

## WARD OFFICERS.

## SUPERVISORS OF CHECK-LISTS.

- Ward 1*—FRANK P. ROBERTSON,  
RICHARD McBRIDE, JR.,  
EPHRAIM ROY.
- Ward 2*—FREEMAN F. POTTER,  
C. E. ROBINSON,  
WYMAN D. STEARNS.
- Ward 3*—CLARENCE R. BLANCHARD,  
ROBERT W. BROWN,  
GUY A. SWENSON.
- Ward 4*—HARRY H. KENNEDY,  
J. WESLEY PLUMMER,  
EDWARD W. LEACH.
- Ward 5*—JOSEPH P. SARGENT,  
ANTONIO J. SOUZA,  
E. W. WALKER.
- Ward 6*—WILL B. HOWE,  
WARREN E. EMERSON,  
ARTHUR H. KNOWLTON.
- Ward 7*—GEORGE A. HILL,  
CARL H. FOSTER,  
HARRIS S. PARMENTER.
- Ward 8*—FRED SMITH,  
CHARLES H. BRESNAHAN,  
JAMES BRANNIGAN.
- Ward 9*—R. E. DONOVAN,  
R. B. GALLAGHER,  
JAMES J. REEN.

**WARD CLERKS.**

- Ward 1*—LOUIS F. CORBETT.  
*Ward 2*—DANIEL W. SANBORN.  
*Ward 3*—EDWARD P. ROBINSON.  
*Ward 4*—LOUIS P. ELKINS.  
*Ward 5*—RAY E. BURKETT.  
*Ward 6*—LOUIS I. MOULTON.  
*Ward 7*—GEORGE B. WHITTREDGE.  
*Ward 8*—CORNELIUS McCORMICK.  
*Ward 9*—F. D. KENNEY.
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**MODERATORS.**

- Ward 1*—JOHN H. ROLFE.  
*Ward 2*—RALPH L. STEARNS.  
*Ward 3*—CHARLES B. CLARKE.  
*Ward 4*—JOSEPH S. OTIS.  
*Ward 5*—EDWARD C. NILES.  
*Ward 6*—CHARLES DUNCAN.  
*Ward 7*—ALBERT W. THOMPSON.  
*Ward 8*—MICHAEL MULCAHY.  
*Ward 9*—BARTHOLOMEW COLLINS.

## MAYORS OF CITY OF CONCORD.

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

HON. JOSEPH LOW,	1853-'54.
" RUFUS CLEMENTS,*	——-'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-'15.
" NATHANIEL W. HOBBS,	1916-

\* Died in office, January 13, 1856.

† Term closed in November, 1880.

‡ Term commenced in November, 1880.



**DEPARTMENT REPORTS.**



# SCHOOL REPORT.

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## BOARD OF EDUCATION, 1916-1917.

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

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### MEMBERS.

#### TERM EXPIRES.

1917.

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

1918.

EDWARD C. NILES, Esq.,	119 School Street
DR. CHARLES DUNCAN,	43 South Spring Street
MRS. OSMA C. MORRILL,	123 North State Street

1919.

HON. HARRY H. DUDLEY,	89 North State Street
MRS. LILLIAN R. SHEPARD,	Hutchins St., West Concord
REV. CHARLES H. WING,	72 North State Street

## STANDING COMMITTEES.

## FINANCE.

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

MR. NILES.	MRS. MINOT.	DR. DUNCAN.
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## GRAMMAR SCHOOLS.

DR. SULLIVAN.	MR. WING.	MRS. SHEPARD.
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## PRIMARY SCHOOLS.

MRS. MINOT.	MR. WING.	MRS. SHEPARD.
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## KINDERGARTENS.

MRS. MORRILL.	DR. DUNCAN.	MRS. SHEPARD.
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## BUILDINGS AND REPAIRS.

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

MR. WING.	MRS. MORRILL.	MR. DUDLEY.
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## HYGIENE.

DR. SULLIVAN.	MRS. MORRILL.	DR. DUNCAN.
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## MANUAL TRAINING.

*Wood and Iron.*

MR. SWENSON.	MR. DUDLEY.	DR. DUNCAN.
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*Sewing and Cooking.*

MRS. MINOT.	MRS. SHEPARD.	MRS. MORRILL.
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## MUSIC.

MRS. MORRILL.      MR. SWENSON.      MRS. SHEPARD.

## DRAWING.

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

## TEXT-BOOKS.

MR. NILES.      MRS. MINOT.      MR. WING.

## TRAINING SCHOOL.

MRS. SHEPARD.      MR. WING.      DR. SULLIVAN.

## NIGHT SCHOOL.

DR. SULLIVAN.      MRS. MORRILL.      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. Telephone, 55 M.

**ATTENDANCE OFFICER.**

ARTHUR JAMES TAYLOR.

6 Avon Street. Office: Parker School.

Hours: 8.45 to 9 a. m., 1.45 to 2, 4 to 5 p. m.  
Telephone, 725M.

**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.

Telephone, 702.

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**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. Telephone, 321M.

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**OFFICERS OF THE DISTRICT.**LOUIS C. MERRILL . . . . . *Moderator.*HERBERT W. RAINIE . . . . . *Clerk.*HENRY H. METCALF AND ANSON S. MARSHALL *Auditors.*

## REPORT OF THE BOARD OF EDUCATION.

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*To the Citizens of Union School District:*

The past year of our school life has been comparatively uneventful. And yet, as always, there have been such changes and innovations as accompany and mark a healthy growth.

The ungraded school for pupils who for one reason or another are retarded in their school work has increased both in attendance and in usefulness. The dental clinic, conducted through the public-spirited generosity of the dental profession, is doing a most useful work, and, to use a trite but expressive phrase, is filling a long-felt want,— a want the full extent of which was not appreciated until the means for meeting it were supplied.

Within five or six years all the salaries of the teachers in the district have been substantially increased. And yet the recent marked increase in the general cost of living has made it apparent that the salaries as at present fixed are in many if not in all cases inadequate. It must be certain that if they were right when established, they are not right now. To raise the greater part of the salaries fifty dollars a year, according to a schedule prepared by a committee of the board, would involve an additional annual expense of about five thousand dollars. To raise them all on the basis proposed by the teachers' association would cost about fourteen thousand dollars annually. The question will be submitted to the voters at the annual district meeting, that they may pass upon it intelligently and themselves assume the responsibility for whatever increase is made.

