the

superintendent to send to him an answer to the following question.

“Will you please submit to me the number of pupils in each class whom you know to be feeble-minded to such an extent that they are a drag on the school and would be better off in special institutions?” The results of the question are as follows:

Class,	A.	B.	C.	D.	E.	F.	G.	H.	I.	J.	L.	
	3	0	3	2	2	5	2	0	0	1	9	9=36
*Deduct,											4	5=12
	3	0	3	2	1	4	1	0	0	1	5	14=24

*Not sure about special institution. One teacher said *not Laconia*.

These twenty-four children are a source of economic waste because the mass instruction that must necessarily prevail in public schools cannot reach their individual needs. Either they should be segregated in a school by themselves or sent to those institutions which make a specialty of training deficient children.

SCHOOL LUNCHESES.

Coincident with the adoption of the six-hour session in the high school a school lunch was begun. This custom had been observed in the Parker School for a number of years, also in a very limited way at the Chandler School. The work is now more completely organized than ever before. It has been successful first in promoting better health among the pupils, second in relieving the anxieties of many parents about the noon meals for their children, and third in being remunerative to those who furnish it. The whole matter was put into the hands of the committee on cooking who carefully worked the plan out and carried it to success. These lunches furnished by Joseph Nardini are under the immediate charge of Harry Danforth. Supervision is given by Miss Dickerman and the corps of teachers at the Parker

School assisted by Mr. Ada, and by Mr. Cook and Miss Buttrick at the high school. The scheme has met with good success and the character of the food is such that many of the teachers partake of it each day and, in the Parker School, visitors from this and neighboring states have expressed satisfaction with it. A number of pupils from the Chandler School get their noon meal at the Parker lunch. Delegations from the public schools of Tilton and Belmont visited here and chose it for their noon meal. A large number of the superintendents from various parts of the state took dinner here on February 24 and manifested their approval. I personally have averaged one visit a week to this lunch and find it adequate in quantity and quality for a good meal.

A Day's Menu.

Soup and rolls, a different kind each day,	5 cents
Cocoa or milk and rolls,	5 cents
Meat and potato and rolls, a different kind each day,	10 cents
Coffee rolls,	10 cents
Ice cream,	5 and 10 cents
Fruit,	5 cents
Sandwiches,	5 cents

THE WIDER USE OF THE SCHOOL PLANT.

The idea of allowing public property to lie idle for any length of time has little of true economy. If our people are called upon to build expensive buildings they should be built for continuous use and not for thirty-eight weeks out of the fifty-two. This movement has just begun in our city and should be carried very much farther. It has been solved partly by lengthening the school day and by granting the use of some halls for various organizations distinctly public in their nature. The formation of the proposed Civic Union should go a long way toward bringing this use of school buildings about but it can be done still more effectively by having an optional continuous school session throughout the entire year. This might be begun in a

simple way by trying out continuation schools during the summer months one in the Walker building and one in the Rumford building.

On Friday, February 26, 1915, I made inquiry of the elementary schools regarding something which may tend to show that this idea is not visionary. The state child labor laws with slight modifications forbid the employment of children under the age of fourteen years. The average age of pupils in the highest elementary school grade is thirteen years so that we may safely say that $\frac{9}{10}$ of these pupils remaining at home during the summer are not allowed to work by law. From this inquiry I have made the following tabulation:

1. Number pupils in elementary schools reported,	1,534
2. Number going away from home during the <i>entire</i> summer vacation,	251
3. Number going away from home a part of the summer vacation (not included in No. 2),	483
4. Number remaining at home during the <i>entire</i> summer vacation,	800

From this it would appear that a number of the 800 pupils were neither allowed to work during the summer vacation nor does the state make any provision for their occupation in any way. As many of the parents of these pupils are obliged to work all day it would seem as if the state or the city should make some provision for their children in the form of useful occupation during the summer vacation when they cannot be employed lawfully at manual labor. I believe we should make an attempt to relieve the situation somewhat by a trial of continuation schools the object being

1. To furnish some useful manual occupation.
2. To furnish a reasonable amount of mental occupation.

The result should show (a) in a larger high school enrollment, reasoning that backward pupils might thus gain two months' extra help; (b) in keeping pupils away from places of ill repute and from the evils of idleness; (c) in giving

pupils more careful bodily training; (d) in relieving working parents of anxiety over the whereabouts of their children. From the table we find the following situation;

	North End.	Centre.	South End.
1. Number of pupils enrolled,	345	389	496
2. Number of pupils going away during the <i>entire</i> summer,	63	111	84
3. Number of pupils going away a part of the summer,	97	177	191
4. Number of pupils staying at home during the <i>entire</i> summer,	185	101	221

From these figures showing the large number of pupils remaining at home during the entire summer it would seem as if provision should be made in their interest.

