

letin board. The first report showed 33 on the list; the second, 39; the third, 45; the fourth, 44; the entire semester, 31. This has been to some extent at least an incentive to the students.

The appointment of a librarian is a decided advantage. The books are now being classified and arranged so they will be more available for use. With one person in charge who knows the resources of the library and who can also direct students in reference work, more definite and competent assistance can be given than has been possible heretofore.

Respectfully submitted,

C. F. COOK.

REPORT OF THE DIRECTOR OF SEWING.

*Mr. L. J. Rundlett, Superintendent of the Schools of Union
School District, Concord, N. H.:*

DEAR SIR: The following is a report of the work accomplished in the sewing department of the Union School District for the year ending March, 1916:

As evidence of the interest shown in sewing, sixteen girls from the High and Parker schools have elected it. This work is done outside of school hours in addition to their regular duties, and it certainly gives us proof of interest.

Another pleasing feature is the desire of the girls to do their sewing for help of the unfortunate, rather than for themselves. For the development of character, as well as for skill in sewing, I think we ought to encourage this "charity" sewing. It is a practical lesson in helpfulness.

The equipment at the Walker school sewing room was completed by the making of a large cutting table by the pupils of the Morrill training school.

Work completed last June included 14 finished dresses, 28 unfinished dresses, 18 finished skirts, 40 finished waists, 12 kimonos, 74 pieces of finished undergarments, 95 pieces of unfinished undergarments, 34 pillow slips, 80 aprons.

The work for others included 6 pillow slips, 100 towels, 7 covers for type cases, 2 covers for presses, 14 banners cut and made for Concord's tercentennial, 4 shades, 1 screen, 3 children's dresses, 10 petticoats.

An interested friend of the school paid for the making of the six pillow slips. With this money the flannel for three petticoats was procured. Another friend furnished material for the others.

Respectfully submitted,

LOUISE C. HOWE.

REPORT OF COOKING TEACHER.

Mr. L. J. Rundlett, Superintendent of Schools:

DEAR SIR: The classes in cooking all had valuable practice in canning and preserving various fruits during the first part of the fall term. This work was aided by members of the school committee and others interested, so that the problems could be worked on an extended scale. One jar of each fruit so preserved, canned, or jellied, is retained by the school for exhibition purposes.

The aim of this department is to make the pupils become familiar with the various dishes that go to make up a breakfast or luncheon; then, as a practical review, they serve the meal.

One of the upper classes served a single banquet to the members of a class in literature in the Parker school and profited much in setting and serving by this experience.

In the second semester the classes increased so that the total enrollment is one hundred and ninety girls. Several of the classes are too large, but the unbounded enthusiasm and the group work obviates the difficulty to a certain extent.

Respectfully submitted,

RUTH A. FAUNCE,

Teacher of Cooking.

February 25, 1916.

REPORT OF THE SUPERVISOR OF DRAWING.

Mr. Louis J. Rundlett, Superintendent of Union School District, Concord, N. H.:

My time is now given entirely to the Domestic Arts classes, the pupils of the High school who elect drawing, and to the training classes of the Dewey school.

In the domestic arts course there are now six classes at the High school and two at the Parker, each class receiving three fifty-minute periods of drawing a week. In the Chandler, Walker, Garrison, and Eastman schools, it is impossible to give the girls of the M and N classes separate instruction, so they are taught work to be useful at a later time for either boys or girls. At the Chandler school two of the classes are taught by the supervisor and the others by Miss Nickerson. At the Walker school classes M and N were under the instruction of the supervisor until February first, when Miss Jones took them. The supervisor visits classes M and N of the Garrison and Eastman schools on alternate weeks. The crowded condition of the Parker school makes it necessary to teach classes O and P in the assembly hall, a place ill-fitted for the work in about every way. At the close of the last semester the drawing outline for the domestic arts course was revised by leaving out the History of Art, making a few minor changes. In place of this subject more free-hand drawing can be given in the course and a more thorough treatment to several of the design problems. Class U receives instruction in architectural drawing from Mr. Taylor. His pupils have produced an excellent set of drawings and seem to have an eнту-

siastic interest in the subject. Class V studies wood finishes and furniture construction, with Mr. French, one of its three weekly periods of drawing.

The unusually large number of students in the Dewey training classes makes their class work more pleasant and interesting. They have a drawing lesson of two hours each week. Miss Jones assists in the instruction of these classes and also teaches the drawing in all classes, A to L inclusive, and assists for part of the time in the domestic arts O and P classes at the Parker school. The work done under her charge continues to be of the highest quality.

The supervisor visits the schools at the close of each semester to inspect the drawings. Last year the usual exhibition was omitted. While these exhibitions entail a vast amount of work for those who prepare them, it would seem unwise to discontinue them entirely, as they are a means of instruction to both pupils and teachers who visit them by showing the standard of work desired.

Respectfully submitted,

FAITH C. STALKER,

Supervisor of Drawing.

REPORT OF SCHOOL NURSE.

Mr. L. J. Rundlett, Superintendent:

DEAR SIR: I submit for your approval my sixth annual report. In a report so brief it is impossible to indicate the details or the scope of the work of a school nurse. I deem it essential, however, to explain a little the method of procedure in dealing with the various cases.

All defects found in children are carefully recorded and as soon as possible reported to the parents, who are requested to consult their own physician in regard to securing treatment. Frequently it happens that for one reason or another proper treatment cannot be obtained by them, and upon request of the parents this treatment is secured by the nurse.

It goes without saying that it would be useless to employ a physician or a nurse to examine children for defects or disease unless some agency is found through which the correction of those defects may be secured. While we have no free clinics or dispensaries in our city, it has always been possible to find the right person or place willing to help those needing attention. I feel that this has been a most successful year and only a very small per cent. of the cases reported remain untreated.

By working in close coöperation with the board of health it has been possible to check the spread of contagion, and I am sure that what threatened to be a serious outbreak of diphtheria was prevented.

Our greatest need at present is a dental clinic where children unable to pay for treatment may receive proper attention.

I cannot speak too highly of the coöperation of the teachers and their splendid interest in their work.

My appreciation is also extended to the physicians and hospitals for their loyal support and assistance in giving the children of our schools adequate treatment.

HOME CALLS.

Enlarged tonsils and adenoids, including discharging ears and deafness,	95
Orthopedic, including all deformities and spinal curvature,	77
Defective vision,	55
Tuberculosis,	35
Tuberculosis suspects,	16
Investigation contagious diseases,	35
Nervous condition,	11
Undiagnosed,	28
Pediculosis,	20
Hernia,	2
Ænemia,	6
Skin eruptions,	5
Skin infections,	2
Enlarged glands,	2
Goitre,	3
Malignant growths,	4
Unkempt conditions,	5
Mentally retarded,	4
Conjunctivitis,	7
Number of calls made at schools,	170
Interviews with officials and others,	102
Number of children taken to physicians and hospitals for examination and treatment,	134
Number of treatments and dressings,	20

Respectfully submitted,

ELIZABETH M. MURPHY, R. N.

REPORT OF MILITARY DRILL INSTRUCTOR.

CONCORD, N. H., February 28, 1916.

Mr. L. J. Rundlett, Superintendent:

SIR: In submitting a report on military drill very little may be written beyond an explanation of the change in system.