A thorough inspection of all our school buildings has disclosed the fact that a number of the older buildings fall far

short of the legal requirements in regard to lighting. The law upon this point is explicit, and demands action on our part. Appropriations will be requested sufficient to meet the expense of the requisite reconstruction.

Respectfully Submitted,

EDWARD C. NILES,  
DENNIS E. SULLIVAN,  
FANNY E. MINOT,  
OMAR S. SWENSON,  
CHARLES R. DUNCAN,  
OSMA C. MORRILL,  
HARRY H. DUDLEY,  
LILLIAN R. SHEPARD,  
CHARLES H. WING,

*Board of Education.*

## REPORT OF FINANCIAL AGENT OF UNION SCHOOL DISTRICT.

MARCH 23, 1916 TO MARCH 20, 1917.

LOUIS J. RUNDLETT, AGENT.

### RECEIVED.

Balance on hand March 23, 1916,	\$815.99
Received from city, appropriated by law,	39,028.09
appropriated by Union School	
District,	76,374.60
literary fund,	2,035.20
dog tax,	1,117.83
Abial Walker fund,	34.30
cash sales for miscellaneous,	140.49
supplies,	15.29
repairs,	8.30
trucking,	2.87
manual training,	363.23
text-books,	208.34
tuition,	4,259.28
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	\$124,403.81

### EXPENDED.

Fuel,	\$7,203.95
Miscellaneous,	1,573.21
Supplies,	2,181.82
Repairs,	3,791.35
Trucking,	202.16
Transportation,	1,184.17
Care of houses (maintenance),	362.98
Care of houses (salaries),	6,982.20
Insurance,	992.50

Manual training (maintenance),	\$1,655.12
Manual training (salaries),	9,759.03
Military drill (maintenance),	40.00
Military drill (salaries),	84.20
Salaries,	78,087.80
Text-books,	5,655.74
Night school (maintenance),	1.60
Night school (salaries),	330.00
Balance,	4,315.98
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	\$124,403.81

CONCORD, N. H. March 21, 1917.

We hereby certify that we have examined the foregoing accounts of the financial agent of Union School District, and find the expenditures correctly cast and a proper voucher for each item.

HENRY H. METCALF,  
JOHN P. GEORGE,  
*Auditors.*

COST PER CAPITA.

Cost per pupil, including all current expenses . . . . .	\$41.14
Cost per pupil, including all current expenses, based on average membership . . . . .	45.19
Cost per pupil for tuition, including music, draw- ing, superintendent, etc. . . . .	26.18
Cost per pupil for tuition, exclusive of music, drawing and superintendent . . . . .	24.32
Cost per pupil for tuition, exclusive of music, drawing, superintendent, in all schools below the high school . . . . .	18.39
Cost per pupil for tuition, exclusive of music, drawing, superintendent, in the high school . . . . .	36.28

Cost per pupil for text-books and supplies in all schools . . . . .	\$1.93
Cost per pupil for text-books and supplies in high school . . . . .	2.03
Cost per pupil for text-books and supplies in all schools below high school . . . . .	.27
Cost per pupil for kindergarten material . . . . .	.85
Cost per pupil for kindergarten material and tuition . . . . .	25.68
Cost per pupil for paper . . . . .	.72
Cost per pupil for pens . . . . .	.01
Cost per pupil for pencils . . . . .	.006
Cost per pupil for manual training, entire . . . . .	7.69
Cost per pupil for manual training, salaries . . . . .	6.57
Cost per pupil for manual training, material . . . . .	1.11
Cost per pupil for wood and iron-working, inclusive of instruction . . . . .	14.40
Cost per pupil for wood and iron-working, exclusive of instruction . . . . .	1.93
Cost per pupil for cooking, inclusive of instruction . . . . .	4.14
Cost per pupil for cooking, exclusive of instruction . . . . .	1.97
Cost per pupil for sewing, inclusive of instruction . . . . .	3.33
Cost per pupil for sewing, exclusive of instruction . . . . .	.04
Cost per pupil for drawing, inclusive of instruction . . . . .	.71
Cost per pupil for drawing, exclusive of instruction . . . . .	.11
Cost per pupil for music, inclusive of instruction . . . . .	.52
Cost per pupil for music, exclusive of instruction . . . . .	.04
Cost per pupil for military drill, inclusive of instruction . . . . .	.28
Cost per pupil for military drill, exclusive of instruction . . . . .	.09

TUITION RECEIPTS.	
High School . . . . .	\$3,627.41
Walker School . . . . .	18.47
Garrison School . . . . .	10.42
Eastman School . . . . .	130.01
Rumford School . . . . .	97.47
Kimball School . . . . .	126.32
Penacook School . . . . .	9.79
Dewey School . . . . .	42.00
Dewey Training School . . . . .	80.00
Harriet P. Dame School . . . . .	117.39
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	\$4,259.28

## REPORT OF THE SUPERINTENDENT OF SCHOOLS.

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

In compliance with the rules of your honorable body, I am offering my thirty-second annual report upon the condition of the schools under your charge, it being the fifty-first of its series.

National concern has been more particularly directed toward questions of war, peace, and commerce than anything else. However, educational endeavor has not been relaxed nor means neglected to bring it forcibly to public notice. The junior high school has come to stay and is fast growing in public favor. Vocational education is slowly assuming its proper significance and will eventually prove its right to recognition as a strong element in our educational scheme. Military drill, or physical drill which accomplishes practically the same thing, has its many strong advocates. I hope some measures will be taken to give it a place in our schools if for no other reason than for its good effect physically upon the student body.

Never as before the national government is looking after the naturalization and education of its foreign-born population, seeking to cooperate with local boards of education in the matter of making the night schools of longer duration, more attractive and more efficient. I also call your attention to the movement inaugurated by the General Education Board in connection with the Teachers' College of Columbia University. This movement contemplates a scheme of education radically different from that now generally in use. It is based almost wholly upon ideas promulgated in the last few years which break away from the traditional formal discipline and the so-called cultural studies and deals largely with science and modern languages

as basal elements. The working out of this scheme will be awaited with great concern by all interested in modern progressive ideas.

The State Department still continues its effective efforts to raise the standing of public education in New Hampshire. Secondary school standards particularly are being most carefully looked after and it is time they should be. All movements in any sphere of work aimed at improvement which interferes with traditional methods provoke much acrimonious discussion but such severities almost always come from sources where reform is sadly needed.