MODERNISM IN SCHOOLS.

The flight of time becomes so apparently more rapid to one of advancing years that conception of its departure and the changes that necessarily attend it frequently work to the disadvantage of even rational progress. The school of today is not the school of yesterday either in content or intent. To have it remain so would require no change in the character of the population, in ways of living, in manner of employment, and in public ideals. No change means stagnation. Ways of doing things vary with the onward march of time much to the surprise and often the disgust of those who were taught under different conditions. However strong the pictures of our youth, however dear the customs of our fathers, nevertheless this age of invention will not abide the one-horse chaise, the horsecar nor the stage-coach. Inability to grasp the true meaning of this idea has caused many a business failure. The principle is just as true of education as of any other field of activity, and true in all its different phases. Old methods in education handed down by Greek philosophers, and changing through the centuries as conditions compelled, have not

entirely disappeared. The Platonic theory of education sought the development of a race of philosophic statesmen who would rule with absolute justice and truth. To realize this it would prescribe the study of music, literature, gymnastics, generalized arithmetic, geometry, astronomy, musical harmony, pure philosophy, and dialectic but only for those who possessed a proper commingling of the physical and the mental with gentleness of spirit. The tendency of education after the plans of Greek philosophy was to become centered in the few, to promote class consciousness, and to draw a harsh line between the educated and the uneducated, a scholasticism distinctly autocratic. Other manifestations of education were long-drawn countenances, flowing unkempt beards and hair, cloaks of sombre hue and a variety of other really meaningless insignia, reflections of which may be seen even today.

These ideas in changing form and adaptability ran down through the centuries completely possessing the popular mind and revealing themselves in the isolation of the highly educated from the plain people, giving rise to peculiar manifestations from the supernatural revelations of the alchemist to the educational miser concealing valuable scientific truths because they were held to be too sacred for the common run of mankind. The sacredness of education as a thing sufficient unto itself has largely left the popular mind and in its place appears an educational plan born of wonderful advances in art and science to be applied to the constantly changing civilization of today, the most complex in the history of the world. Even up to the threshold of the twentieth century the philosophic idea held almost undisputed sway in the educational world. The theory of formal discipline remained unshaken because unassailed and its futile attempts to realize complete concepts in everything often called the unfortunate individual who failed "good for nothing," and pushed aside as of no use those who were not mentally strong enough to grasp the abstract. Such a condition caused to spring up forms of punishment, the tortures of an "Educational Inquisition," such as severe

bodily beatings, tying up pupils' heads in towels, putting clothes-pins on tender tongues, thumbing cracks in floors until fainting relieved the unfortunate victim and a hundred and one other savageries, disgusting to recall, all because God had not given the child ability to become interested in that which could *not* interest him—because the fine-spun theories of the scholastics failed to materialize at the right time.

Modern educational methods result from material changes brought about in very recent years. Our present civilization calls for the greater amount of human effort to be directed toward elevating the masses to a higher plane of living, toward breaking down the barriers of autocratic scholasticism, toward teaching the average man how to live, and to have his position in life valued at its true worth. The scholastic of today and the one of a century ago are two different types. Today, as before and as it ever will be, ripe scholarship continues to be the ruling force in education; but its garb, its manifestations, and its purposes are not to be those of former days. Education now is for the uplift of all humanity. About once in ten years the idea becomes recurrent that modern methods and ways in education are destroying childhood and fail of accomplishing proper results; that any plan which interferes with the conventionalities of ancient methods of posture in recitation with its measured movement, rigid positions, and the whispered hush, is also necessarily destructive of a child's chances of obtaining a proper education. This usually finds its most concrete form in those whose hastening pace toward the reward of a well-spent life breeds great concern over the freedom allowed the motor activities of growing children in the school room, those who have not yet shaken off the idea that the "solemn stillness" of the schools of yore is yet the best atmosphere for the modern school. It is true that many learned men came forth from those schools, often in spite of them, not necessarily because of them. All these departures from rigid Puritanism are but results from a reaction against academic specialization and