Previously this subject has been conducted during the regular school hours. Every boy in the High school, unless a conflict with some other subject existed, was obliged to drill for two periods each week. The wearing of uniform was optional. The defects of this plan were as follows: Many boys were forced to devote valuable time to a subject which was distasteful to them; the time allotted, forty-five minutes, was so short as to enable the giving of no practical instruction, and owing to the addition of other subjects to the school curriculum a great many conflicts resulted.

The new system makes drill elective and uniforms compulsory. The subject is now taken on one afternoon in each week on the boys' own time. Instruction in rifle practice has been added to the regular course, thus enabling us to take advantage of a recent act of congress authorizing the issue of rifles and ammunition to high schools having a corps of cadets.

In conclusion, I wish to express my appreciation to Principal C. F. Cook for his hearty coöperation and to the adjutant-general of the state for his interest and kindness which enables us to use the state armory for drill purposes and the local rifle range for target practice.

GEORGE W. MORRILL,
Instructor, Military Drill.

REPORT OF THE SUPERVISOR OF MUSIC.

February 24, 1916.

Mr. L. J. Rundlett, Superintendent of Schools:

DEAR SIR: At present, owing to the increased demands upon my time made by the classes in the fifth course, I have been able to visit the elementary schools and also classes M and N in all buildings other than the Chandler only on alternate weeks. The regular teachers have, however, taken up the added work ably and cheerfully and practically as much work has been done as has been customary hitherto.

The encouraging features of the work are an enthusiasm on the part of the pupils and the evident desire and determination of the teachers to improve upon past efforts. That this spirit is productive of good results is indicated by very excellent work throughout the High school section. In the Chandler school, and in similar grades in the Walker, the singing during the past year has been unusually good, and as a result of this the Parker school has at the present time the best singing that I have heard there since the present arrangement of grades went into effect, and at the beginning of this semester the High school had enrolled the largest chorus since singing was made an optional exercise.

It is in the higher grades, where many voices are massed together, that we seem to reap the reward of our efforts, but I do not for a moment forget that it is in the elementary grades where the hard work, which makes possible these rewards, must be faithfully done. I have experienced great pleasure, during the past year, in visiting rooms in the elementary grades where care had been taken

not only to teach sight-singing, but also to cultivate a beautiful tone, and even to teach successfully that most difficult and elusive element of song, emotional expression. All such teachers, who strive to secure not only the letter but the true spirit of song, I remember gratefully when I am enabled to secure better than average results in the higher grades.

At the High school, as I have mentioned, the chorus is large and, when we consider the time given to practice, sings very well. Both a boys' and a girls' glee club meet for practice on Friday afternoons after school.

We need very much an additional chorus book for the work here. The one in use has been here for many years and it is difficult, especially in the senior class, to maintain a healthy interest without new and fresh material. This book is valuable and I do not think that it should be discarded, but one is not sufficient for the three years' work in the High school. I earnestly ask for a supplementary book, which shall contain wholly new material, to be used alternately with the one we now have. Such a book may be had for this especial purpose with each number orchestrated for high schools, and by its use we could unite the chorus and orchestra, which would be of great advantage to both.

The orchestra of twenty-five members practices weekly for an hour and a half on Wednesdays after school. Good work is being done, and as the members are largely from classes N to S, it should increase in efficiency during the next two years.

The annual High school concert was given on the evening of April 12th, and thirty dollars was added to the on deposit to the credit of the High school chorus.

The course in music for the domestic science and arts classes will receive its final test with the completion of the work of class V during the present semester. The course as originally planned has, so far, been successfully completed and has been a source of satisfaction to the instructor

and, I think, of interest and value to the pupils. We need, in the High school library, a music encyclopedia for reference work in connection with this course.

The work for the pupils of the teachers' training school at the Dewey has been more systematized and better results are being obtained. The time which the instructor is now able to give (one-half hour to each class per week) is not enough.

If we have creditable singing in the schools of Concord, and, through the work given in the fifth course, are developing a better taste and an intelligent appreciation for the good things in music, credit must be given to the school officials who have recognized the value of music as an influence in education, and to the corps of teachers who have always done their best to further the efforts of the special instructor. To each and all of these I extend my hearty thanks.

Respectfully submitted,

CHARLES S. CONANT.

REPORT OF THE DIRECTOR OF MANUAL TRAINING.

Mr. L. J. Rundlett, Superintendent of Schools:

I am privileged to submit my annual report of the progress of the work of the Morrill School of Mechanic Arts. The necessity of making it as brief as possible will allow me to mention only the most notable features of the work.

The most important step made in the school during the past year has been the change in the method of instruction. In the past we have emphasized progressive tool instruction, and with this in mind worked out an elaborate system of models and problems, most of which were useful articles of interest to the boys. The courses were planned to follow a definite line of instruction and were closely adhered to. A complete system of blue-prints was worked out in detail, covering almost everything that a boy might be allowed to make. Most of the work the boys did for themselves, as this idea had been followed for over twenty years, and the precedent thus formed was difficult to overcome.

Our aim this year has been to stimulate the interest of the pupils in practical projects either for themselves or for the schools, and have them work out all the details of design and construction by sketches and drawings before making the projects, thus giving the pupils many practical problems to solve and an opportunity to do a large amount of constructive thinking.

In the elementary schools we have used the blue-print system as a starting point. We have found it impossible to put all the pupils on project work, and in order to keep them busy we must have some system to fall back upon. I believe that for some time the combination of the two

systems will be necessary and that to throw out the blueprint course entirely would be a grave mistake, especially from the point of discipline.

In the High school we have had little difficulty about interesting the pupils in projects for the schools. The attached list will illustrate the class of work we have been able to do with the grade pupils in manual training and with the High school pupils in the mechanic arts course. Almost everything in these lists has been sketched out free-hand and the details worked by the pupils, and not taken from stock patterns.

New work added during the year has consisted of a course in architectural drawing for the girls in the domestic arts course, which has comprised the copying of a model house plan, drawing plans of their own homes and making up a set of original plans for a house.

In the boys' work we have added a two-weeks course in foundry practice, given in the foundry of the Ford & Kimball Company. The boys in class Q, who previously had some elementary pattern-making, spent two weeks in the school foundry moulding from their own patterns, after which they were taken to the Ford & Kimball foundry for ten days to learn something of the practical side of moulding. They were divided up among the workmen, a boy to a man for a day, and the following day were changed, so that each boy had an opportunity of seeing all the different kinds of work. In many cases the boys were allowed to do some of the work. The value of this kind of practice cannot be over-estimated. It is not only educational but also has a civic value in bringing the pupils of the school in closer contact with the actual conditions of the manufacturing world, and teaches them to have a wholesome respect for skilled labor wherever they find it. At the end of the foundry course the boys were required to present a written essay on the subject, which was corrected from a technical standpoint and also accepted as a regular essay

in the English department, thus correlating the work of the shop with that of the academic course.

The addition of a milling machine to the machine shop has put the school in excellent condition and it will not be necessary to ask for a special appropriation for new equipment this year.

For improvements on the building, I would suggest that a wash-room with twenty-four individual bowls connected with hot and cold water be installed in the basement. The boys working in the blacksmith and machine shops need a place in which to wash before returning to the High school, where they have to handle books. At present we have only two ordinary sinks and a few common wash basins.

In the drawing-room we need two semi-indirect domes for lighting the room on dark days.

