LICENSED DRAIN LAYERS.

Appointed annually in January by Mayor, subject to confirmation by Board of Aldermen. No salary.

William Rowell,
J. Henry Sanborn,
Everett S. Mahoney,
William H. McGuire,
P. Henry D. Leary,
William J. Bishop,
William A. Lee,
Richard J. Lee,
Zeb F. Swain,
Albert S. Trask,
Charles W. Bateman,
Elmer E. Babb,
Clarence J. Spead,
W. J. Sleeper,
John W. McGowan,
Henry Morrill,
Harry H. Kennedy,
John Sweeney,
John R. Hall,
Joseph A. Normandeau,
Michael J. Lee,
Arthur W. Brown,
Edward E. Beane,
W. Arthur Bean,
Willis H. Robbins,
Henry Rolfe,
G. Arthur Nichols,
Fred L. Plummer,
John H. Clark,
Ned J. Morrill,
Seth R. Hood,
William Stanley,
George E. Robinson,
Joseph J. Booth,
Arthur W. Buntin,
Harris S. Parmenter,
Manley W. Morgan,
Henry Riley,
Fred W. Lang,
Charles H. Berry,
Niram M. Kays,
Wilfred H. Brennan,
James H. Brannigan,
E. H. Smart,
John C. Smith,
Walter Dow.

BOARD OF EXAMINERS OF PLUMBERS.

Appointed annually in March by Mayor, subject to confirmation by Board of Aldermen. No salary.

CHARLES H. COOK, M. D., *ex-officio*,
WILL B. HOWE, *ex-officio*,
FRED W. LANG,
WILFRED BRENNAN.

WARD OFFICERS.

SUPERVISORS OF CHECK-LISTS.

Ward 1—FRANK P. ROBERTSON,
ELI LAFLAMME,
GEORGE F. McGIRR.

Ward 2—M. J. LACROIX,
HAROLD W. RILEY,
WYMAN D. STEARNS.

Ward 3—LAWRENCE W. KNIGHT,
HENRY F. HOBBS,
J. HAROLD JOHNSON.

Ward 4—ELWIN L. PAGE,
NUTE B. FLANDERS,
RICHARD T. LYFORD.

Ward 5—JOSEPH P. SARGENT,
FRANKLIN B. GORDON,
E. W. WALKER.

Ward 6—CHARLES DUNCAN,
HARRY R. CRESSY,
ERNEST W. SALTMARSH.

Ward 7—FRANK I. MANNING,
WALDO S. ROUNDY,
CLARENCE O. PHILBRICK.

Ward 8—FRED SMITH,
C. C. STUART,
SIMEON SHARAF.

Ward 9—PATRICK J. GAVAGHAN,
DENNIS J. KENNEY,
FRANK J. SPAIN.

WARD CLERKS.

Ward 1—JOHN B. DODGE.
Ward 2—CLARENCE I. TIBBETTS.
Ward 3—EARL N. WOODBURY.
Ward 4—WILLIAM B. McINNIS.
Ward 5—EDWARD A. DAME.
Ward 6—GUY JEWETT.
Ward 7—GEORGE B. WHITTREDGE.
Ward 8—FRANK W. ORDWAY.
Ward 9—ANDREW E. SALTMARSH.

MODERATORS.

Ward 1—JOHN H. ROLFE.
Ward 2—ROSS W. CATE.
Ward 3—ROBERT HENRY.
Ward 4—JOSEPH S. OTIS.
Ward 5—WALTER L. JENKS.
Ward 6—ARTHUR E. DOLE.
Ward 7—ALBERT W. THOMPSON.
Ward 8—CORNELIUS McCORMICK.
Ward 9—WILLIAM J. AHERN, JR.

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–'17.
"	CHARLES J. FRENCH,	1918–'19.
"	HENRY E. CHAMBERLIN,	1920–

* Died in office, January 13, 1856.
† Term closed in November, 1880.
‡ Term commenced in November, 1880.

DEPARTMENT REPORTS.

SCHOOL REPORT.

BOARD OF EDUCATION, 1922–1923.

HARRY F. LAKE, ESQ.	*President*
MRS. OSMA C. MORRILL	*Secretary*

MEMBERS.

TERM EXPIRES.

1923.

MR. BENNETT BATCHELDER,	104 School Street
MRS. ELIZABETH R. ELKINS,	24 Union Street
MR. JOSEPH S. OTIS,	26 Church Street

1924.

REV. W. STANLEY EMERY,	110 North State Street
MRS. OSMA C. MORRILL,	123 North State Street
DR. CHARLES DUNCAN,	43 South Spring Street

1925.

HARRY F. LAKE, ESQ.,	29 Auburn Street
MRS. DOROTHY B. JACKSON,	35 Liberty Street
MR. CARL H. FOSTER,	40 Rumford Street

STANDING COMMITTEES.

FINANCE.

Mr. Lake.	Dr. Duncan.	Mr. Foster.

HIGH SCHOOL.

Mr. Emery.	Dr. Duncan.	Mr. Lake.

GRAMMAR SCHOOLS.

Mrs. Elkins.	Mr. Foster.	Mr. Batchelder.

PRIMARY SCHOOLS.

Mrs. Jackson.	Mr. Otis.	Mr. Emery.

KINDERGARTENS.

Mrs. Morrill.	Dr. Duncan.	Mrs. Jackson.

BUILDINGS AND REPAIRS.

Mr. Otis.	Mr. Lake.	Mr. Batchelder.

DISCIPLINE.

Mr. Lake.	Mrs. Morrill.	Mr. Emery.

HYGIENE.

Dr. Duncan.	Mrs. Morrill.	Mr. Emery.

MANUAL TRAINING.

Wood and Iron.

Dr. Duncan.	Mr. Batchelder.	Mr. Otis.