an evergrowing lack of confidence in methods born of ancient theories. Modern methods discount manners in recitation, discount formality and seek to put in its place a free manifestation of individual interest mattering not whether the pupil raises his hand in a natural way, whether he stands or sits as his ease and interest may suggest. An expression of individual interest and thought by the pupil is a fundamental of good teaching. The purpose of our education is a direct preparation for the demands of active life by making this preparation and general discipline mutually dependent. Our present mode of living, our democratic form of government, our ideas of progress will never again abide avenues to education through specialized unapproachable subjects and methods which repress full expression, nor will our schools ever again be permeated with the oppressive hush, the awe, and the rigid positions of old, but they will continue to open up to the child possibilities of mental freedom, lively interest, an earnest desire for educational growth, and to lend a helping hand to all, not the few alone. Their chief work should be broadly humanistic. The unfortunate who has little chance to shake off the grip of his miserable environments needs our concern, the ill-nourished child, the child of the drunkard, the child who is forced to work beyond his strength. Such as these, while they may never become shining lights in any field, nevertheless may become steadfast responsible citizens and our country needs them now if ever. It is this strengthening of personality, this establishing of character through perfect knowledge that means community uplift. Personality will vary with the individual but whatever measure he may possess will be gained through perfecting knowledge and character. Our modern education, then, is not to be governed by Platonic theory nor ancient caprices, rather more nearly by the ideas of Socrates who, as the friend of man, saw some good in every human being.

The year just closing has been productive of much for which the citizens of this district should be thankful. I take this occasion to commend the entire teaching corps

for their zeal, their forbearance, and steadfastness in our educational endeavor, to compliment the Board of Education for their sincerity, accuracy, and firmness in working for the true interests of the schools and the people in general. The best I can offer in return is my full measure of strength and concern for the educational interests of Concord.

Respectfully submitted,

L. J. RUNDLETT,
Superintendent.

APPENDIX I.

APPENDIX I.

To the Board of Education of Union School District:

I submit herewith the fourth semi-annual report of the condition of the schools under the reorganization scheme adopted in 1910.

FINANCIAL.

The financial statements in previous reports of this kind have been marked by conservatism, based upon the judgment of business men, teachers and others and a liberal discount allowed from this. The late Judge John M. Mitchell called the estimates too conservative and named \$50,000 as none too large a sum to build a serviceable addition to the high school. *Current expenses* include additional fuel, janitor service, lighting, etc. Additional tuition is that shown by the difference between elementary school tuition and high school (classes M, N) tuition—\$37 for each tuition pupil. Graduation expenses include expense of hall, orator, graduation suits for pupils (saved to parents) reckoned at \$10 per pupil, and other incidentals. Rooms discontinued. At the time one room was discontinued in the Walker building thus saving the salary of one teacher.

Bond issue (additional)	\$50,000.00
Interest on same four years at $3\frac{1}{2}$ per cent. . .	7,000.00
Current expenses that would have been incurred	6,000.00
One room discontinued (three years)	1,950.00
Additional tuition (classes M, N)	1,356.00
Graduation expenses	4,000.00
	<hr/>
	\$70,306.00

It has been hinted that the increase in the annual budget is caused by this scheme. In the first place it should be apparent to anybody that, under like conditions, an educational system of eleven years can be conducted more economically than one of twelve years.

In 1909-1910 the annual budget was \$86,478.63
 In 1913-1914 the annual budget was 96,748.09

Excess of 1914 budget over 1910 was \$10,269.46

I think the following table, carefully prepared, will fully account for this increase.