In the machine shop there is need of more steam pipes, as the radiating surface at present is not sufficient to bring the room up to a reasonable temperature when the rest of the building is very comfortable.

The total expense of these improvements would not be over \$400.

Respectfully submitted,

ARTHUR W. FRENCH.

MORRILL SCHOOL.

PRINTING DONE AT THE MORRILL SCHOOL.

February 12, 1915–February 15, 1916.

1,000 Morrill School Stock Orders.
1,000 Tuberculosis Rules.
1,000 Health Alphabets.
3,000 Book Reviews.
1,250 Receipts.
2,000 Tuition Receipts.
2,000 Grammar School Daily Cards.
1,000 Prize Speaking Tickets.
500 Athletic Association Letterheads.
500 High School Letterheads.
500 Teachers' Applications.
500 C. H. S. Concert Tickets.
700 C. H. S. Play Tickets.
500 Substitution Report.
125 Kimball School Tickets.
500 L. J. R. Slips.
3,000 Memorial Day Envelopes.
1,000 Athletic Association Order Blanks.
700 Walker School Programs.
700 Walker School Tickets.
200 Teachers' Association Invitations.
200 Teachers' Association Return Slips.
150 Teachers' Association Menus.
1,000 Letterheads, Miss Murphy.
4,000 Character Slips, A—D.

500 Dance Orders.
4,000 Recitation Slips.
500 Civic Union Cards.
150 Board of Education Postals.
150 Teachers' Meeting Postals.
200 Salutes.
1,000 Morrill School Announcements.
200 High School Graduation Lists.
3,000 Project Cards.
800 Time Cards.
2,000 Residence Slips.
1,000 Excuse Slips.
2,000 Report Card Envelopes.
200 Stock Orders.
2,000 Character Slips, A—D.
300 Board of Education Postals.
2,000 Delivery Slips.
4,000 High School Attendance Slips.
1,500 High School Letterheads.
8,900 High School Luncheon Tickets.
3,000 High School Library Slips.
1,000 High School Athletic Association Order
Blanks.
500 High School Library Attendance Slips.
500 High School Teachers' Meeting Slips.
1,246 Concord Teachers' Association Tickets.
1,750 Football Tickets.
5,000 Course Cards.
500 Report of Corporal Punishment.
500 "Study Helps" Circular.
500 Circular Letters to Parents.
300 Alumni Dance Orders.
400 Alumni Dance Tickets.
2,800 Civic Union Slips.
1,000 Morrill School Daily Cards.

2,000 High School Theorem Blanks.
2,000 Character Slips, A—D.
2,000 Morrill School Letterheads.
1,000 Morrill School Charge Slips.
 200 High School Debate Tickets.
 500 Walker School Tickets.
1,000 Receipt Slips.
 500 Walker School Programs.
 500 Morrill School Christmas Cards.
1,000 Receipt Slips.
 500 C. H. S. Program Cards.
 500 C. H. S. Commercial Department Letterheads.
1,000 C. H. S. Commercial Department Billheads.
 700 C. H. S. '16 Levee Tickets.
 50 C. H. S. Banquet Tickets.
 50 C. H. S. Menus.
 500 C. H. S. Dance Orders.
 100 C. H. S. Graduating Lists.
5,000 C. H. S. Book Cards.
1,000 C. H. S. Book Records.
1,000 Morrill School Tardy Cards.
 200 Truant Officer Cards.
1,000 Machine Shop Time Cards.
1,000 C. H. S. Library Cards.
 300 Morrill School Program Cards.
4,000 Serbian Relief Slips.
3,000 Parker School Lunch Tickets.
 100 Machine Shop Program Cards.
 800 Prize Speaking Tickets.

PROJECTS.

ELEMENTARY SCHOOLS.

SIXTH AND SEVENTH GRADES.

September, 1915–February 15, 1916.

Footstools (5).	Base for spark gap.
Indian bows (2).	Boxes (3).
Butter print.	Cupboard.
Picture frames (4).	Shelves.
Clothes box.	Hammer handles.
Tent poles.	Towel racks.
Sleds (5).	Card frame.
Sleds repaired (5).	Toy engine bases (2).
Double runners.	Roof for lumber pile.
Double runners repaired (2).	Battery tester.
Plant stands (3).	Foot rest.
Taborets (7).	Ramrod.
Book racks.	Notebook holder.
Electric switch bases (2).	Gun-stock repaired.
Skiis.	Fishing tackle box.
Card files.	Fishing tackle (ice).
Receipt file box.	Cartridge carrier.
Toy sail boats (2).	Jumping standards.
Wood drums.	Small table.
Erector boxes (2).	Submarine model.
Clothes sticks (2).	Doll tables (2).
Medicine cupboard.	Loose coupler for wireless.
Stand for sounder.	Pencil stands.
Penholder and watch stand (2).	Sharpening carving tools (11).
Paddle rack.	Hatchet handle.
	Box kite.

JOINERY AND CABINET MAKING.

February, 1915–February 15, 1916.

MADE FOR THE SCHOOLS.

Drawing boards (33).
 Tee squares (35).
 Card files (several).
 Moulding boards for Walker cooking school (30).
 Bird houses for Rollins park (13).
 Drawing tables for High school (31).
 Moulding boards for foundry (6).
 Tomahawks for pageant (65).
 Poles for banners for schools (15).
 Medicine cupboards for schools (3).
 Jumping standards.
 Umbrella stands for Walker school (6).
 Large cutting table for Walker sewing-room.
 Flagstuffs (2).
 School signs (3).
 Drawer for motor bench.
 Victrola stand for Kimball school.
 Dictionary stand for Parker school.
 Drawers for lockers (18).
 Paper cases (5).
 Cement, mould.
 Bookcase for High school.

MADE FOR THE HOMES.

Oriental Taboret.	Round tables (3).
Morris chair.	Dictionary stand.
Music cabinet.	Nail box.
Bookcase.	Umbrella stand.
Screens (3).	Cross-bar for sleigh.
Library Tables (10).	Helix.
Medicine cupboards.	

IN PROCESS AT THE PRESENT TIME.

Woodworking benches for the Morrill school (24).

BLACKSMITHING.

Tool steel punches (10).
Sleds ironed (4).
Forge tongs (2).
Double runners ironed (2).
Riveting tool.
Heading tool.
Ice chisel.
Box openers (9).
Automobile front axles (2) for "Lad's car."
Automobile irons for "Lad's car."
Universal joint for "Lad's car."
Toasting fork.
Bolts for milling machine (10).
Repairs on stanchion chain.
Stove poker.
Irons for carving bench.
Iron braces.
Furnace poker.
Cleaning rod.
Ash sifter hooks.
Pipe hanger.
Brackets for school signs.

MACHINE SHOP PROJECTS.

(Including sketching, pattern-making, and some black-smithing.)