Sewing and Cooking.

Mrs. Jackson.	Mrs. Morrill.	Mrs. Elkins.

MUSIC.

Mrs. Morrill.	Mr. Batchelder.	Mrs. Elkins.

DRAWING.

Mrs. Elkins.	Mr. Foster.	Mrs. Jackson.

TEXT-BOOKS.

Mr. Emery.	Mr. Lake.	Mrs. Elkins.

TRAINING SCHOOL.

MR. FOSTER. MR. OTIS. MRS. JACKSON.

NIGHT SCHOOL.

MR. BATCHELDER. MR. OTIS. MR. FOSTER.

BUILDING COMMITTEE FOR MILLVILLE SCHOOL.

MR. OTIS. MR. EMERY. MR. BATCHELDER.
DR. DUNCAN. MRS. JACKSON. (MR. LAKE, *ex-officio.*)

BUILDING COMMITTEE FOR MANUAL TRAINING SCHOOL.

DR. DUNCAN. MR. FOSTER. MRS. ELKINS.
(MR. LAKE, *ex-officio.*)

SUPERINTENDENT OF SCHOOLS AND FINANCIAL AGENT.

LOUIS JOHN RUNDLETT.

15 Summit 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. Telephones: Office, 55M; house, 603R.

ASSISTANT SUPERINTENDENT OF SCHOOLS.

FRANCIS TREADWAY CLAYTON.

82½ Warren Street. Office: Parker School.

Hours: 3 to 5 p. m., school days. Telephones: Office, 55M; house, 749X.

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.; summer vacation, 2 to 4 p. m. Telephone, 1661M.

CLERKS.

CYRENE SARGENT FARRAR.

4 Rockingham Street. Telephone, 702.

LOUISE MATTIE STUART.

18 No. Spring Street. Telephone, 1334W.

Office of Financial Agent, Parker School.
Office hours: 8.30 to 12 a. m., 1.30 to 5 p. m.

MEDICAL INSPECTOR AND PHYSICAL DIRECTOR.

CLARENCE MOORE KELLEY, M.D.

3 Humphrey Street. Office: Parker School.

Hours: 8.30 to 9 a. m., and 4 to 4.30 p. m. on school days.
Telephones: Office, 55M; house, 654R.

SCHOOL NURSE.

HELEN YOUNG UPHAM, R.N.

25 Thorndike Street. Office: Parker School.

Hours: 8.30 to 9 a. m. on school days; 3 to 5 p. m. Mondays.
Telephones: Office, 55M; house, 712X.

VIOLA ALMA CARLSON.

19 Center Street. Telephone, 1004M.

Office of Medical Inspector, Parker School.
Office hours: 8.30 to 12 a. m., 1.30 to 5 p. m.

OFFICERS OF THE DISTRICT.

LOUIS C. MERRILL	*Moderator*
RAY E. BURKETT	*Clerk*
HENRY H. METCALF AND JOHN P. GEORGE .	*Auditors*

REPORT OF THE BOARD OF EDUCATION.

One year ago our report recommended that the district vote the money necessary to erect two new structures, one a new school building at Millville in place of the old building now in use, and the other an addition to the Morrill Training School. The amount voted at the annual school meeting for the Millville School was a sum not to exceed $30,000. Upon organization of the School Board at its meeting next after the annual meeting, the following members of the Board were appointed the special committee on the Millville School, viz., Messrs. Otis, Batchelder, Emery, Dr. Duncan and Mrs. Jackson, and upon the committee for the addition to the Morrill Training School were appointed Dr. Duncan, Mr. Foster and Mrs. Elkins.

Immediately plans were asked for by the Millville School Committee from all architects interested in the matter, and a large number of meritorious plans were submitted, from which the Board finally selected that of C. R. Whitcher, of Manchester. In like manner, various contractors submitted bids for the work of construction, the general contract finally being let to Hutchinson Building Company, of Concord, for the sum of $26,597, they being the lowest bidder for the work by some $15,000. This firm has done all that could reasonably be expected to complete the building at an early day, and it will be ready for occupancy at the beginning of the new school year. We feel sure that it will be adequate for the needs of the Millville District for a long time, and will, when completed, be a source of genuine pride to the whole district and the City of Concord.

The district should know that the land on which this building is being placed has been donated for school purposes by St. Paul's School.

The addition to the Morrill Training School has been built according to plans drawn by Mr. George S. Forrest, H. K. Larsen being the general contractor, and is now occupied as the new quarters for the machine department. The total expense for building and equipment will be about $11,000. The greater conveniences and space gained by this addition well justify, we believe, the cost of the structure. In this connection, we would add that the space at the west of the Morrill Training School building, where the Board had hoped to have the addition and where certain excavations were made before the special district meeting which acted adversely on the matter, has become utilized for a convenient and serviceable storage room much needed by the district. Lumber to be used in the school can advantageously be stored there, or certain other materials of the district, for which it is now difficult to find a proper place. This is a valuable addition to the equipment of the district.

An unusual opportunity to meet the reasonable and growing demands of the South End residents for a kindergarten in that vicinity presents itself in acquiring for school purposes the small Baptist Chapel on the east side of Dunklee Street, a structure unusually well built and easily possible of being made suitable for our purposes. We have an option on the property from John A. Cate, the owner, for $1,500. We hope the district will authorize its purchase at the coming annual meeting.

On the matter of our physical equipment, we should add that as a part of the activities of Fire Prevention Week, the Underwriters' Association of New Hampshire, upon our application and through the kindness of Mr. Louis Clarner, Jr., made without expense to the district a detailed and thorough inspection of all our school buildings for the purpose of suggesting and recommending any matters that would further insure the safety of the buildings and the occupants. We were grateful for a number of recommendations, and substantially all have been complied with or will be at an early date. Our genuine appreciation is due Mr. Clarner for his services in this matter.