The schools of Union School District, generally speaking, are on a higher plane than ever before. They are not perfect, never ought to be, and never will be, but they can be kept at a high standard of excellence if we all bend our energies toward making their condition better each successive year.

#### ATTENDANCE.

The number of pupils in the schools has decreased during the past two years. This is most noticeable in the lowest grades and is largely due to the removal from the city of many who were formerly employed in the railroad shops. From appearances this exodus has about reached its height so that normal gains may be looked for in the succeeding years. One room was discontinued in the Walker School, made possible by closer grading. One room was also given up in the Harriet P. Dame School owing to a decrease in the attendance in the higher grades; however, the increasing enrollment in the lower grades will soon call for its use again.

I think the large attendance in all the high schools is not taken seriously enough by anybody except those immediately concerned. The senior high school with an enrollment of 491 is badly embarrassed for lack of room. The Parker School has 230 pupils, the building being originally intended for 180. The Chandler School with 133 pupils is handicapped badly with but four rooms for use and no

assembly hall. Whether a decreased enrollment in the lower grades will eventually cause a corresponding decrease in the number of high school pupils is a matter of conjecture. The efforts of the attendance officer and the school nurse have been invaluable in maintaining a good average membership. I ask your careful reading of their reports. An unusual number of labor certificates have been issued from the office of the superintendent many of which were taken out by pupils who wish to work Saturdays and after school hours but still remain enrolled as pupils.

#### THE WORK OF THE SCHOOLS.

The special reports cover so much of the detailed work that this report must deal with results viewed from the broader standpoint. The work of any grade can be judged only by a well-defined knowledge of what is good as well as what is bad and in daily visits I try to leave written records of my views respecting both. The high schools of this district are now known as junior high and senior high. This division has been maintained for the past six years with success as is shown by growing efficiency both in scholarship and in discipline. For the most effective working condition these schools must be mutually dependent. This requires that the work be so arranged as to cause a minimum of friction when transition from one school to another is made; that there be a frequent interchange of ideas among the instructors; that there be as much similarity in methods of work as the different conditions and the varying ages of the pupils will admit and that the textbooks used should be sequent in topical content and free from useless repetition. Many of these things we have accomplished to a reasonable extent. Others for obvious reasons have not been advanced as far as they should be.

The conduct of affairs in the senior high school has been creditable to a good degree. This may be seen in the renewed energy of the teaching corps, in a discipline somewhat better maintained and also in positive results from the studies. A weakness in the English course has been partly

obviated by additional effort in the teaching corps but the best results can come only when a logically sequent course has been adopted to supplant the poorly arranged line of work of former years. Such a scheme is now in force in the junior high schools. The best interests of the study demand that the same or similar ideas progressing in logical order be carried on for the two next succeeding years. When this has been accomplished, steady progress will begin to show itself. The course in mathematics is exceptionally strong, having a continuous succession of method throughout the first three years and a comprehensive review during the last year of the course. The excellent results are due to the strong foundation work done in the elementary and the junior high schools and to the admirable finish in the senior high. The corps of mathematics teachers throughout the junior and the senior high schools is one of unusual merit.

Too much care cannot be used in choosing instructors whom we can retain by reason of their conspicuous ability. A continuance of incompetency in the teaching corps makes first-class work impossible.

The junior high schools, stepping-stones to success in the senior high school, have been ably maintained. The line of work and the methods of carrying it out which have prevailed here for the past few years prove to be exceptionally strong. A class in Latin taught by the direct method under Miss Donovan in the Chandler School was novel and forceful but not well-suited to the method which necessarily followed. It is doubtful if any other teacher in the city could have done this as well as Miss Donovan. It was discontinued because none of the succeeding teachers had been instructed in this particular method.

The course in French, beginning in Class O, is now supervised by Miss Averill of the senior high school. The classes in the Parker School taught by Miss Nettleton follow a conversational course to an extent. This work has been the subject of much favorable comment by noted educators. The classes are large and very much interested.

Miller's English Composition was introduced into

Classes M, N, O, and P and seems to be doing excellent work. This series should be continued without interruption through the two lower classes of the senior high school, to make the logical sequence of the work complete. Results in all other branches have been satisfactory in the main.

The elementary schools have reached a stable working basis and the plan pursued is successful. Whatever exception may be taken to this almost invariably is traceable to failures of pupils whose home life is marked by a lack of proper parental control. Penmanship is improving, the primary requirements having been changed. Gain is manifested in every succeeding grade. The language books now in use are thought to be not well-suited for our present needs and they should be replaced by a more modern series. I call your attention to improvement in spelling, in geography and to the general excellence of the reading. The importance of strong work in these grades is too often lost sight of by parents and even by teachers of the higher grades where the accomplishments in school work are more frequently made manifest to the public. We are particularly fortunate in having a teaching force recruited always from trained teachers and also assisted by the senior students of the training school.

The attendance in the kindergartens has fallen off materially this year on account of the infantile paralysis scare of last fall the effects of which are still with us, and also to vicious outside influences calculated to impair the efficiency of this work. The general growth of the kindergarten movement is shown by the fact that 570 new ones were started in the United States last year. In this city ten per cent. more kindergarten children are promoted in the first primary grade than those who have never attended kindergartens. This failure to be promoted represents an economic waste which might be obviated if all children up to six years of age were required to attend these schools.

The special subjects of manual training, cooking, sewing, music, drawing and military drill have experienced a year of prosperity in nearly every instance. The special features

in manual training and sewing are the unusual number of projects which have been consummated.

Cooking has been done on lines similar to those of previous years with the exception of analytic cooking in the senior domestic arts class. This has been carried beyond the requirements approved by the State Department, which has always condemned the subservience of such work to luncheons. This will be better adjusted in the interests of the pupils of this course which is one of the best in the schools.

The Dewey training school still continues to perform its functions in a highly creditable manner. Next June the largest class in its history will be graduated and the state will be greatly benefited by the addition of some fine teachers to its educational force. Thirteen teachers from the senior class have rendered valuable assistance in nearly all of the buildings having elementary grades.

#### SPECIAL SCHOOL FOR BACKWARD CHILDREN.

This school was started as an experiment, March 27, 1916, in one of the unused rooms of the Walker School. Miss Ada B. Martin, one of the regular teaching corps, was placed in charge of it. Miss Martin is very much interested in this kind of work, having received special training for it to some extent.