One 1-cylinder 2 H. P. gasoline engine.
One 2-cylinder 6 H. P. gasoline engine.
One 1-cylinder 2 H. P. gasoline engine for school.
Bench grinders (6).
Machinists' hammers (10).
Brass hammers (2).
Steel mandrels (8).
Tee rest for 8-inch lathe.
Square thread taps 1-inch, 4 pitch (3).
Centers for lathes (2).
Guard for shaper belt.
Jacks for milling machine (4).
Rockers for lathe tool post (2).
Pair of 6-inch calipers (1).
.22 calibre cannon and mount (1).
Flash pins for moulding department.
Repairs on 12 block planer (made new rollers).
Round nose tools (12).
Valves turned and seat ground for auto.
Core-plates squared up (6).
Pairs of shears sharpened (14).
Gasoline pipe unions.
Prick punches (4).
Slotting tool for shaper.
Jig for boring pistons.
Pulleys and shafts for room 2 (2).
Idle pulley and bracket for printing press.
Facing tool for valves.
Grinding meat chopper cutters.
Pinion for drill press.
Grinder for forge shop.
Pulley for electric motor.

Rails for chip boxes.
Machinist vise handle.
Manifold for gas engine.
Stud bolts (2).
Screws for pulleys.

ERECTING.

Setting up milling machine and putting up countershaft.
Setting up shaper and putting up countershaft.
Setting up grinder and putting up countershaft.
Lining up and leveling lathes.

IN PROCESS.

Chair-irons, High school.
Gasoline engine, 4 H. P.
Gasoline engine, 2 H. P. (2).
Gasoline engine, 4 H. P., 2 cylinder (2).
Piston jig.
.38 calibre cannon and mount.
Household grinder.
Bench grinder.
Boring arbor for miller.
Ash can carrier.
Grain truck.
Iron vise.
Grate shaker, Walker school.

REPORT OF THE TRUANT OFFICER FOR THE YEAR ENDING JUNE 29, 1915.

MONTHS.	ABSENTEES.										TRUANTS.							
	Absentees re-ported from.		No. volun-tarily returned.		No. caused to attend.		No. not re-ported.		No. found sick and unable to attend.	No. otherwise unavoidably detained.	No. not found.	Truants not enrolled found on streets.	No. truants caused to attend.		No. school age found on streets in school hours.	No. parents visited.	No. temporarily confined at police station.	No. brought before the courts.
	City schools.	Parochial schools.	City schools.	Parochial schools.	City schools.	Parochial schools.	Caused to attend.	Unable to attend.					City schools.	Parochial schools.					City schools.	Parochial schools.
1914																		
September	41	3	36	2	5	1	2	1	4	20	0	4	4	4	7	39	3	2
October	41	9	36	4	9	5	4	4	3	31	7	3	3	3	7	56	1	1
November	64	9	52	3	12	6	4	2	7	40	4	3	4	4	12	74	.....	.....
December	34	8	26	0	5	2	2	2	4	22	6	3	5	3	12	40	0	.....
1915																		
January	74	6	49	3	19	3	4	2	9	40	36	3	4	1	20	81	.....	.....
February	57	9	46	6	11	3	4	3	2	40	6	3	10	2	8	62	.....	.....
March	61	6	57	6	6	0	4	2	0	51	10	5	8	1	12	73	0	1
April	84	12	76	8	8	4	3	2	4	70	26	3	10	4	16	92	1	.....
May	60	5	48	3	24	3	9	32	4	49	16	0	2	3	20	64	.....	.....
June	37	4	24	3	10	1	6	4	5	20	14	5	2	4	13	32	1	.....
Total	553	71	460	38	109	28	42	54	42	383	145	5	81	62	127	613	6	4

APPENDIX I.

TWENTY-EIGHTH ANNUAL ELOCUTIONARY CONTEST.

BY THE

PUPILS OF THE PUBLIC SCHOOLS

Of Union School District, at High School Hall, Thursday Evening,
March 2, 1916, at Eight O'Clock.

PROGRAM.

March, "On to Victory," *Reeves*

High School Orchestra.

ORIGINAL DECLAMATION.

1. "Opportunity." Evelyn Fowler, Group 1.
2. "Efficiency as Promoted by Prohibition." Paul Lloyd Bailey, Group 2.
3. "The White Hills; Wards of State and Nation." Richard Metcalf Pearson, Group 1.
4. "In the Land of His Dreams." Marion Vose, Group 1.

March, "Up the Street," *Morse*

Chorus.

FORENSIC DECLAMATION—GROUP 2.

1. "Citizens to Blame," *Folk*
Paul Edwin Ericson, Garrison School.
2. "Goethals," *Mackaye*
Elmer Adolf Hammar, Walker School.
3. "Progress," *South*
George Howard Gordon, Chandler School.
4. "The Southern Soldier," *Grady*
Harold Benjamin Paige, Eastman School.

Violin Solo, "Walther's Preislied," from "Die Meistersinger,"
Wagner-Wilhelmj
 Miss Louise Sweet.

MISCELLANEOUS DECLAMATION—GROUP 2.

1. "How the Camel Got His Hump," *Kipling*
 Ina Letitia Tebbetts, Eastman School.
 2. "How Mose Counted the Eggs," *Anon*
 Cora Eleanor Davis, Garrison School.
 3. "Jerry," *Dickinson*
 Dorothy Mae Scott, Walker School.
 4. "Darius Green and His Flying Machine," *Trowbridge*
 Edith Elizabeth Hook, Chandler School.
- "Old Folk's Medley," *Sheridan*
 Chorus.
- Selection, "The Ivy and the Rose," *Bennet*
 Orchestra.

AWARD OF PRIZES.

Original Declamation—High School, Groups 1 and 2:

First prize, \$15, awarded to Evelyn Fowler.

Second prize, \$10, awarded to Marion Vose.

Forensic Declamation—Junior High School, Group 2:

First prize, \$6, awarded to George Howard Gordon.

Second prize, \$4, awarded to Harold Benjamin Paige.

Miscellaneous Declamation—Junior High School, Group 2:

First prize, \$6, awarded to Dorothy Mae Scott.

Second prize, \$4, awarded to Edith Elizabeth Hook.

BOARD OF JUDGES.

Prof. Henry G. Blount, Pembroke, N. H.

Mr. James A. Massie, Penacook, N. H.

Mr. Frank E. Blodgett, Suncook, N. H.

PRIZE SPEAKING ACCOUNT.

RECEIVED.

Balance from last year's account.....	\$2,854.00	
Interest on same for one year.....	110.12	
Sale of 435 tickets, at 35c.....	152.25	
		\$3,116.37

EXPENDED.

Henrietta C. Bemis, professional services.....	\$50.00	
Prizes, including books	49.50	
English prize composition and expense.....	76.25	
Miscellaneous expense, including selling and taking tickets, music, ushers, etc.....	12.75	
Cash on hand as a guaranty fund for future contests	2,927.87	
		\$3,116.37

STAMP SAVING SYSTEM.

	Saved from March 1, 1915, to March 1, 1916.	Total amount saved since the inauguration of the system.
Cogswell School	\$58.88	\$128.10
Harriet P. Dame School	20.77	229.32
Dewey School	58.58	843.77
Eastman School	7.56	170.42
Franklin School	27.74	551.91
Garrison School	44.37	436.83
Kimball School	27.50	974.01
Merrimack School (in with Walker)		
Tahanto School (in with Walker)		
Chandler School (in with Kimball and Rumford)		
Penacook School	71.15	1,092.71
Rumford School	108.60	2,564.67
Walker School	31.20	688.09
	\$456.35	\$7,679.83

ENGLISH PRIZE ESSAY CONTEST.

Held at Parker School, May 1, 1915.

CONTESTANTS.