More repairs and refurnishing of the school buildings will have to be done this coming year than has been the case for some time past, especially at the Walker and High School buildings. Mr. George W. Griffin has been engaged to make a thorough inspection of all our school buildings and will soon submit to your Board a statement of the needs of the district in this respect, and the probable cost of doing the necessary things. On his report will be based the amount of the appropriations to be asked for at the annual meeting under the proper article inserted for that purpose in the warrant.

The most serious financial matter which confronts the district is the necessity for a new high school building. The Parker School is overcrowded by about fifty pupils, and the high school building, already filled to capacity, will be overcrowded next September by about one hundred, in consequence of which double sessions per day will have to be inaugurated, an arrangement which is recognized everywhere as being inefficient. To avoid too great loss from this cause, we should have the new building as soon as possible. In this connection we should take a long look ahead, and build adequately, not for fifteen, but for fifty years. We should make ultimate provisions easily possible for twice our present needs,—the experience of the past permits no other course.

Cities around us are having to spend large sums of money for school purposes,—Manchester, $2,500,000; Laconia, $350,000; Berlin, $500,000; Greenfield, Mass., of 18,000 inhabitants, $400,000 for a new high school building. We doubt not the citizens of the district are well aware of the necessity for a new high school, but there are several very important questions connected with the matter, and not altogether easy of solution,—how much the building shall cost, where it shall be located, whether on a lot large enough for an athletic field, whether this building may solve, as in some places, the problem of a suitable public auditorium, are some, but not all, the questions for careful consideration. We believe the appropriations should be made not later than

the district annual meeting of 1924, and that detailed information on all the above matters and all others necessarily involved should at an early date be submitted to the voters of the district. The work required will be great,—the matter, itself, is very important. The Board should have assistance, and we believe the citizens of the district, whose matter it really is, will gladly co-operate. We therefore now intend at the coming annual meeting to request that the district appoint a committee to assist the Board, or a committee of the Board, to make a thorough investigation of the housing conditions of the district as they relate to the schools, and make a report thereon not later than November 1, 1923, in order that all citizens may be informed on the subject before the annual meeting of 1924. We believe that such a survey and investigation should include the question of the advisability of an intelligent building program in reference to new buildings for the lower grades in some sections of the city, particularly the south end, if not for the immediate future, then certainly not too long delayed.

The work in the schools this year has been unusually satisfactory. No great amount of sickness among either teachers or pupils, no unusual interruptions of any kind have interfered with the school work. We are impressed anew with the loyalty of our teachers, as a class, to our schools, and by the almost prodigal expenditure of effort they make, inspired in most cases by a motive beyond the money return to make our schools the best possible.

Of special activities in the schools, we can report that the work of Dr. Kelley and the school nurse, Mrs. Upham, has in our judgment justified the district in voting for medical inspection, as it did, some three years ago. The dental clinic carried on weekly at the Walker School is of the greatest importance in treating a vast number of cases among the children which otherwise probably would go without treatment, to the great physical injury of such children.

In the death of Louis C. Merrill the district has suffered a genuine loss. He was moderator at the time of his death,

as he had been for many consecutive years. In his passing away, the schools have lost a loyal friend and the city a high-minded citizen.

The financial report is given otherwise. We would add that the books are open to any interested voter.

We desire at this time to express our appreciation of the increased interest in our schools taken by the parents of the district, and for the helpful criticism, suggestions and advice given by so many of them to individual members of the Board and in other ways. We hope such interest will increase and not diminish.

HARRY F. LAKE,
BENNETT BATCHELDER,
ELIZABETH R. ELKINS,
JOSEPH S. OTIS,
W. STANLEY EMERY,
OSMA C. MORRILL,
CHARLES DUNCAN,
DOROTHY B. JACKSON,
CARL H. FOSTER.

FINANCIAL REPORT.

March 24, 1922, to March 23, 1923.

LOUIS J. RUNDLETT, Agent.

RECEIVED.

Balance on hand March 24, 1922,	$14,035.26
Received from city, appropriated by Union School District,	233,698.03
Received from city, dog licenses,	1,543.42
Received from city, Abial Walker Fund,	36.23
Received from State of New Hampshire (Smith Hughes Fund),	2,640.34
Received from service Summer School balance,	907.84
Received from cash sales for text-books,	130.65
Received from cash sales for scholars' supplies,	268.66
Received from cash sales for miscellaneous,	41.76
Received from cash sales for repairs,	.60
Received from cash sales for school lunches	4,158.78
Received from tuition,	3,234.17
	$260,695.74

EXPENDED.

ADMINISTRATION:

Salary and expense of School Board and other district officers:		
Salary of Board,	$300.00	
Auditors,	20.00	
Postals,	5.00	
		$325.00

Salary and expense of superintendents:		
Amount paid to state,	$4,200.00	
Hand stamps, rubber bands, tape, postal scales, paper,	17.24	
		$4,217.24
Salary and expense of truant officer:		
Salary,	$800.00	
Census enumeration,	107.37	
Transportation,	35.63	
Census folders,	35.00	
Hand stamp,	3.67	
		$981.67
Other expense of administration:		
Salaries of bookkeeper and stenographer,	$1,873.44	
Postage and envelopes,	85.76	
City Directory,	7.00	
School reports,	23.50	
Letter files,	3.00	
Account book,	2.00	
Express,	.65	
Ink, paper, sundry supplies,	39.68	
		$2,035.03
INSTRUCTION:		
Salaries of regular teachers and principals,		$139,603.49
Salaries of supervisors of special subjects:		
Morrill School,	$16,942.76	
Physical drill,	1,029.52	
Sewing,	2,500.00	
Cooking and lunch rooms,	4,532.00	
Music,	2,000.00	
Drawing,	2,005.26	
Trainer for student teachers,	1,700.00	
		$30,709.54
Text-books,		6,302.15
Reference books, maps, apparatus, etc.,		183.41