At the beginning the school was small because attendance was limited to pupils in the Walker building, but after one term's experience, things began to shape themselves so that, with transportation furnished free, pupils from different parts of the city were enabled to attend. The enrollment increased to such an extent that it was thought best to have an assistant and to conduct the school on the one-session plan. At present the school is in a fairly flourishing condition having a maximum enrollment of 22 pupils. There can be but little question about the good that this school is doing and we hope its sphere of usefulness may be enlarged in the future.

At the noon hour a lunch is prepared and served, to those

who wish it, consisting of hot cocoa and hot soup. In addition the children as a usual thing bring a good lunch which consists of the following, varied according to the individual homes: sandwiches, cold meat, cake, pie, cookies and fruit. Many bring glass jars of cooked fruit, preserves, boiled rice, etc. Some bring only a small lunch as they have a hot dinner when they reach home. Sometimes pupils bring potatoes and apples which are converted into mashed potato and apple sauce, respectively, at the school. Hand-work of good quality is being done daily in addition to regular studies, the character of which may be learned from the following enumeration:

The girls have embroidered, crocheted, and have done wood-work.

The boys have made wooden toys and small baskets. Besides these may be found the following: Embroidered collars, doilies, aprons, mats, stenciled table covers, sofa pillows, small raffia baskets, pen-wipers, needlebooks, picture-frames, crocheted woolen scarfs, toques, holders, face-cloth, reins, lace, all kinds of wooden toys, match-scratchers, calendars, etc.

One girl has made four beautiful shawls. Four chairs have been caned. One boy has done some good charcoal landscapes. A display of this feature of our public school work will be made at the end of the spring term.

#### HYGIENIC DRILL.

Various happenings in the past few years have served notice on our civilization that not enough attention is being paid to the physical development of school children. They are said to have neither the erect carriage, the capacity for breathing, nor opportunities for taking regular systematic exercise which means so much to their general health.

The requirements of modern education ask so much of the regular grade teacher that she does not have the nervous strength to prepare herself for this work and much less to carry it out as it should be.

Physical degeneration among pupils manifests itself

not only in physical decline but in moral debasement as well. Either one is of sufficient gravity to ask of us our best efforts to adopt some means for counteracting it. The most effective way would be to employ somebody, who has had special preparation for this work, to develop and apply systematic drill from the lowest to the highest grade. The disposition of the citizens a few years ago to furnish an athletic field for the schools ought to be interpreted as a disposition to furnish children better facilities for improving their health.

Recent tests made at the Parker School prove beyond a doubt that standard physical development is rare among school children and I am influenced by such conditions to ask the Board of Education to consider this matter.

#### FREE DENTAL CLINIC.

In the past year a proposition was made by the dentists of the city to equip a room for giving free dental work to public school children if the Board of Education would set apart such a room for the purpose. This request was granted and the teachers' room on the first floor of the Walker school building was devoted to the work. Costly apparatus of the most approved pattern was installed and the first clinic held on Saturday, November 18, 1916, at two o'clock in the afternoon. Doctor Young and Doctor Albee were the officiating dentists and fifteen children received full or partial treatment. A regular helper was furnished for this work by the Board of Education. The treatment is given only to the children whose parents are unable to furnish them such privilege but not to any child over fifteen years of age. These clinics are held on Saturday afternoons and a fee of five cents is charged each individual to help defray the cost of supplies. The treatment consists of examination, extraction (with parents' approval), cleaning, plastic filling, and root canal treatment of the six anterior teeth when necessary. The benefit derived from this feature of our educational system may not be estimated easily but it certainly adds much to the hygienic

efficiency with which our schools are conducted. Too much credit cannot be given to the dentists for their enterprise and generosity in providing such help, to the Charity Organization, to the Concord Electric Co., the Concord Light & Power Co., M. E. Clifford & Co., Lee Brothers Co., and to Miss Murphy, the school nurse, who has put in much extra time to make it such a pronounced success.

The following work had been done up to Saturday, February 26: Examinations, 77; cleaning, 63; extractions, 134; fillings (cement 43, silver 40, gutta-percha 2, copper-cement 2), 87.

The dentists who are giving their services are Drs. E. H. Albee, W. A. Young, F. H. Rowe, J. H. Worthen, C. R. Morton, E. W. Rowe, C. J. Washburn, L. I. Moulton, G. E. Rowell, H. H. Ring, H. C. Plaisted, L. C. Plaisted, E. S. Cummings, E. A. Rowe, F. C. Rowe, O. F. Mackey.

#### NIGHT SCHOOL.

The night school of this year began Nov. 13, 1916, and closed March 1, 1917. This made one of the longest terms we have ever had for the school. The sessions were held in the High School and although the enrollment in the room devoted to the instruction of the foreign-born population was only half as large as usual yet the people kept up a fairly good attendance to the end and made commendable progress.

The innovation of maintaining classes in cooking and in mechanical drawing met with much favor and the attendance was well sustained. The mechanical drawing was conducted by Mr. Taylor of the Morrill School two nights a week and cooking by Miss Davis one night a week. The results from these two schools were good, much beyond the ordinary. If the expense can be justified, such work ought to be expanded and perfected in the future. I believe the school for the foreign element should be located nearer Main Street so that a much larger attendance could be secured.

#### ACCREDITED MUSIC IN THE SCHOOLS.

After having gone through the entire list of cultural studies and established the claims of the other perhaps less

deserving subjects, why, may I ask, is the study of music not given its proper place in the curriculum as an accredited subject? In this country last year \$600,000,000 were expended along musical lines. What a tremendous influence upon the life of the people. In many cities the study of music is given proper credit for graduation from high schools. Classes in instrumental instruction are maintained on large scales. Surely music has as good claims for recognition as those other studies I have frequently mentioned. It has a distinct history rich in lore, culture, and interest and its faithful study combines all elements that go to make up an ideal mental discipline—application, perception, judgment, criticism, esthetic culture, rhythm, mathematics, harmony, truth and it appeals to the emotions as nothing else can. Why then should a live boy or girl in our secondary schools be compelled to make the futile attempt to master geometry, Latin, algebra or Greek and labor day after day in a vain struggle to satisfy tradition when the same amount of energy spent upon lines for which he is naturally fitted would give to the world much of which it would be proud. The frequency with which we find artists of transcendent ability, who have not been able to master elementary public school education, having a world reputation in their respective professions, leads us to believe that the public school has not yet opened up all avenues to cultural education. Such people may not be called educated in terms of the school yet no one can fail to recognize their masterly contributions to the world nor deny the cultural effects of their art.