Name of pupil.	School.	Class.	Name of class.	Subject.
Nina G. Ramsay.....	Parker.....	1918	Freshman.....	"Queen Elizabeth as Pictured in Kenilworth."
Ruth Chase.....	Parker.....	1918	Freshman.....	"Robin Hood and His Merry Men."
Elizabeth Chase.....	Parker.....	1918	Freshman.....	"Sir Kenneth's Temptation and Its Results."
Glady's B. Burton.....	Parker.....	1918	Freshman.....	"Sir Launfal's Change of Heart."
Anna E. Wilson.....	Chandler.....	1919	Sub. Freshman..	"Ellen's Island."
Lily E. Rowland.....	Parker.....	1919	Freshman.....	"Robin Hood and His Merry Men."
Harold E. L. Vejoy.....	Parker.....	1919	Freshman.....	"Robin Hood and His Merry Men."
George L. Colby.....	Parker.....	1918	Freshman.....	"Robin Hood and His Merry Men."
Bertina M. Wiser.....	Parker.....	1918	Freshman.....	"Sir Launfal's Change of Heart."
Cornelia H. Kimball.....	Parker.....	1918	Freshman.....	"The Coming of Eppie."
Elizabeth Stearns.....	Chandler.....	1919	Sub. Freshman..	"Ellen's Island."
Martha M. Carpenter.....	Chandler.....	1919	Sub. Freshman..	"Ellen's Island."
Louise M. Struders.....	Chandler.....	1919	Sub. Freshman..	"The Prophecy."
Robert F. A. McCormick.....	Parker.....	1919	Freshman.....	"Queen Elizabeth as Pictured in Kenilworth."
Charles Roche.....	Parker.....	1919	Freshman.....	"How Friar Tuck Joined Robin Hood's Merry Band."
George Roulay.....	Walker.....	1920	Sub. Freshman..	"The Story of Virginia."
Amelia Fanny.....	Walker.....	1919	Sub. Freshman..	"Virginia."
Mildred A. Fatterson.....	Walker.....	1920	Sub. Freshman..	"The Character of Brutus."
Ruth L. J. Houghtren.....	Walker.....	1920	Sub. Freshman..	"The Nature Background of the Elegy."
Merion J. Colby.....	Parker.....	1918	Freshman.....	"The Scene in Brutus's Tent."
Maudand LaBelle.....	Parker.....	1918	Freshman.....	"Robin Hood and His Merry Men."
Lois Rundlett.....	Parker.....	1919	Freshman.....	"Robin Hood and His Merry Men."
Pauline M. Lane.....	Parker.....	1919	Freshman.....	"Sir Launfal's Change of Heart."
Mildred E. Keane.....	Parker.....	1918	Freshman.....	"Sir Launfal's Change of Heart."
Marion Briggs.....	Parker.....	1919	Freshman.....	"Grey's Opinion of What is Worth While in Life."
Eva D. Rossell.....	High.....	1916	Senior.....	"The Banquet Scene."
Sadie Rabinovitz.....	High.....	1916	Senior.....	"The Banquet Scene."

Vera L. Hall.....	High.....	1916	Senior.....	"The Part of the Witches in the Play."
Eva A. Hadley.....	Parker.....	1919	Freshman.....	"The Story of Moses and the Green Spectacle."
Ruth Lyford.....	Chandler.....	1918	Sub. Freshman..	"The Prophecy."
Marjorie G. Cheney.....	Parker.....	1918	Freshman.....	"The Coming of Eppie."
Marion Vose.....	High.....	1917	Sophomore.....	"The Story of David and Jonathan."
Helen J. Barker.....	High.....	1917	Sophomore.....	"The Coming of Eppie."
Miriam Batchelder.....	High.....	1917	Sophomore.....	"The Value of Life in the Woods."
Roland Tippet.....	Walker.....	1920	Sub. Freshman..	"The Character of Brutus."
Nathaniel Sawyer.....	Walker.....	1920	Sub. Freshman..	"The Story of Virginia."
Agnes Johnston.....	Parker.....	1918	Freshman.....	"Sir Launfal's Change of Heart."
Rachel S. Barker.....	Parker.....	1918	Freshman.....	"Sir Kenneth's Temptation and Its Results."
Jean F. Stearns.....	Parker.....	1918	Freshman.....	"The Villainy of Varney."
Grace M. Patch.....	Parker.....	1918	Freshman.....	"The Coming of Eppie."
Helen I. Morrison.....	Chandler.....	1919	Sub. Freshman..	"Ellen's Island."
Jean W. Shepard.....	Chandler.....	1919	Sub. Freshman..	"Roman Ideals of Bravery."
Blanche E. Walker.....	Chandler.....	1919	Sub. Freshman..	"Virginia."
Alice E. Smith.....	Chandler.....	1920	Sub. Freshman..	"The Value of Burns's Poems."
Ruth C. Staniels.....	Parker.....	1918	Freshman.....	"Burns's Faults."
Margaret Owen.....	High.....	1915	Senior.....	"The Coming of Eppie."
Helen A. Murphy.....	High.....	1915	Sophomore.....	"The Coming of Eppie."
Evelyn Fowler.....	High.....	1918	Sophomore.....	"The Coming of Eppie."
Helen E. Patterson.....	High.....	1918	Freshman.....	"Sir Launfal's Change of Heart."
Martha V. Scully.....	Parker.....	1919	Freshman.....	"Robin Hood and His Merry Men."
Annie A. Fifield.....	High.....	1918	Sophomore.....	"The Coming of Eppie."
M. Charlene I. Pettengill.....	Parker.....	1919	Freshman.....	"Sir Launfal's Change of Heart."
Rachel R. Georrie.....	Parker.....	1919	Freshman.....	"The Story of Virginia."
Grace M. Hestell.....	Chandler.....	1920	Sub. Freshman..	"Virginia."
Evelyn D. McAlpine.....	Eastman.....	1919	Freshman.....	"Sir Launfal's Change of Heart."
Rupert V. LaHelle.....	Parker.....	1919	Sub. Freshman..	"The Story of Virginia."
Eric M. Haskell.....	Chandler.....	1920	Sub. Freshman..	"The Story of Virginia."
Edward Haskell.....	Chandler.....	1920	Sub. Freshman..	"The Character of Brutus."
Eric M. Sandquist.....	Chandler.....	1919	Sub. Freshman..	"The Story of Virginia."
Caleb J. Marsten.....	Chandler.....	1919	Sub. Freshman..	"The Prophecy of Eppie."
Emile J. Cote.....	High.....	1917	Sophomore.....	"The Coming of Eppie."
Richard M. Peabank.....	High.....	1916	Junior.....	"The Character of Brutus."
Richard M. Pearson.....	High.....	1916	Junior.....	"The Character of Brutus."
Paul B. Flanders.....	High.....	1916	Junior.....	"The Meaning of Self Reliance."
Irene R. Benenhill.....	Parker.....	1919	Freshman.....	"Why Sillas Became a Miser."
Estela R. Stone.....	Parker.....	1919	Freshman.....	"The Apperance and the Character of the Mariner."
Corra A. M. Shepard.....	Parker.....	1919	Freshman.....	"The Apperance and the Character of the Mariner."
Nellie Wall.....	Chandler.....	1919	Sub. Freshman..	"The Prophecy."
Alida R. Duiraine.....	Chandler.....	1920	Sub. Freshman..	"The Story of Virginia."