Scholars' supplies:		
Pens,	$47.00	
Pencils,	152.15	
Paper,	156.82	
Sewing supplies,	174.15	
Cooking supplies,	11.50	
Manual training supplies,	1,768.11	
Kindergarten supplies,	97.58	
Other supplies,	1,441.09	
		$3,848.40
Flags and other appurtenances,		$12.00
Graduation, exhibits, advertising, etc.:		
Diplomas and ribbon,	$74.03	
Engraving diplomas,	19.80	
Blotters, paper, wiring supplies, trucking for "School Night,"	39.40	
Cardboard for exhibits,	4.50	
Trucking,	22.00	
		$159.73
Other expenses of instruction:		
Tests,	$73.92	
Transportation of special teachers,	368.72	
Daily record books,	114.00	
Plan books,	109.78	
Programs,	90.00	
School directories,	160.00	
Typewriter paper,	17.46	
Neostyle supplies,	67.24	
Repairs to typewriters,	45.48	
Examination papers printed,	167.95	
Duplicator roll and paper,	71.00	
Trip to Boston to interview new teachers,	9.64	
Paper cutter,	4.71	
Freight,	1.99	
Postage,	1.56	
Thumb tacks,	.85	
		$1,304.30

OPERATION AND MAINTENANCE OF SCHOOL PLANT:

Janitors' salaries and building supplies:		
Salaries of regular janitors,	$12,152.18	
Salaries for extra help,	438.09	
Building supplies,	1,186.69	
		$13,776.96
Fuel:		
Wood,	$2,581.42	
Coal,	8,289.32	
		$10,870.74
Water,		498.00
Light and power:		
Electricity, power,	$400.03	
Electricity, lighting,	602.11	
Gas,	540.91	
		$1,543.05
Repairs:		
Salary of repair man,	$1,383.25	
Repairs,	7,121.03	
		$8,504.28
Other expenses of operation and maintenance:		
Removing ashes, city,	$146.52	
Trucking,	54.13	
Telephones,	119.60	
		$320.26

AUXILIARY AGENCIES AND SPECIAL ACTIVITIES:

Libraries:	
Magazines,	$6.00

Medical inspection:

Salary of medical inspector,	$3,000.00	
Salary of school nurse,	1,161.69	
Salary of clerk,	261.00	
Salary of girl at clinic,	28.00	
Paper, guide for files,	4.35	
Laundry-clinic,	26.50	
Music for physical drills,	42.40	
Amount paid to janitor at armory for drills,	235.00	
Medical supplies,	49.53	
Transportation for nurse,	112.70	
Transportation for doctor,	313.40	
Supplies for clinic,	60.31	
Services for dentists,	383.18	
		$5,678.06

Transportation:

Blackhill Route,	$990.00	
Millville Route,	1,880.00	
Silverhill Route,	975.00	
East Concord to City Route,	1,646.00	
Eastman School Route,	741.00	
Harriet P. Dame School Route,	434.10	
Plains to City Route,	1,110.00	
Mountain Route	781.68	
Mr. Hanson's Route,	356.00	
Railroad fares (Riverhill, Mastyard),	145.51	
Carfares for pupils in special room at Walker school,	71.20	
Transportation of East Concord pupils to city for cooking classes,	10.00	
Riverhill Route,	90.00	
West Concord carfares,	959.44	
		$10,189.93

Other special activities:		
Supplies for school lunches,	$2,955.36	
Salaries for Night School,	320.50	
		$3,275.86
FIXED CHARGES:		
Insurance,		$723.00
EXTRA CONSTRUCTION AND NEW EQUIPMENT:		
Lands and new buildings, alterations of old buildings, new equipment:		
Blackboards,	$100.00	
Trucking,	66.28	
Files,	109.25	
Teachers' desks,	51.00	
Radiant fire,	12.00	
Pupils' desks and chairs,	632.60	
Equipment for Morrill School,	3,998.74	
		$4,969.87
Miscellaneous:		
State, per capita tax,	$5,814.00	
High School dances,	132.00	
Transportation for book accounts,	8.50	
Doctor's bills,	30.00	
Rebate of tuition,	23.16	
Negatives for papers,	4.00	
Rug for Dewey School,	65.00	
Sundry bills,	122.26	
		$6,198.92
Balance,		4,458.86
Total,		$260,695.74

COST PER CAPITA.

Cost per pupil, including all current expenses	$84.31
Cost per pupil, including all current expenses, based on average membership . . .	93.95
Cost per pupil for tuition, including music, drawing, superintendent, etc.	58.88
Cost per pupil for tuition, exclusive of special teachers and superintendent	45.93
Cost per pupil for tuition, exclusive of special teachers and superintendent, in all schools below the high school	36.29
Cost per pupil for tuition, exclusive of special teachers and superintendent, in the high school	66.04
Cost per pupil for text-books and supplies in all schools	3.34

TUITION RECEIPTS.

High School	$3,119.07
Eastman School	9.00
Rumford School	36.00
Kimball School	49.73
Walker School	2.37
Dewey Training School	18.00
	$3,234.17

FOR EVERY DOLLAR OF CURRENT EXPENSES

1922–1923.

For teachers' salaries	$0.664
For janitors' salaries and supplies	.053
For fuel	.042
For transportation of pupils	.039
For repairs	.033
For text-books	.0245
For medical inspection	.022
For state per capita tax	.021
For new equipment	.019
For superintendents' salaries and expenses	.0164
For scholars supplies	.015
For other special activities	.0127
For other expenses of administration	.00794
For light & power	.006
For other expenses of instruction	.0059
For truant officer's salary & expense of census	.00383
For insurance of buildings	.0028
For water	.0019
For salaries & expenses of school board	.00126
For other expenses of operation and maintenance	.00125
For reference books, maps, apparatus, etc.	.00071
For graduation, exhibits, advertising, etc.	.000623
For flags	.000056
For libraries	.000028
For miscellaneous	.006103

School Board Report of Financial Budget for 1923–1924.