	1909-1910.	1913-1914.	Increase.
The maximum salary of High School Teachers (master) . .	\$2,200.00	\$2,300.00	\$100.00
The maximum salary of High School Teachers (sub-master)	1,000.00	1,500.00	500.00
The maximum salary of High School Teachers (male assistants)	1,000.00	1,200.00	200.00
The maximum salary of High School Teachers (women) . .	800.00	900.00	100.00
The maximum salary of Grade Teachers	550.00	650.00	100.00
The minimum salary of Grade Teachers	300.00	400.00	100.00
The maximum salary of Kindergartens (principals)	475.00	650.00	175.00
The minimum salary of Kindergartens (principals)	300.00	400.00	100.00
The maximum salary of Kindergartens (assistants)	375.00	450.00	75.00
The minimum salary of Kindergartens (assistants)	300.00	350.00	50.00

Basing my deductions upon this I find the following:

Increase over 1910.

High School salaries	\$1,650.00	
Parker School salaries	350.00	
Chandler School salaries allowed as expense caused by the system		\$2,400.00
Garrison School salaries	750.00	
Eastman School salaries	250.00	
Rumford School salaries	1,650.00	
Kimball School salaries	1,350.00	
Penacook School salaries	400.00	
Dewey School salaries	275.00	
Franklin School salaries	350.00	
Merrimack School salaries	600.00	

H. P. Dame School salaries	\$300.00	
Tahanto School salaries	200.00	
Cogswell School salaries	200.00	
Morrill School salaries	3,250.00	
Sewing School salaries	758.00	
Cooking School salaries	125.00	
Music		
Military Drill		
Janitors	373.00	
Superintendent		
Financial Agent		
Superintendent's Clerk	60.00	
Truant Officer		
Nurse	700.00	
	\$13,591.00	\$2,400.00
Excess of 1913-1914 salaries over 1909-1910		11,191.00
	\$13,591.00	\$13,591.00

Excess of raises in salaries over excess in budget = \$11,191.00 - \$10,269.46 = \$921.54.

In addition to this we may note that school supplies have generally increased in price in the last four years. We bought coal for \$6.05 in 1910. Last year it cost \$6.45 this year \$6.80. Cord wood has advanced. Slabs cost \$2 a cord more and other things accordingly.

I allowed \$2,400 increased expense in the Chandler School. As a matter of fact this school would have to be in commission under any system as matters now stand. I have not the least hesitation in saying that under the eleven year organization we are conducting the schools from three to four thousand dollars a year more economically than under the former plan.

THE TEACHING FORCE.

	Number of teachers.		Number of pupils.		Average number of pupils to a teacher.	
	1910.	1914.	1910.	1914.	1910.	1914.
High School (4 years)	18	26	458	657	25 $\frac{5}{8}$	25 $\frac{7}{8}$

This shows that the increase in teaching force is warranted by the increase in the number of pupils.

All schools.	84	89	2,604	2,666	31	29.9
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This shows an increase of five teachers over 1910 accounted for as follows:

- 1—Extra teacher called for by introduction of the domestic arts course in high school.
- 2—Special teachers one each in Rumford and Kimball Schools (Plan adopted by the Board since 1910).
- 1—Clerk in Chandler school.
- 1—A new school of sixteen pupils in the Garrison School.
- 1—New school in Harriet P. Dame building (called for by increase in pupils).
- 1—Kindergarten assistant in West Concord.

This makes seven extra teachers for whom the reorganization scheme is not responsible, otherwise we would be employing two less teachers than in 1910.

AVERAGE COST PER PUPIL—TEACHING FORCE.

	High school.	Elementary and Kindergarten.	Average.
1910	\$33.14	\$14.76	\$23.95
1914	27.18	20.25	23.46

Shows a slight decrease over 1910 although salaries are much increased.

TUITION RECEIPTS

	High school.	Elementary schools.
1910.....	\$1,577.39	\$576.66
1914.....	3,812.41	436.35
Increase in four years.....		\$2,235.02
Decrease.....		140.31
Net increase in four years.....		\$2,094.71

GENERAL SCHOLARSHIP.

High School.

Four years.

	1909-'10.	1913-'14.	Increase.	Decrease.
Senior Class—Av. for year..	78.66	80.06	1.40%	
Junior Class—Av. for year..	77.48	80.96	3.48	
Sophomore Class—Av. for year.....	78.56	78.14		.42
Freshman Class—Av. for year.....	69.91	82.30	12.39	
	304.61	321.46	17.21	.42

Failures 1914.

Standard 10 per cent. of the Enrollment.