#### THE MODERN SCHOOL.

Much unnecessary and, to a great extent, useless debate has been going on in the past few years about the relative value of the old and the new ideas of education. If the energy used in these oftentimes heated discussions had been applied to problems of improving the common life of our people, to psychological truths and their application to prevailing home conditions, the world would be much better off. Tradition still clings to the hazy, the remote,

the atmosphere of bygone ages as the one avenue to the greatest culture. The obscurity of time always lends a certain charm, even though modern works are advanced in many ways over the products of ancient times.

There are those who seem to think we are living in a past age and that nothing new can have any comparable cultural value. Others look too far into the future and fail to weigh carefully enough the fundamental principles which past experience has established. To know fully the failure of the classical courses as applied formerly in public school work one has only to recall the large number of scholars who used to leave school at the end of the elementary course or between that time and graduation from the high school and, comparing it with the improved conditions now, conclude that such courses failed miserably to educate the masses. Many of the old ideas will remain, ought to remain and must remain to satisfy the needs of that considerable part of our people who can adopt them with profit; but the time has gone when they can dominate the general scheme of public education. The new order of things compels the progressive educator to evolve schemes which shall reduce illiteracy and bring the average life to a higher plane of existence; who shall express concern for the welfare and uplift of the vast majority whom God has decreed shall furnish the moving power of our democratic form of government, and whose daily life and patriotic spirit shall, through its high character, determine our national unity. Culture is not the slave of class or subjects but finds its way through individual interest. The boy who has mastered Greek, Latin, history, or the making of an engine has become cultured in proportion to the amount of interest and enthusiasm it has aroused in him and we may even discover more culture in the student of mechanic arts who has applied himself faithfully to his work than in the classical student who has been content to live in the disinterested and unoccupied part of his class. Culture bows to the enthusiasm which begets patient careful study in any line of work and if one's occupation in no wise arouses any such response, it

cannot, in that case, be called cultural. Since our high schools have been devoted to the needs of the public at large, a great change has been brought about. Just as many are pursuing the higher education, perhaps more than ever before, and outside of these more are becoming cultured, hundreds remaining in school who otherwise would long ago have joined the vast army of unskilled workers, never having received that additional school experience which they are now enjoying. One hundred girls in the domestic arts course are one hundred testimonials to the foresight of modern educators, and to the efficiency of modern ideas. The same can be said of boys in the mechanic arts courses and of pupils in the business course.

Apart from all controversies the true test of our school system is the power it gives the youth to assume and meet successfully great responsibilities. Everything now points to vital changes all over the world. The children of this generation must face great crises and they must be prepared to solve problems of war, peace, and economics, with which this generation has never been confronted. Education must perform its part by sinking all wranglings, differences, and petty disputes in one great common effort to give our children the proper mental, physical, and moral fibre to meet all contingencies with a fearless spirit and to be prepared, in its broadest sense, to defend their lives, their inheritance, and national honor. Never before has such an opportunity come to us to teach mankind how to live the proper life. It must be done not by bowing submissively to tradition but by extending wholesome educational privileges to all the people through varied lines of activity.

I appreciate the assistance I have received from all who are associated with me in the building up of the school system in this district and extend to them my cordial thanks.

Respectfully submitted,

L. J. RUNDLETT,  
*Superintendent.*

## REPORT OF THE MASTER OF THE HIGH SCHOOL.

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*Supt. L. J. Rundlett, Concord, N. H.*

DEAR SIR: I hereby submit the annual report of the Senior High School.

### *Attendance.*

The total registration during the first semester was 479. Of this number but eight were postgraduates. The present enrollment is 491 of whom ten are postgraduates.

### *Graduation.*

The class graduating in June, 1916 numbered seventy-two. The class which graduated in January, 1916 was twenty-seven in number. This makes a total of ninety-nine for the entire year which is in excess of any previous record. The class of January, 1917 was fifty-one in size.

### *Library.*

The most important change in the School has been the appointment of a Librarian, made at the beginning of the second semester last year. Our books are now catalogued and arranged according to the most approved system. The library, though small, is good in quality and its resources are now fully at the command of the school. In addition to her regular work the Librarian has given to each division in English a series of talks on the use of books, card catalogues and methods in reference work. These have been followed with definite work assigned to each pupil which has required putting into actual practice the information which has been given. Reference work assigned to pupils by other teachers in the school has been done under the direction of the Librarian. A reference catalogue has been started which promises to be of aid to future classes. There

have been added to the library 142 books from St. Paul's School and eleven sets of current magazines given by different people. These have all been obtained by the Librarian. I feel that this department of the school has been of more definite aid during the past year than it ever has been before and that its value will increase as it is maintained in the future.

*Cooking.*

At the beginning of the first semester it was found possible to place the Domestic Arts seniors in cooking in the periods immediately preceding the noon recess. The plan was then adopted of having the articles cooked sold to the teachers for lunch. This has been of decided advantage. It has given the teachers who have to remain in the building a good lunch. It has allowed the cooking of the class to be of a quantity and a variety which has given more practical experience than would otherwise have been possible.

It has proved an incentive to the class since their work was daily tested as all cooking is tested. The income from the lunches up to and including February 21, 1917, has been \$179.41 and the expenditures for material for the same period have been \$175.95. This means that the work of this class has been carried on without expense to the school so far as materials used are concerned, an item of no small importance in these times of high prices.

*Work of the School.*

In general the work of the school compares well with the work of previous years. In some respects, however, the conditions are not as favorable for good work as they should be. We have been obliged in carrying out the program to make larger divisions than should be done for the best work. During the first semester we had fifteen divisions which had thirty or more students. Four of these were forty or more and fourteen divisions had from twenty-four to thirty-nine. During the present semester we have

thirteen which are thirty or more in number, and seventeen which range between twenty-five and twenty-nine. Two divisions are over forty in size. There would be more in this list but for the fact that two teachers are teaching six periods daily. It is impossible in divisions as large as these to give to individual pupils the attention they should have, and for a teacher to do either herself or her class justice. Neither can a teacher give the full time of six periods to class work and maintain that vigor and freshness which the work needs. The reason for this condition is found in the gradually increasing number of students and possibly to a slightly increased number of recitations due to half-year classes. The remedy is additional teachers. This would mean that we must use the Assembly Hall probably for some recitations, as our rooms are in full use now. This can be done by using tablet arm-chairs and movable blackboards, and would be preferable to the present large divisions.