Amount of money required by law ($3.50 on each $1,000 of the inventory).

	Elementary Schools.	High Schools.
I—Budget (school money):		
(a) For support of schools,	$143,200.74	$83,884.95
(b) For purchase of text-books and scholars' supplies,	5,675.42	3,324.58
(c) For purchase of flags and appurtenances,	15.77	9.23
(d) For payment of tuitions in high schools,		
(e) Total amount required for the above items,	148,891.93	87,218.76
(f) Estimate of $5 tax on 1922 inventory,	107,375.09	
II—Requirements to meet the Budget:		
(a) For support of elementary schools,		148,891.93
(b) For support of high school and high school tuitions,		87,218.76
Total support of all schools,		236,110.69
III—School Board report of assessment required:		
(1) For the support of schools and the purchase of required books, supplies and flags, and the payment of high school tuitions,		236,110.69
Estimate of $3.50 tax on 1922 assessed valuation,	75,162.56	
Estimate of additional sums needed,	160,948.13	

(2) For the payment of per capita tax,	$6,142.00
(3) For the payment of debt (statutory),	12,000.00
(4) For the payment of interest (statutory),	7,095.00
(5) For the payment of other statutory requirements,	
(6) For the general administration of the schools,	7,708.00
Total budget for 1923–1924,	269,055.69

REPORT OF THE SUPERINTENDENT.

To the Board of Education of Union School District, Supervisory Union No. 8, Concord, N. H.

This report, my thirty-seventh in succession, and the sixty-third of its series, invites your careful reading.

The national field of public education grows in importance each year. This is true of education not only as a source of democratic strength, not only as an opportunity to be enjoyed by all, but as an economic factor in promoting a wholesome national life.

Even in the face of keen criticism the cause of education still keeps its onward march stronger, because it is considering the present and future needs of the people who maintain it.

One of the most notable advances made in recent years is the active work done in the measurement of pupil-intelligence, the importance of which becomes increasingly apparent. This is made evident by such things as the establishment of mental clinic schools for backward children, and the maintenance of a Bureau of Mental Hygiene and Diagnosis by the Department of Education for the state of New York.

We also note thought along the following lines: Better civic training, more comfortable homes for teachers, building programs for school buildings under the direction of the most skilled architects, the rapid growth of the junior high school idea, a national scheme for more effective teaching of the English language in public schools, and an international agitation for educational co-operation. In addition to these things and many others the cost of public education is being thoughtfully considered, as it should be, before public expenditures assume bankrupt proportions.

Some of the less conspicuous ways that make for the increase of school expenditures are: The unduly long term of

public education, badly proportioned curricula of studies, the prevalent idea that education is something that can be acquired simply by "passing through" a course of study, the admission and retention of many pupils in high schools and colleges who are ill-fitted for the higher education.

Such expressions as these appear frequently in the public press: "There is a prodigal waste of time in college." "Fifty per cent of the work done in colleges of arts and sciences rightfully belongs in the secondary schools." "Secondary education begins too late and ends too early; it is therefore too diffuse and superficial." (Dr. Samuel B. Capen, director of the American Council of Education.)

"There is a widespread notion that formal education is not only the one way to advancement, but that it is also the panacea for all social and political disorders." "The admission of great numbers of pupils, ill-fitted for the higher education and the more expensive schools, such as high schools and colleges * * * ." (Dr. Henry S. Pritchett, Carnegie Foundation.)

"Public education is faulty in that it wastes from five to ten years spent in the schoolroom. The time is coming when boys and girls will go through from kindergarten to high school and be ready for service at fifteen years of age." (Norbert J. Baumer, a business man.)

"No nation can continue to offer sixteen years of preparatory education to its students of this superficial sort, and meet its needs in educational training. If the work of educational training were rightly done, no such time ought to be required and no nation can afford to turn its trained men into their profession so late in life as we are coming to do. Without question *four years* can be dropped out of this program with advantage to the cause of education and to the interest of the people and their children." (Dr. Henry S. Pritchett, President of the Carnegie Foundation for Advancement of Teaching.)

These quotations are taken from public writings of distinguished men of brains. One the chancellor of a great university, one the president of a branch of a noted Founda-

tion, and the other a keen, practical, business man. They are not idle words. They mean something. They are alarming, but they reveal huge leaks in the dike of educational expense.

Every child retarded a year in his school work means doubling the cost of his schooling for that year. Every child held in school by law against his best interests by simply compelling him to exist in school until the law becomes inoperative, is a public expense that ought not to be borne. Every child who stays in school or is kept in school by his parents because they think it is "the thing to do," not having seriously consulted the child's best interests, is a financial burden on the public.

We have such children in our schools and they appear to be as numerous in other cities. It is well for us all to think carefully and take accurate measure in determining the value that the public is getting for the money expended in attempting to educate youth hampered by such conditions. They compel new school buildings. They increase the burden of taxation by clogging the progress of the interested pupils and they hold back the advancement of efficient teaching as well as the progress of society.

All such things are civic problems worthy of the best thought of all people and economically important for the interests of any community.

Attendance.

The enrollment of pupils in the public schools has varied little in the last ten years, the average net increase being about fifteen pupils per year. From 1921 to 1922 the gain was 155. Ordinarily, this would mean four extra rooms but, the pupils being distributed over the entire district, we have been able to house them without extra provision. Additional enrollment in the southern part of the city will make more room necessary.

The increase of pupils in the High School is all out of proportion to the gain in the general enrollment of the schools.