ENGLISH PRIZE ESSAY CONTEST.—Continued.

CONTESTANTS.

Name of Pupil.	School.	Class.	Name of class.	Subject.
Dorothy E. Watson	Chandler.....	1920	Sub. Freshman..	"Virginia."
Laura D. Phillips.....	Parker.....	1919	Freshman.....	"The Coming of Eppie."
Mary E. Stearns.....	High.....	1917	Junior	"The Scene in the English Court at Agincourt."
Dorothy P. Kendall.....	High.....	1916	Junior	"The Character of Joan of Arc."
Edna M. Osborne.....	High.....	1917	Junior	"Guinevere."
Esther A. Catkin.....	High.....	1917	Junior	"The Vision of Sudden Death."
Goldie V. Morrison.....	High.....	1917	Junior	"The Scene in the English Camp at Agincourt."
Mary A. Lake	High.....	1917	Junior	"Guinevere."
Frederick T. Marden.....	High.....	1916	Senior.....	"Nature, Pictures in L'Allegro and Il'Pensoso."
Herbert R. Hill.....	Walker.....	1919	Sub. Freshman..	"Ellen's Island."
Bradley L. Baker.....	High.....	1917	Junior	"Guinevere."
Wells E. Tenney.....	High.....	1917	Junior	"The Vision of Sudden Death."
Haskell H. Cohn.....	Parker.....	1918	Freshman.....	"The Scene in Brutus's Tent."

GENERAL PRIZES—First prize, \$6, awarded to Richard Metcalf Pearson, High School; second prize, \$4, awarded to Vera Lillian Hall, High School.
 GRADE PRIZES—Classes U, V, first, \$3, awarded to Vera Lillian Hall, class U; second, \$2, awarded to Sadie Rabinovitz, class U. Classes S, T, first, \$3, awarded to Richard Metcalf Pearson, class T; second, \$2, awarded to Esther Addie Calkin, class S. Classes Q, R, first, \$3, awarded to Miriam Batchelder, class Q; second, \$2, awarded to Evelyn Fowler, class Q. Classes O, P, first, \$3, awarded to Nina Grace Ramsay, class P; second, \$2, awarded to Eva Alice Hadley, class O. Classes M, N, first, \$3, awarded to Helen Irene Morrison, class N; second, \$2, awarded to Mildred Augusta Patterson, class M.

SCENES FROM CONCORD HISTORY.

Presented by the Parker school, at White Park, June 7, 1915, at 4.15 p. m., in honor of the one hundred and fiftieth anniversary of the chartering of Concord.

“Look kindly at this effort to call up the ghosts of our dim past.”
—*Whittier*.

THE PROLOGUE.

The Spirits of Concord, Rumford and Penacook.

“The Present moves attended
With all of brave and excellent and fair
That made the old time splendid.”—*Lowell*.

A Rumford lass wandering in the forest meets an Indian maid, who after greeting her gravely, invites her to dance. At first the little settler is reluctant, not so much through fear of the Indian girl as of the wild and unaccustomed life she represents. By a brief but frolicsome dance, Penacook wins her sympathy and they dance together. The knowledge of the wild, the freedom and unstudied grace of nature, come to Rumford through association with the child of the forest. The spirit of Concord appears, dim at first but slowly drawing nearer—a gracious vision of the city that is to be. The two of olden time allure her by their winsome play to dance with them. Soon the white-clad spirits of the Future appear to conduct Concord afar. She goes with them, serene, confident of what will be. The Indian and settler return to the dim of the Past.

INCIDENT I.

The Bridal of Penacook, or The Legend of Weetamoo.

—*Whittier*.

1631.

EPISODE I. *The Wedding.*

“In their sheltered repose looking out from the wood,
The bark-built wigwams of Penacook stood.”

- (a) Weetamoo greets her father, Passaconaway, chief of the Penacook Indians. Entrance of Winnepurket.

“For the Saugus Sachem had come to woo
The Bashaba’s daughter, Weetamoo.”

- (b) The wedding dance.

“The step was quicker, the song more shrill,
And the beat of the small drums louder still
Whenever within the circle drew
The Saugus Sachem and Weetamoo.”

- (c) Interruption from an aged medicine man with a prophecy of coming evil. Departure of Weetamoo and Winnepurket to the latter’s home.

EPISODE II. *The Return to Penacook.*

“Yet midst the desolate things of sound and view,
Thru the long winter moon smiled dark-eyed Weetamoo.”

- (a) Weetamoo meets her husband returning from the trail. She dances for him.

“Her heart had found a home,
For o’er those hills and from that dreary plain,
Nightly she welcomed home her hunter chief again.”

His interests, nevertheless, are centered only on the fight and hunt.

- (b) Entrance of messenger from far-off Penacook. Requests that Weetamoo be allowed to visit her old home.
(c) Permission granted by the council.

EPISODE III. *The Fate of Weetamoo.*

“No dusky messenger from Saugus brought
The grateful tidings which the young wife sought.”

- (a) Passaconaway confides to his warriors that Weetamoo, although happy at first to be with her people, has become anxious that Winnepurket has not summoned her back to her home.

Message sent to Saugus Sachem:—

“Eagle of Saugus—in the woods the dove
Mourns for your sheltering wings of love.”

- (b) Entrance of runner with return message:—

“If now no more a mat is found
Of all which line her father’s wigwam round,
Let Penacook call out his warrior train
And send her back with wampum gifts again.”

Anger of Passaconaway. Refuses to allow Weetamoo to return.

- (c) Weetamoo determines to go to Winnepurket. Tells her plans to two Indian maidens. Departure.

“Sick and aweary of her lonely life,
Heedless of peril, the still faithful wife
Had left her mother’s grave, her father’s door,
To seek the wigwam of her chief once more.”

- (d) Messenger arrives with news that Weetamoo has met her fate in the treacherous falls of the Merrimack.

Lament of the Indian women—

“The Dark eye has left us,
The Spring Bird has flown.
On the pathway of spirits
She wanders alone.
The song of the wood-dove has died on our shore,—
Mat wonch Kunna—monee! We hear it no more.”

INCIDENT II.

Heroic Action of Hannah Dustin, March 15, 1697.

EPISODE I. *Arrival of Captives.*

“Thy Penacook valley was fairer than these,
And greener its grasses and taller its trees.”

On an island near Penacook, the squaws and children are awaiting the arrival of the braves. A captive boy, Leonardson, is with them. Warwhoops are heard. The war party returns dragging with them two captives, Hannah Dustin and Mary Neff. The dance of victory is performed. The war party goes on, leaving the prisoners with only a few Indians as guards.

EPISODE II. *Prisoners in the Indian Camp.*

Indians taunt the captives. Squaws jeer and laugh at the women. They torment them. One little child offers berries, but the Indian

mother strikes him and tramples the berries. Finally, the Indians withdraw to wigwams, and the captives are alone.

EPISODE III. *The Plot.*

Hannah Dustin plans escape. Discloses her plan to Mary Neff and Leonardson. Questions the boy about Indian customs. Plans that Leonardson get Indian to teach him how to use the tomahawk. An old Indian appears. The boy flatters him into teaching him the stroke. Indian leaves. Hannah Dustin persuades Mary Neff to join in killing the Indians. All practice with the tomahawk as Leonardson teaches them.