In one other respect there is need of further aid. I refer to the clerk in the Principal's office. This position was expected to be one in which some assistance would be given in typewriting as well as to do clerical work. During the present year practically the entire time has been demanded in teaching. For office work I have had to depend on intermittent help from postgraduates and seniors. Some records and reports I have been able to turn over to the Librarian, but a great deal has had to be done by myself or left undone. The result is that I have been unable to write to parents, follow up students' work, and keep the general records of books, cards, etc. as thoroughly as this should be done. There is need of a clerk who can be constantly on duty and to whom can be turned over the details of this work. This would relieve me and give me greater freedom for administrative and supervisory work which, I think, is the most important part of my duties.

Respectfully submitted,

C. F. Cook,  
*Headmaster.*

## REPORT OF SUPERVISOR OF DRAWING.

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

At the time of the closing of school in June two exhibitions of drawing were held, one of freehand drawing at the Parker School and at the High School examples of the work of the classes in the Domestic Arts Course were shown as a part of the demonstration of the course marking the graduation of its first class. Since the course was started it has been found advisable to omit the History of Art which required so much time to be given, even in condensed form, that the Art Course did not receive sufficient attention. This has made necessary the revision of the course which includes theory of color, design, lettering, dress-design, interior decoration, and freehand and mechanical drawing. The teaching of Classes O and P at the Parker School has been somewhat difficult as it has been necessary to give them three periods of drawing in succession in one corner of the Assembly Hall with other classes frequently entering and leaving the hall. At the beginning of the present semester it was found possible to make an arrangement by which Room 4 can be used for these classes two periods on three days and each class has one period, only, at a time. Some kind of furniture suitable for the work is needed for this room if this arrangement is to be permanent. The lack of room at both High and Parker schools makes a difficult program for the supervisor who teaches one hour per week more than the actual time which schools keep. The present program seems, however, the most satisfactory one for the pupils that has been arranged.

The exhibition of Drawing at the Parker School was considered one of the best ever shown there. The drawings of Classes A to H have been excellent for several years but

this year the fifth-year drawings showed marked improvement. The lettering done by all the classes was excellent. Miss Jones takes charge of the drawing of Classes A to L with a conscientious care that brings this department fine results. A few drawings by High School pupils who take Drawing as an elective study were also shown in this exhibition. Most of their work is done in classes outside of regular school time and there are several who show skill as well as interest.

At the beginning of the year the pupils of the training-classes made frames in their manual training work which they covered with slated blackboard cloth. This provides sufficient space for frequent blackboard drills for the purpose of helping them to draw with confidence before a class.

Respectfully submitted,

FAITH C. STALKER,  
*Supervisor of Drawing.*

## REPORT OF THE DIRECTOR OF SEWING.

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*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, 1917.

The suggestion in my last sewing report for more "charity" sewing and project work has been accomplished. Class M is working almost wholly on clothes for poor children, such as dresses, underwear and boy's waists.

I think the girls enjoy this work better, and it certainly encourages a helpful spirit and gives an opportunity for more practical sewing.

I see no reason why this work cannot increase and become a prominent feature in the sewing work. To show the range of our work we will mention a few of the projects undertaken as:

- Victrola cover for Walker School.
- 4 dozen towels for High School.
- 4 dozen aprons for dental room.
- 5 type case covers for Morrill School.
- 1 dozen napkins for cooking room.
- 5 Flag covers.

Our charity work includes:

- 6 children's dresses.
- 35 petticoats.
- 1 pillow slip.
- 3 corset covers.
- 3 pairs drawers.
- 4 boy's waists.

Work completed by the girls for themselves from June, 1915, to June, 1916, includes:

14 dresses.  
22 skirts.  
22 waists.  
21 middy blouses.  
6 kimonos.  
5 cooking aprons.  
64 pieces underwear.  
48 pillow slips.  
6 napkins.  
3 towels.  
75 sewing aprons.  
44 hats trimmed.

and 214 unfinished articles. The number of pieces of unfinished work is due to the change of classes as a girl often begins a new piece of work a lesson or so before she changes her grade. We have encouraged this work as it makes the connection between school and home work closer.

Respectfully submitted,

LOUISE C. HOWE.

## REPORT OF COOKING TEACHER.

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

DEAR SIR: The girls seemed to be very enthusiastic about the cooking. This fall they had an excellent opportunity for work on a larger scale in canning and preserving through the kindness of several members of the school board and others interested. Tomatoes were used in various ways, piccalilli, sweet tomato pickle, and canned; blueberries, peaches, pears, damson plums, crabapples were canned; grape, crabapple, and plum jelly, carrot marmalade, grape fruit and orange marmalade, grape conserve, cranberry conserve, sweet pickled pears and ginger pears were made. Most of these were sold, partially defraying the expense. We hope that next fall others may be interested to allow the girls to do their canning and preserving for them.

The senior class has had a splendid opportunity for making out menus, which they put into actual use for the teachers' luncheons. They do part of the purchasing, make out the actual costs of the recipes, do the serving and planning of the meals, which are served cafeteria style, enough being charged to cover the cost of all the materials. This gives a chance for the coöperation of the teachers and pupils, thus benefiting both parties. The fireless cooker, which has just been added to the equipment, has been proved most successful thus allowing cheaper cuts of meat to be cooked, which otherwise could not be used owing to lack of class time. Economy of fuel is also illustrated. On November first the senior class had a practical lesson in preparing and serving a dinner to the members of the school board.

The upper classes visited the meat market where sides of beef and lamb were cut up and a further study was made of

the uses and prices of the different cuts. A very instructive tour of inspection was made of Durgin's Manufactory. Through the kindness of a teacher, various classes have had the opportunity of preparing light refreshments to serve with afternoon tea.

A new feature of the work was the starting of the evening class which has been most interesting. The principles, methods, and making of menus and special diets were discussed and the actual preparation of menus was carried out.

The aim of the department is to make the girls familiar with the principles and methods of cookery so they can successfully prepare meals which will be appetizing, pleasing, satisfying, and as inexpensive as possible, for any family.

Respectfully submitted,

HARRIET B. DAVIS.