The transportation of pupils has been done economically and with as little friction as can be expected. One route at Riverhill was discontinued. The rates of transportation conform to the standards set by the state.

The continued cold of a long, hard, winter made it difficult to continue school but this has been done with the loss of only one-half day in the city proper, and two days at the Mountain. The supply of coal was so uncertain that it was deemed wise to lengthen the vacation in February by one week. With the consumption of soft coal in the place of anthracite, we have been able to keep the schools open.

A New High School Building Needed.

In my last report the matter of building a new high school was suggested but not elaborated. In view of the growing pupil enrollment, and its inevitable increase next year, more room is needed at once.

The following statistics show that the demand is justified:

Per cent of gain in pupil enrollment for the last ten years:

Senior High School	71.2+%
Parker Junior High School	27.9+%
Chandler Junior High School	57.5+%

	Built for	*Present enrollment.*	*Forecasted for 1924.*
Senior High School	500 pupils	549 pupils	630 pupils
Parker Junior High School	180 "	238 "	250 "
Chandler Junior High School	120 "	156 "	160 "

The Chandler building never was intended for junior high school accommodations and it furnishes none of the conveniences that such a school needs. There is no assembly hall, no room that can be devoted exclusively to the study period, no gymnasium, no science laboratory, no suitable conditions for demonstrating the practical things of life. All these and others are necessary if the schools of Concord are to maintain their high rating.

The Parker School is badly overcrowded. No longer can the pupils assemble in the study hall without much inconvenience. Two rooms are now used for permanent seating representing the excess that cannot be accommodated in the assembly hall. One room in the basement is fitted up with radiant-fire heaters, and window-boards for ventilators. It is located so near the closets that it has to be screened off. The air is correspondingly vitiated and pupils ought not to be compelled to sit in it.

The Senior High School now has forty-nine pupils more than the number for which it was built. Next fall the overflow will reach one hundred or more and probably force the two-session plan, one half of the pupils coming in the forenoon and the remaining half in the afternoon. Such a scheme is undesirable never having given full satisfaction wherever tried.

The lecture room has been fitted up with desks, and the physical and chemical laboratories have to be used for recitation rooms. In addition, the art room, cooking room, and assembly hall are used for regular periods. All these things interfere with the carrying out of general school activities.

The real solution of the entire situation lies in the erection of a new building upon a lot spacious enough to realize all the demands of the modern high school. The occupation of such a building would release the present high school building for the junior high schools so that they could be brought up to standard, ranking with the best in the country. This would open the Parker School for classes K and L and still give room for the enlargement of the administration offices.

Such an arrangement would release two rooms in the Kimball building, two in the Rumford building, and four in the Chandler building for the use of the elementary grades, thus taking care of any increase that would appear for many years.

The Concord school system is one of the efficient ones in the country. It is not being given the building accommodations that it needs and deserves.

Kindergartens.

No new kindergartens have been established. The enrollment has gained and the general work has been good. There is need of a new kindergarten in the southern part of the city. It should be established as soon as a suitable lot can be secured. The Rumford kindergarten has been changed from the second floor to the first floor to insure the safety of the children in case of fire.

The Elementary Schools.

The elementary schools have shown themselves to be particularly strong in grammar, history, spelling and arithmetic. The courses are workable and effective.

The Human Geography adopted by the Board of Education is now in use in all the classes except Class L, which will begin it next fall. These books, in favor with pupils, parents and teachers, are working out to advantage. The mid-winter tests in spelling, history, language and hygiene were unusually successful. Recent cases of pupils taking their tests for admission to schools in other places prove the excellence of our work.

The High Schools.

Junior High.

The work of these schools is of high calibre. The results of tests recently given and surveys made prove this conclusively, which is all the more remarkable in view of the poor housing conditions that they are obliged to endure.

The results in arithmetic, grammar, spelling, history and elementary science show the pupils to be well prepared to meet the requirements of high school work. This can be proved by actual facts, figures, and written testimony from various sources, high school and otherwise, now on file. The work invites your close investigation. It was quite reassuring to have such an authority as Professor Childs of Dartmouth College remark in his last report upon the annual prize-essay contest that:

"I have been greatly pleased with the excellence of the results, and have only complimentary words for the work your English teachers are doing. If you chance to have in your city any *carping critic,* let him read this group of 107 essays produced by your pupils—and thereafter hold his peace!"

Similar commendations on other lines of work are at hand. This is true of the even, excellent work done in the Parker, Chandler, Walker, and Garrison Schools.

Senior High.

Strict attention to the better discipline and scholastic standing of this school has begun to bring results. The crowded condition of the building, spoken of elsewhere, really complicates matters so that the best work cannot be accomplished.

Improvement has been noticeable in the following particulars: Better general discipline, more serious attention to school work, reduction of tardy marks, and a somewhat more wholesome school spirit. The school has been fortunate in having outside speakers address the students: Rev. Mr. Dallas of Hanover, N. H.; Miss Wooster, Franklin Square House, Boston, Mass.; Mrs. Lucia Ames Mead; Rev. Dr. King; Col. J. T. Geary; Rev. R. W. Barstow; Dr. H. H. Amsden; Mrs. LaMance, National W. C. T. U.; Maj. Robert C. Murchie; Rev. H. H. Niles. Talks to the commercial classes have been given by Miss Whitaker of the Margaret Pillsbury Hospital and Mr. Carl Holmgren.

Among the more important activities are the renewal of interest in the Lyceum, variations in conducting the morning opening exercises, the institution of a traffic squad, and signs of renewed school activities in general.

College preparation is not now considered the prime function of any modern mixed high school, but to show that our Senior High School is not lacking in this respect, I submit the following:

Last June five students took the College Board examinations in twenty-one different subjects. Passing averages

were secured in nineteen. All, who were recommended by the teaching staff to take the examinations, passed.