EPISODE IV. *The Deliverance.*

The drunken Indians sleep heavily. Hannah Dustin, Mary Neff and Leonardson steal upon them. They kill and scalp the savages.

“Above the sleeping warrior’s life
Gleams quick and keen the scalping knife.”

One squaw escapes. The child that gave the berries is saved.

“And on the greensward many a stain
And here and there the mangled slain.”

EPISODE V. *The Departure for Haverhill.*

Leonardson steals a canoe. While on his way to boat, Hannah goes back to be sure all are dead. They embark in canoe. Return of escaped squaw with Indian party. They search for the captives. They carry away the dead Indians.

“By moonlight sped the Merrimack along his bed.”

INCIDENT III.

The Settling of Penny Cook, May 13, 1726.

EPISODE I.

The search for a new home. Arrival of settlers from Massachusetts colony. They pass slowly by on horseback looking for a new site for a settlement. One, Captain Eastman, returns. Catches view of lake. Looks to surrounding hills. Signals to the others. All retrace the path. Captain Eastman points out advantages. All investigate and

agree. Dismount and stand as if in prayer. Move slowly off in pleasant conversation.

EPISODE II.

Wattanummon's grant. Captain Eastman and men start to mow the field. Work industriously with little outlook for Indians. Sudden appearance of Wattanummon and his braves. Orders settlers to stop mowing. They refuse. Altercation begins. Captain Eastman interferes. Pacifies Wattanummon with soothing words and produces jug. Wattanummon tastes and then drinks. Refuses to allow Captain Eastman to offer jug. Wattanummon offers Eastman the land and receives jug in return. Settlers return to their work. Indians withdraw. Settlers stop work at sound of dinner horn.

INCIDENT IV.

The Bradley Massacre, August 11, 1746.

EPISODE I. *The Ambush.*

“Just on the margin of the wood
Wild from their native wilderness.”

- (a) Indians plot the massacre.
- (b) Retire to ambushade.

EPISODE II.

- (a) Indian awaits the coming party. Stays on watch until he hears the approach of the party coming from Rumford garrison on their way to the mill.
- (b) Daniel Gilman pursuing a hawk passes Indian in safety. The rest of the party follow.

“Quiet and calm without a fear of danger lurking near.”

- (c) When the Rumford men are opposite the Indian ambushades, the Indians open fire. Peters, Lufkins and Bean fall. The second volley is answered by the Bradleys. Samuel Bradley falls. Indians surround the rest. Stickney and Roberts are captured. Lieutenant Bradley, refusing quarters, fights alone until he is killed.

“Then smote the Indian tomahawk.”

EPISODE III. *Indian Triumph.*

- (a) Indians loot bodies. Join in war dance. Three shots from Rumford garrison interrupt the rejoicing. All flee.

EPISODE IV. *The Relief.*

- (a) Captain Ladd's company arrives on the run.
- (b) Men attempt to revive fallen comrades. Search for Indians.
- (c) Arrival of ox-cart from Rumford. Dead bodies are placed in the cart.
- (d) Friends and neighbors escort the ox-cart and its sad burden back to Rumford.

INCIDENT V.

Visit of General Fafayette to Concord, June 22, 1825.

EPISODE I. *The Arrival.*

- (a) Arrival of Lafayette. Greetings from citizens.
- (b) Speech of welcome made by Hon. William A. Kent.
- (c) Introduced to veterans.

EPISODE II. *Greetings to School.*

- (a) Greeted by pupils of a girls' school.
- (b) Girls give drill.
- (c) Lafayette's compliments to school-mistress.

EPISODE III. *The Reception.*

- (a) Escorted to Madame Kent's house.
- (b) Reception to dignitaries.
- (c) The minuet.

EPISODE IV. *The Departure.*

- (a) Farewell to Lafayette.
- (b) Presentation of bouquet by Miss Mary Clark.

FINAL TABLEAU.

Audience is requested to join in the singing of "The Star Spangled Banner."

"This we know, that the greatest lustres of our past already tend to fade in our memory, not because nothing that the past has accomplished can content us; because we are looking for greatness beyond greatness, truth beyond truth ever yet spoken. The ideal of a republic is built on the uncommon fineness in the common man! To live for that ideal is the true Americanism, the larger patriotism. To that ideal, not on the field of battle as in Europe, but in the arduous toil of peace let us be willing to give the 'last full measure of devotion.'"—*Felix Adler*.

ANNUAL SCHOOL MEETING WARRANT.

STATE OF NEW HAMPSHIRE.

*To the Inhabitants of Union School District in Concord
qualified to vote in district affairs:*

You are hereby notified to meet at the Auditorium, on Prince street in said district, on the first day of April, nineteen hundred fifteen, at 7.30 o'clock in the evening, to act upon the following subjects:

1. To choose a moderator for the ensuing year.
2. To choose a clerk for the ensuing year.
3. To hear and act upon the report of the Board of Education for the past year.
4. To choose three members of the Board of Education to hold office for three years to fill the vacancies arising from the expiration of the term of office of William H. Sawyer, Carrie E. Evans, and Edward C. Niles, and to fill any other vacancies that may occur in said board.
5. To choose one or more auditors for the ensuing year.
6. To see what sum of money the district will raise and appropriate for the payment of the debts of the district.
7. To see what sum of money the district will raise and appropriate for the support of schools for the ensuing year, including industrial education, military drill, and calisthenics.
8. To see if the district will authorize the Board of Education to sell the Tahanto schoolhouse and lot located in Fosterville, so called, either by private sale or by public auction.
9. To see if the district will authorize the Board of Education to purchase, fit up, and equip an athletic field for

the use of the schools of the district, and raise and appropriate money for the same.

10. To transact any other business that may legally come before said meeting.

Given under our hands this 15th of March, 1915.

EDWARD C. NILES,
CARRIE E. EVANS,
GEO. H. MOSES,
FANNY E. MINOT,
WILLIAM H. SAWYER,
DENNIS E. SULLIVAN,
LILIAN R. SHEPARD,
OMAR S. SWENSON,

Board of Education of Union School District.

I certify that on the sixteenth day of March, 1915, I posted a copy of the written warrant, attested by the Board of Education of said district, at the place of meeting within named, and a like attested copy at the police station in the city of Concord, N. H., being a public place in said district.

L. J. RUNDLETT.

CONCORD, N. H., March 16, 1915.

Then personally appeared before me, on this date, the said Louis J. Rundlett, and made oath that the above certificate by him signed is true.

GEORGE N. FELLOWS,
Justice of the Peace.

In accordance with the foregoing warrant, a meeting of the legal voters of Union School District was held at the Auditorium on Prince street, in said district, on the evening of April 1, 1915, at 7.30 o'clock.

On motion of George H. Moses, I. Eugene Keeler was elected clerk *pro tem*, and took the oath of office before Louis C. Merrill, moderator of said district.

ARTICLE 1. On motion of Harry H. Dudley, one ballot was cast by the clerk for Louis C. Merrill for moderator, and he was declared elected.

ART. 2. On motion of Henry H. Metcalf, one ballot was cast for Fred Leighton for clerk, and he was declared elected.

ART. 3. On motion of Edward C. Niles, the report of the Board of Education, having been printed, was accepted and ordered on file without reading.