	Enrollment.	Failed.	Per cent. of failures.	Above standard.	Below standard.
High.....	422	35	8.29	1.71	
Parker.....	210	7	3.33	6.67	
Chandler.....	188	24	12.76		2.76
Garrison.....	10	0	0		
Eastman.....	11	0	0		
Five years High.....	831	66	7.94	2.06	
Four years High.....	622	42	6.75	3.25	
			1913.	1914.	
Average of entire High School (4 years) ..			81.45%	80.36%	
Average of entire High School (5 years) ..			80.30%	80.03%	

Group I.

The number of A— pupils represents a loss of 1.32 per cent. over last year.

The number of B— pupils represents a gain of 3.49 per cent. over last year.

The number of failures represents a gain of 19.2 per cent. over last year.

CLASSES Q AND R.

	1910.				1914.			
	No. pupils enrolled.	Passed.	Failed.	Per cent. failed.	No. pupils enrolled.	Passed.	Failed.	Per cent. failed.
Geometry.....	128	112	16	12.5	73	63	10	13.69
English.....	124	122	2	1.61	167	164	3	1.30
Latin.....	53	49	4	7.54	40	37	3	7.30
Greek.....	4	4	0	0	0	0	0	0
French.....	120	107	13	10.83	134	126	8	5.97
C. Arith.....	39	35	4	10.25	204	165	39	19.11

In Geometry the per cent. of failures was 1.19 per cent. larger than the year 1910.

In English the per cent. of failures was .19 per cent. larger than the year 1910.

In Latin the per cent. of failures was .04 per cent. less than the year 1910.

In French the per cent. of failures was 4.86 per cent. less than the year 1910.

In Commercial Arithmetic the per cent. of failures was 8.86 per cent. larger than the year 1910.

The large increase of failures in Commercial Arithmetic was due to changing teachers three times during the year.

*Group II.**Parker School.*

The number of A— pupils was 21 representing a loss of 1.29 per cent. over last year.

The number of B— pupils was 120 representing a loss of .92 per cent. over last year.

The number of failures was 7 representing a gain of 8.55 per cent. over last year.

The general average of the school was 84.30 per cent. in 1913 and 82.30 per cent. in 1914.

Classes.	1910.					1914.				
	No. pupils.	A—	B—	Failed.	Left school.	No. pupils.	A—	B—	Failed.	Left school.
O, P.....	143	38	39	17	23	210	21	120	7	12

Chandler, Garrison and Eastman Schools.

The number of A— pupils was 18, representing a loss of 2.07 per cent. over last year.

The number of B— pupils was 86, representing a gain of 2.11 per cent. over last year.

The number of pupils leaving school was 12 representing a gain of .009 per cent. over last year.

The number of failures was 24 representing a gain of 2.84 per cent. over last year.

The average scholarship of these schools was 79.36, representing a loss of 2.88 per cent. over last year.

High School, Entire.

	General Averages.	
	1913.	1914.
Garrison School.....	86.6	81.40
Eastman School.....	77.1	77.60
Chandler School.....	76.5	79.09
Parker School.....	83.6	82.30
High School.....	79.3	79.76
General Average.....	80.62	80.03

By Classes.

M.....	77.40	74.81
N.....	82.70	82.53

O.....	87.50	79.12
P.....	81.00	82.46
Q.....	78.20	77.82
R.....	78.90	78.52
S.....	72.82	80.18
T.....	82.09	81.57
U.....	76.23	73.37
V.....	81.10	83.84

Attendance.

	1909-1910.	1913-1914.
Whole number attending high school (4 years)	456	637
Per cent. of whole number enrolled at- tending high school (4 years)	17.43	25.79
Whole number attending high school (5 years)	641	857
Per cent. of whole number enrolled at- tending high school (5 years)	24.50	34.75

GROWTH OF HIGH SCHOOL (AVERAGE MEMBERSHIP).

	Total enrollment, all schools.	Total enrollment, high school.	Total enrollment, high school, old plan.	Per cent. of en- rollment, high school, new plan.	Per cent. of en- rollment, high school, old plan.
1913-1914.....	2,470	857	637	34.75	25.79
1912-1913.....	2,552	746	523	29.23	20.49
1911-1912.....	2,544	820	671	32.23	26.37
1910-1911.....	2,599	788	485	30.31	18.65
1909-1910.....	2,616	641	456	24.50	17.43
			(Total en- rollment)		
1914.....	2,958	896	823	30.29	27.82
1913.....	2,890	802	566	27.75	19.58
1912.....	2,826	867	615	30.66	21.76
1911.....	2,844	829	573	29.14	20.14
1910.....	2,892	762	496	26.34	17.15

TABLE SHOWING VARIATIONS IN THE AVERAGE AGE OF PUPILS.