One took the comprehensive examinations required by Mt. Holyoke—passed.

One took the comprehensive examinations required by Smith—passed.

One took the examinations for Middlebury College—passed.

The annual ranking of this school last June by the State Department of Education showed it to be ahead of the other large cities of the state. Of the cities, Somersworth was the only one ranking ahead of it. It may be worth while to note that Concord was represented by a larger number of pupils, which might account for the lower ranking.

The records of the school show that twenty-six of its graduates entered college in September, nine entered normal schools, and one a special school for optometry. Complete records of the work of the first semester are not yet in, but so far as they have been received they are commendable.

The reports received from graduates of the Commercial Course are creditable and in many cases flattering.

The Rural Schools.

Rural schools are necessarily complex in the matter of class regulation, which has been made more difficult this year by larger pupil enrollment. Nevertheless, despite the fact that the attendance has been irregular during the remarkably severe winter, results accomplished are reassuring. The discipline has been good and pupil interest keen.

These schools are in need of more extensive school libraries, victrolas, stereopticons and other illustrative apparatus to aid in class work. But little time has been lost on account of no school resulting from the impossibilities of travel in the severe winter months. On such days the teachers use their time visiting schools in the city proper.

The matter of securing boarding-places for the teachers has reached an acute stage. The teachers at the Mountain

and the Riverhill Schools have been obliged to room in the city proper, going to and from their work at great inconvenience, because no accommodations could be found within reasonable distance from the schools. If this situation is not improved then teachers cannot be found to make such sacrifices of inconvenience and possible injury to health, the result being that the pupils will have to be transported to the nearest city school, and the two buildings closed.

The Dewey Training School.

The entering class of this year was small, probably owing to the withdrawal of the daily wage adopted during the late war but discontinued this year. The record of the graduates still continues favorable. I believe some scheme should be adopted for determining whether it is wise for some of the candidates to continue training if they give evidence of being better fitted for some other work than the professional life of the teacher. It is also advisable that graduates be required to pass the state examinations before being eligible for positions in the schools of the district. The previous success of the instruction is being maintained.

Drawing.

The increased amount of work called for an assistant teacher. Miss Ruth Battilana has filled the position since the beginning of the year. Her work has been energetic and shows signs of eventually becoming successful.

There being no accommodations furnished in the Parker School, pupils from the classes O and P are compelled to go to the studio in the high school building to pursue this work. Some are compelled to stay until four o'clock in the afternoon, and the arrangement is unsatisfactory. No relief can be had until ample room accommodations are furnished. The usual routine work of the course has been accomplished, but the best results in the High School cannot be had in its present crowded condition.

General exhibitions of work were shown on Parents' Nights and at the close of the spring term.

Sewing.

The usual courses having been followed, I am simply stating the new features:

Class L—Instruction in the use of sewing-machines.

Class M—The making of simple cotton dresses.

Garment Making—Brown velour wrap with collar, hand-embroidered serge dresses, semi-formal silk dress, spring suits.

Dewey Training classes—Taking up of the more advanced problems of garment instruction.

Exhibitions were held on Parents' Days and at the various schools. The department needs a room in the Senior High School to serve the best interests of those electing this branch.

The results in sewing are creditable to both teachers and pupils.

Cooking.

Cooking remains about the same as for a number of years past.

In February, classes M and N began alternating their work with sewing, which seems better than the former plan, although it were still better if both sewing and cooking could be taken each week throughout the year.

The girls at the Parker School get only one lesson in cooking every four weeks. This is in connection with the school lunches. The time of the beginners' classes is divided between instruction, recitation and kitchen work.

Extra work has been done in the serving of lunches on "School Night" and at the meeting of the State English Teachers' Club.

Lunches have been improved by introducing meat dishes more frequently, also various kinds of stews and chowders, and they are popular with the students. The sale of tickets has been increased by advertising the menus a day ahead of time.

Music.

The work of this department has been kept up as well as time, material, and close application to work would permit. It has been marked by individual sight singing in classes E to L, four-part chorus singing in classes M, N, O, P, and better chorus singing in the High School. The glee clubs and orchestra are larger than for many years. The music appreciation classes also have a large membership and show good results. The system now used should be revised and brought up-to-date.

The Morrill School of Mechanic Arts.

This school, one of the most noted of its size in the country, is ever on the progressive side and with a live corps of teachers it is accomplishing real results. The discipline has been strong even under the adverse conditions prevailing throughout the year. The project work, more comprehensive than ever before, has shown splendid results, while the work of each particular department has borne up wonderfully well during the period of building reconstruction.

A partial enumeration of the projects that have been done:

1. Reinstalling the equipment in the cabinet room.
2. Rearrangement of woodworking machinery in rooms 2 and 3.
3. Excavating and building cement forms for the west side addition.
4. Installing clutch on forge shop.
5. Assembling and finishing 60 tablet-chairs.
6. Building and installing toboggan slides and ski take-off at Eddy Field for the Chamber of Commerce.
7. Installing and operating school printing plant on "School Night."
8. Wiring, installing equipment, and general fitting up of new electrical room.
9. Wiring, planning layout, and installing equipment for new machine shop.
10. Rearranging print shop, painting walls and ceilings.

Suggestions for Next Year.

1. Rearrangement of time for classes O to V inclusive.
2. Direct drive surface planer.
3. An iron planer.
4. An automatic filing and setting-machine for rooms 2 and 3.
5. Rearrangement of rooms for the better accommodation of the printing department.
6. A blind drain under the floor on the west side.
7. That the roof of the new machine shop be tinned.
8. New sinks for rooms 2 and 4.

RECOMMENDATIONS.

That a new high school building having a seating capacity for a large number of pupils be erected upon a lot big enough to carry out properly all forms of athletic contests.