## REPORT OF SCHOOL NURSE.

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*Mr. L. J. Rundlett, Superintendent.*

DEAR SIR: I submit for your approval my annual report. A report of this kind seems unsatisfactory as it is impossible to give in detail the various kinds of work one is called upon to do, nor is it possible to show results as they really are, so many phases of child welfare are covered.

The problems of the physical condition of school children in a city like Concord are the same as those in larger cities, but a nurse working alone must rely upon her own judgment much more than if she had the advice of a medical examiner. For this reason the greatest possible coöperation with the physicians is necessary in order that the work may be of value.

The parents of children having physical defects are sent written notices requesting them to consult their family physician for advice and treatment. This method alone, however, would never bring the desired result, unless the cases are followed up and the parents visited when the condition and its results are made clear to them. Many visits are often required before coöperation is secured and in many instances there has to be a "seeping in" process which takes time. It is most pleasing to note, however, that a very large per cent. of the cases reported to the parents receive attention. In cases where the financial condition of the family require it, treatment can always be arranged.

In no line of work is coöperation with existing agencies more necessary than in a work which deals with the physical welfare of children. We are most fortunate in our relation with the Charity Organization Society, the District Nursing Association, and the Board of Health, each organization being ready to do its part toward making our work effective.

The dental clinic is proving its great value to the children

and much credit is due the Charity Organization Society for the very valuable work they did in helping secure it. We are greatly indebted to the dentists for their valued assistance and hearty coöperation.

Our great need at present is an open-air room or school for delicate or pre-tubercular children—we have many children who need this kind of care and its results would soon be apparent.

If it were not for the occasional gift of money from persons interested in this work, many things which have been done for children could not have been accomplished; especially when braces or other appliances are necessary or the child requires treatment which necessitates going out of town.

The statistical report which follows may not seem large in numbers, but figures in connection with this work mean little.

I wish to express my indebtedness to the many societies, clubs and individuals who have given such valuable assistance; to the hospitals and physicians for their constant helpfulness and to the teachers for their faithful coöperation.

#### HOME CALLS AND INVESTIGATIONS.

Defective teeth,	85
Defective vision,	61
Discharging ears and deafness,	5
Nose and throat—including adenoids and enlarged tonsils,	72
Mentally retarded,	18
Tuberculosis suspects,	12
Nervous condition,	6
Goitre,	2
Pediculosis,	20
Orthoepedic,	30
Uncleanliness,	5
Skin disease,	20
Infected wounds,	4
Enlarged glands,	2

Investigation for contagious diseases,	80
Heart trouble,	4
Undiagnosed or not otherwise accounted for,	55
Malnutrition,	7
	—
	488
Visits at schools,	200
Number children taken to physicians and hospitals for treatment or examination,	55
Number interviews with officials, physicians and others,	87
Number defected vision corrected,	50
Number operations for throat and nose conditions,	40
Number orthopedic cases under treatment,	8
Number braces and other apparatus provided,	3
Number children referred to out of town specialists,	6

Respectfully submitted,

ELIZABETH M. MURPHY, R. N.

## REPORT OF MILITARY DRILL INSTRUCTOR.

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CONCORD, March 1, 1917.

*Mr. L. J. Rundlett.*

SIR: Military drill during the year 1916-17 has been continued under the plan adopted by the school board in 1915. The subject has not had the enthusiastic support from the students as in former years, probably owing to the fact that the receipt of the new rifles was so much delayed. One of the results of this delay has been that the number of cadets has fallen from sixty-eight in September of 1915 to fourteen in the fall of 1916. Since the receipt of the sixty-eight Kragg-Jorgensen carbines and six thousand eight hundred rounds of ammunition from the government, the interest has quickened. We now have forty-six boys taking the subject with a prospect of more before the end of the school year.

The lengthened drill period enables us to extend our course to hikes, patrolling and rifle practice. The boys are taking a very pleasing interest, thereby enabling us to accomplish much more than in former years.

The receipt of government property will require a trifling expense in the way of alterations of the arm racks; also a cleaning rack should be erected in the basement of the school.

In closing I wish to express my gratitude to Mr. Cook for his earnest coöperation. The school district and especially the cadets should be grateful to Gen. C. W. Howard, the Adjutant-General, for his courtesy in allowing us the use of the state armory and the state rifle range. His personal interview with the Chief of Ordnance, U. S. A., was a potent factor in the final receipt of the very much needed government rifles.

GEORGE W. MORRILL,  
*Instructor, Military Drill.*

## REPORT OF THE SUPERVISOR OF MUSIC.

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

DEAR SIR: No material change has been made in either text-books or methods of teaching during the past year. The children have entered the third year well prepared to take up book work and the individual instruction which has been given in all grades from E to L inclusive has resulted in reasonably good sight singing and in an interest that manifests itself in exceptionally good chorus work in the higher grades.

This is especially noticeable in grades K and L in the Rumford and Eastman schools. The Chandler School began the present semester with an unusually well balanced chorus. The Parker School has maintained its reputation for good chorus work and in the High School three hundred and eighteen pupils have included chorus singing in the work of the course. The High School glee clubs are larger than usual. As both chorus and glee club work there is wholly elective, this indicates a lively interest in the subject.

The High School Orchestra is not as good as it was last year. Several valuable members have left school and their places have not been filled. The contra bass and tympani which were purchased two years ago have been in constant use and have added very much to the value of the orchestral work as a whole. In fact were it not for these instruments the orchestra would consist almost entirely of violins. We have no brass or woodwind and I feel that we should have more of those instruments, which are not suitable for solo use at home, owned by the school and loaned to such pupils as will learn to play them.

The music classes in the fifth course have accomplished the work assigned them in a creditable manner. A rearrangement of the course of study for Classes U and V will

enable the present Class V to do more work, in the history of music in America, than former classes have done.

The work with the young ladies in the training class for teachers has been placed upon a more systematic basis. A record of standing in weekly recitation is kept, a written test given every eight weeks and the average standing sent to the principal of the Dewey School.

A rearrangement of program at the beginning of the present semester allows the teacher of singing to visit the Chandler and grades K and L in the Rumford, Kimball and Walker schools weekly. All other schools, excepting the Parker and High, are visited once in two weeks.

The annual High School concert was given in April at a financial profit of one dollar and fifty-nine cents.

The teacher of singing takes pleasure in expressing his appreciation of the valuable aid and cheerful coöperation which have been given him by the teachers and also extends to the Superintendent and members of the Board of Education his hearty thanks for the encouragement and support which they have extended to him.