ART. 4. On motion of George H. Moses, duly seconded, it was voted to proceed to the election of three members of the Board of Education, to serve for three years, on one ballot, the polls to be kept open until 8.30 p. m. Henry H. Chase, Eben M. Willis and Arthur C. Sturtevant were elected tellers, on motion of John P. George.

ART. 5. On motion of Harry F. Lake, John P. George and Henry H. Metcalf were nominated for auditors of the district for the ensuing year. Mr. George declined to serve and placed in nomination, in his stead, Anson S. Marshall. One ballot was cast for Mr. Metcalf and Mr. Marshall, and they were declared elected.

ART. 6. On motion of Alpheus M. Johnson, the following resolution was adopted:

Resolved, That there shall be raised and is hereby ordered to be raised by tax on the polls and ratable estates within Union School District the sum of seventeen thousand two hundred seventy-five dollars (\$17,275.00), of which sum eight thousand dollars (\$8,000.00) shall be appropriated for the payment of bonds maturing July 1, 1915, and nine

thousand two hundred seventy-five dollars (\$9,275.00) for the payment of interest on its funded debt accruing during the year.

ART. 7. On motion of Charles S. Parker, the following resolution was adopted :

Resolved, That there shall be raised and is hereby ordered to be raised by tax on the polls and ratable estates within Union School District and appropriated for the support of schools for the ensuing year such a sum as in addition to the sum assigned to the district by the city of Concord out of its appropriation for schools will amount to the sum of one hundred four thousand eight hundred seventy dollars and ninety-eight cents (\$104,870.98).

ART. 8. On motion of George H. Moses, the following resolution was adopted :

Resolved, That the Board of Education be authorized to sell the Tahanto School building and lot situated in Foster-ville, so called, either by public auction or by private sale.

ART. 9. On motion of Robert Jackson, the following resolution was adopted :

Resolved, That there shall be raised and is hereby ordered to be raised on the polls and ratable estates within Union School District and appropriated for purchasing, fitting up, and equipping an athletic field for the pupils of the public schools of the district the sum of five thousand dollars (\$5,000.00).

The ballot for three members of the Board of Education, to serve for three years, resulted as follows :

Whole number of votes cast,	731
Necessary for a choice,	366
W. Hammond had	2
Joseph S. Otis had	284
Charles Duncan had	457
Edward C. Niles had	686
Osma C. Morrill had	714

and Charles Duncan, Edward C. Niles and Osma C. Morrill were declared elected members of the Board of Education of Union School District, to serve for three years.

No further business appearing, it was voted to adjourn, on motion of Arthur H. Knowlton.

A true record. Attest:

I. EUGENE KEELER,

Clerk pro tem.

APPENDIX II.

TABLE OF ATTENDANCE FOR THE YEAR ENDING JUNE 18, 1915.—Concluded.

SCHOOLS.	Length of school in weeks of five days.	Aggregate number of days lost by reason of holidays, bad weather, etc.	Whole number of different pupils		Number of different pupils.		Average daily attendance.	Average daily absence.	Average membership.	Per cent. of attendance (based on average membership).	Number of cases of tardiness.	Average number of tardinesses to a pupil.	Whole number of different pupils under five years of age.	Whole number of different pupils between five and sixteen years.	Whole number of different pupils between five and eight years.	Whole number of different pupils between eight and fourteen years.	Number of visits by the superintendent.	Number of visits by the school board.	Number of visits by parents, citizens and others.	Number of cases of corporal punishment.	Number of square feet of blackboard surface in your room.	Number of pupils not absent or tardy during the year.		
			Boys.	Girls.	Boys.	Girls.																	Total.	Total.
KINDERGARTEN.																								
Walker.....	35.4	13	34	82	66	0	0	35.58	8.18	43.76	81.3	.38	31	35	0	35	0	10	3	133	0	208	1	
Garrison.....	35.6	12	12	18	30	0	0	20.66	4.58	25.24	81.84	.12	7	23	0	23	0	2	2	56	0	152	3	
Rumford.....	38.	12	21	20	41	0	0	31.74	4.	35.	90.68	.14	31	34	0	34	0	7	2	92	0	20	2	
Kimball.....	35.6	12	29	18	47	0	0	25.21	9.63	34.84	72.	.38	80	10	37	0	37	0	7	0	130	0	280	0
Dewey.....	36.5	15	32	14	46	0	0	35.08	2.64	37.72	93.	.27	18	28	0	28	0	4	2	64	0	163	0	
Total.....	36.2	64	128	102	230	0	0	148.27	29.03	176.56	83.76	.129	73	157	0	157	0	30	9	475	0	823	6	
Grand total.....	35.8	722.5	1,420	1,515	2,935	52	59	2,497.22	187.61	2,677.17	92.54	.47	74	2,471	390	689	1,406	544	73	2,522	0	8,133,517	290	

HIGH SCHOOL TABLE

Showing the Number of Students Taking Each Study,
First Semester, 1915-1916.

SUBJECTS.	GROUP II.				GROUP I.								Total.
	Class.				Class.								
	M.	N.	O.	P.	Q.	R.	S.	T.	U.	V.	Spe- cial.	Post Grad.	
English	103	59	162	60	130	65	93	63	82	29	.....	1	847
Greek					2	4	3						9
Latin	26	14	28	15	27	16	18	7	11	4			166
French			46	12	124	48	74	30	24	15			373
German							13	9	7	4			33
United States History	103	59							91				253
Ancient History			85	25									110
English History							38	20					58
Mediæval and Modern History					9	10	7						26
Commercial History			64	18									82
Mathematics, Advanced									2				2
Mathematics, Review								18	14				32
Algebra			138	54									192
Geometry, Plane					60	37						2	99
Arithmetic, Commercial					46		1						47
Arithmetic, Common School	103	59											162
Book-keeping					45	17	39	23	25	9			158
Stenography						25	34	15	20	9	1	2	107
Typewriting						25	37	17	23	9	1	2	114
Penmanship	103	59	49	18	45	17	39	23	25	9			387
Geography, Commercial			64	18									82
Chemistry									32	7			39
Physics							48	19					67
Biology					10	6	1	4	1				22
Commercial Law										13			13

HIGH SCHOOL TABLE.—*Concluded.*

SUBJECTS.	GROUP II.				GROUP I.								Total.
	Class.				Class.								
	M.	N.	O.	P.	Q.	R.	S.	T.	U.	V.	Spe- cial.	Post Grad.	
Economics										35			35
Hygiene	103	59											162
Spelling	103	59											162
MECHANIC ARTS:													
Wood Work	54	25	33	14	24	13						1	164
Machine Shop Practice							14	5	6	2	3	1	31
Forging				13	24								37
Printing			6	3	5		1	1					16
Mechanical Drawing			33	14	24	13	14	5	6	2	6	1	118
DOMESTIC ARTS:													
Music			23	7	18	7	10	11	12				88
Art and Art Appreciation			23	7	18	7	10	11	12				88
Sewing	49	33	23	7	19	7		1		1			140
Cooking	49	33	23	7									112
Household Sanitation						14							14
Household Mechanical Apparatus					21								21
House Design									12				12
Nursing							10	12					22
House Keeping Accounts									12				12
Freehand Drawing, General	77	45	23	7	24	8	16	11	3				214
Music, Chorus Work	103	59	162	60	70	37	68	48	24	10			641
Music, Orchestra Work	2	1	2	5	6	6	1	1	1				25