Grades.											
Year.	1 y. m.	2 y. m.	3 y. m.	4 y. m.	5 y. m.	6 y. m.	7 y. m.	8 y. m.	9 y. m.	10 y. m.	11 y. m.
1910.....	6.10	8.5	9.4	10.7	12.6	13.6	14.3	14.6	15.6	16.6	17.6
1911.....	7.6	8.4	9.8	10.9	11.11	13.2	14.1	15.10	17.6	17.8	18.3
1912.....	7.	8.3	9.7	10.9	11.9	12.10	14.6	15.1	17.	17.5	18.8
1913.....	8.2	9.6	11.4	11.8	11.5	13.10	14.6	16.1	16.5	17.5	18.7
1914.....	7.1	8.4	9.7	10.11	11.11	12.11	14.2	14.7	16.4	17.5	18.10
Increase.....	.3	.1*	.3	.4	.7*	.7*	*.1	.1	.10	.11	1.4

* Decrease.

PUPILS LEAVING SCHOOL.

High School—4 years.					
Entire school.	No. pupils.	No. left school.	Per cent. of entire enrollment.	Increase.	Decrease.
1909-1910.....	481	64	13.30	2.45	
1913-1914.....	622	98	15.75		
Senior Class					
1909-1910.....	64	3	4.68		2.46
1913-1914.....	90	2	2.22		
Junior Class					
1909-1910.....	96	9	9.37	1.65	
1913-1914.....	127	14	11.02		
Sophomore Class					
1909-1910.....	143	23	16.08		.19
1913-1914.....	195	31	15.89		
Freshman Class.....					
1909-1910.....	178	29	16.27		.56
1913-1914.....	210	33	15.71		

COMPARATIVE TABLE.

	Average cost per pupil for teachers' salaries.		Average number of pupils to a teacher.
High School.....	39.25	Dewey School.....	21
Dewey School.....	31.33	High School.....	23
Garrison School.....	25.83	Garrison School.....	24
Chandler School.....	22.01	Parker School.....	27
Eastman School.....	20.41	Harriet P. Dame School.....	28
Rumford School.....	20.34	Eastman School.....	30
Parker School.....	19.33	Rumford School.....	31
Merrimack School.....	18.90	Kimball School.....	32
Harriet P. Dame School.....	18.58	Merrimack School.....	32
Kimball School.....	18.36	Chandler School.....	36
Penacook School.....	16.89	Penacook School.....	37
Tahanto School.....	16.56	Franklin School.....	40
Cogswell School.....	16.15	Tahanto School.....	40
Franklin School.....	15.52	Cogswell School.....	41

In a final summing up of the advantages of this plan of grading we may say without fear of contradiction that for four years it has proved its worth in the following particulars:

1. In financial economy
 - a. District saved from additional bonds—see statement at the beginning.
 - b. District saved interest on same to the amount of statement at the beginning.
 - c. Current expense of same.
 - d. Receipt of additional tuition.
 - e. Parents saved expense of graduation.
 - f. Average number of pupils to a teacher no smaller—means no additional expense.
 - g. Average cost per pupil for teacher salaries less than under the former plan.
2. In scholarship
 - a. The freshman class since separation has showed an advance in scholarship of 11.21 per cent.
 - b. The entire high school shows a gain of 3.92 per cent.
3. Attendance
 - a. The four years high school has shown 10.65 per cent. increase in attendance (see table.).
 - b. The five years high school has shown 10.25 per cent. increase in attendance (see table).
 - c. The freshman and sophomore classes have shown a decided decrease in the number leaving school (see table).

It is safe to conclude that this gain is due in a large measure to the elimination of one year from the former grading system. This may be seen in a decrease in the number leaving school during the first two years, in the working of the compulsory attendance laws, and from the fact that, being compelled to attend the high school, many desire to continue the course even after the compulsory laws are of no effect. The average age of pupils has decreased ten months since last year.