Very respectfully yours,

C. S. CONANT,  
*Teacher of Singing.*

## REPORT OF THE DIRECTOR OF MANUAL TRAINING.

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*Mr. L. J. Rindlett, Superintendent of Schools:*

DEAR SIR: I hereby submit to you my eighth annual report of the work of the Morrill School.

The activities of this school have so greatly increased in the last few years that they can no longer be classified as "wood and iron" as they have been in the past. Neither can a clear conception of the full scope of the work be gained from a report that must be "brief." Therefore I shall be able to touch simply the high spots hoping that those who are not thus satisfied will visit the school and look into the details to their complete satisfaction.

### *Manual Training in the Sixth and Seventh Grades.*

Woodworking in the elementary schools has been taught entirely by the project method and no blueprints whatever have been used. It has been quite evident that this method of teaching manual training has its faults and weak points if not handled carefully but by a systematic arrangement of projects most of these have been overcome.

### *Mechanic Arts in High School.*

The work of all departments in high school has been about the same as last year. As this work has consisted entirely of practical projects little change could be made except to improve the quality and increase the quantity. Both of these have been accomplished to a certain extent by applying the principles of shop efficiency.

The ever increasing attendance has brought us some rather serious problems and has made it necessary to change the course of study to meet these conditions.

Machine shop practice is now confined to the last three

semesters instead of the last two years as formerly. This change was made because of the limited size of the shop and because of the disadvantages arising from placing four classes in a three-period day. To fill up the gap thus formed the work in the Q, R, and S classes was moved up one semester. This brings the patternmaking course in the R and S classes instead of Q and R and as this is a technical subject which is hard to teach to immature minds it is much better placed higher up in the course. This change also relieved the necessity of teaching three subjects to one class in a semester as we have been doing in the Q class where the boys took elementary patternmaking, foundry practice and blacksmithing all in nineteen weeks. Under the present arrangement no class will receive instruction in more than two shop subjects in a half year.

Another improvement made possible by this new course is the placing of printing as a part of the Mechanic Arts course. In the past we have taught it only to those pupils who elected to take it as an extra subject after school. Now all pupils taking this course will have an opportunity of doing printing as a part of their regular work and receive due credit for it.

*Evening School.*

This is the first year that any of the Mechanic Arts courses have been taught to evening classes. A class in Mechanical Drawing has been conducted for two evenings a week this winter and much interest has been shown. The class has been a success from every standpoint and there should be provision made for a still larger number next year. Several difficulties such as heating, lighting, and janitor service had to be contended with but have been solved for all time so the class next year can be conducted at a very reasonable expense. Mr. Taylor has been the teacher and he should be given due credit for its success.

*Summer School.*

During the summer of 1915 a class was organized with the assistance and approval of the State Department of

Public Instruction to meet the needs of teachers wishing to perfect themselves in the Mechanic Arts courses. In 1916 this class was well attended there being teachers from all parts of the state including Berlin, Whitefield, Claremont, Portsmouth, Pittsfield, Hinsdale, Boscawen, Exeter and Fitchburg, Mass. Ninety per cent. of those attending last year have signified their intention to return next summer. Although this is more or less of a private enterprise it reflects credit upon the Concord school system to have men from all parts of the state come here to study the methods used during the year. Courses were given last summer in woodworking, cabinetmaking, patternmaking and forging. This coming summer we are in hopes of starting additional courses in machine-shop practice and printing.

*Equipment.*

The equipment of the school is in excellent condition and is constantly being improved by repairs made at the school. No extra appropriation need be made this year for equipment as the necessary tools can be obtained by the appropriation made for maintenance. The two heaviest items to be considered are 15 sets of small tools for the machine shop which will cost about \$80 and a new supply of type which will amount to about \$75.

*Improvements and Repairs.*

During the past year the building has been improved by painting the walls and ceiling of the drawing room, the addition of three semi-indirect electric lights and two Humphry gas lights. Three gas steam radiators were installed in the drawing room for use in the evening school and three in the machine shop to assist in heating the room for day school. These have been satisfactory in every respect and there should be no difficulty in heating this building in the future.

Last year I suggested that a wash room with twenty-four bowls connected with hot and cold water should be installed in the basement for the use of the pupils working in the

forge and machine shops. We are still in need of this most common convenience. I hope it may be added this year. We also need a small sink or wash bowl in the print shop as the pupils here have to wash in a room containing grammar school classes much to the annoyance of the teacher. The plumbing already in the building is arranged in such a manner that the installation of this sink will be a very simple matter.

Respectfully submitted,

ARTHUR W. FRENCH.

REPORT OF THE ATTENDANCE OFFICER FOR THE YEAR ENDING JUNE, 1916.

MONTHS.	Truancies.		Absent for other reasons.		Total.	Found on street and taken to school.		Found on street and taken home.		Taken to court.		Left city.		Sickness.		Lack of clothing.		Kept out by parent.		Totals.	
	City schools.	Parochial schools.	City schools.	Parochial schools.		City schools.	Parochial schools.	City schools.	Parochial schools.	City schools.	Parochial schools.	City schools.	Parochial schools.	City schools.	Parochial schools.	City schools.	Parochial schools.	City schools.	Parochial schools.		
1915																					
September.....	4	2	23	1	30	8	2	0	0	0	0	0	0	8	0	2	4	3	3	30	
October.....	10	2	18	9	39	10	2	0	0	0	3	2	15	0	2	2	2	1	2	39	
November.....	11	3	16	0	30	6	0	0	0	0	2	0	3	4	0	0	0	5	10	30	
December.....	10	0	19	0	29	4	0	0	0	0	1	0	11	0	4	2	3	4	4	29	
1916																					
January.....	10	2	20	16	48	2	0	0	0	0	4	0	20	11	2	0	0	5	4	48	
February.....	8	8	25	9	50	3	3	0	0	0	1	0	39	0	2	0	2	0	0	50	
March.....	10	2	16	20	48	4	2	0	0	0	1	0	20	16	0	3	0	2	0	48	
April.....	17	4	35	3	59	1	4	0	0	0	5	0	36	0	2	3	8	0	0	59	
May.....	20	17	50	41	128	8	7	0	0	0	0	0	31	41	10	0	20	10	128		
June.....	10	0	25	15	50	3	0	0	0	0	0	0	20	10	0	0	0	12	5	50	

Respectfully submitted,

ARTHUR J. TAYLOR, Attendance Officer.

## **APPENDIX I.**