That my recommendation of last year for an advanced high school grade be considered carefully and given a trial.

That an additional kindergarten be established in the southern part of the city.

That provision be made for the employment of two college graduates for teacher training and availability in general substitution.

That an instructor be employed for the entire year to have charge of all forms of athletics and to assist in general physical training.

That high school graduation be restored to its former standing as an annual event in June.

That "School Night" be continued annually.

That a complete course in Domestic Arts be instituted and that the working out of such a course, including cooking, sewing and the administration of school lunches, be placed in charge of one competent head who shall be held responsible for its success.

That a special sum of money be appropriated each year for the general upkeep of the school plant.

That at least one of the superintendents be sent to the National Meeting of Superintendents each year.

That passing the state examinations be made a requirement for a graduate of the Dewey Training School to secure positions in the schools of this district.

That another system of penmanship replace the one now in use.

Accomplished.

The introduction of the Human Geography into classes E to L inclusive.

Rearrangement of the course in history for the elementary grades.

New course in memorization for all grades (Mr. Clayton).

Rearrangement of the courses in physical drill for classes A, B, C, D (Dr. Kelley).

A new spelling book for classes M, N, L, K.

Change in the literature course, classes M, N (Mr. Clayton).

Survey of arithmetic, classes I, J, in one school. Results found to be above the median for the standard tests. (Mr. Clayton).

Introduction of milk and cracker lunches in many schools (Dr. Kelley).

The printing and the publication of "School News."

Transfer of the Eastman School junior high classes to the schools of the city proper.

New dictionaries for classes E to N inclusive.

Instructions regarding the prevention of fire, submitted by the Board of Fire Underwriters, carried out.

A new lumber room, and a new addition to the Morrill School on the east side for the machine shop.

Rearrangement of work in arithmetic in classes G, H, L, M, N.

The Point System.

One of the harmful things found connected with the modern high school is the so-called "Point System," adopted by the secondary schools from colleges where it had

its birth in the convenience of professors. It has become so firmly rooted in public systems of education that students are obsessed with the idea of winning points enough to "get by."

Not long ago a valedictorian in her essay at graduation stated, without a trace of shame, that pupils entered secondary schools with ambition to keep up and retain their former standing, but gradually became one of those who cared more for pleasure and were content simply to get a passing mark which, of course, means "points enough to get by." This reveals a condition in schools that is deplorable to say the least. It may account for the student attitude toward study and even the prevalent lack of an English style in writing.

The deterioration of modern teaching into a dry drive-method may be directly traced to this way of valuing pupil attainment, the goal being not to get out of a subject the real meat, but to so fix certain things that the pupil may get enough points to be able to pass on to higher work.

Masters, principals, and teachers are not to blame. Their complaints have been heard for a long time. The effect upon the true value of a subject is disastrous. In literature the beauty of the selection is blurred by the distraction of marks. Mathematics, a dry subject, loses whatever vitality it has, and the languages are robbed of their peculiar literary value and poetic sentiment.

I have seen teacher and pupil scheme for a long time to arrange studies so as to make the required number of points the inherent value of any one of the subjects never even being touched upon. This one is substituted for that because it is surer of its points.

How long educators and intelligent citizens will withhold revolt at such practices is a matter of conjecture, but I am glad to register my emphatic disapproval.

The pupil of today needs to be brought to a realizing sense that schools are being maintained to educate him, to make him do exacting, intelligent, profitable work, not to protect him and urge him on in efforts to camouflage with an array

of points. When he is taught to go to his task as a joy and with a wholesome purpose, when he knows his work will be judged by his actual knowledge of the subject as revealed in the classroom, when he has been required to meet and conquer a difficult subject for the good that he can get out of it rather than "point" valuation, then we may tell the public that education is taking on a new lease of life, that teachers are progressing in professional standing and that society is being elevated to more wholesome levels through public schools purged of the baneful influence of "The Point System."

In closing this report I wish to subscribe to the valuable work of all the teachers and other employees of the district and to their commendable spirit and attention to duty, to Assistant Superintendent Clayton; and to the Board of Education for its efforts in making the schools a credit to the city.

Respectfully submitted,

L. J. RUNDLETT,
Superintendent.

REPORT OF THE ASSISTANT SUPERINTENDENT.

To Mr. Louis J. Rundlett, Superintendent of Schools,

DEAR SIR: I am presenting herewith a report on the work of assistant superintendent for the year 1922–23. This report will deal briefly with night schools for adults, supervision in the elementary and secondary schools, and certain recommendations.

In view of the alterations that are being made at the Morrill School, it was considered inexpedient to open evening vocational courses for adults as had been done previously for several years. The evening school activities for adults have been limited to two classes in English for the foreign-born. These classes have been taught by Mrs. Putnam and Miss Clark. At the beginning of the term, Mrs. Gauthier substituted for Mrs. Putnam who, on account of illness, was unable to commence work. The statistics bearing upon the work of these two teachers appear elsewhere in this report and are complete up to the first of March of the current year.

Following out the desires and with the co-operation of the Board of Education, I have endeavored to keep the public informed with respect to the regular and special activities in the schools. In this attempt to keep the public informed, I found very ready co-operation on the part of many local agencies and interested individuals. We were fortunate in having as our guest during the early part of November the United States Commissioner of Education, the Honorable John J. Tigert, and by careful planning prepared a special school night at the Auditorium. The success of this meeting was secured by the untiring support of principals, teachers, and pupils. In developing a more

intimate contact between the schools of the District and the public, the local newspapers, the *Monitor* and the *Patriot,* have been most generous in the amount of space they have placed at our service. In calling attention to the schools during American Education Week by means of slides, and at other times also, the local moving picture theaters have gladly co-operated. The Chamber of Commerce has done much to stimulate a wholesome interest in the schools. Under its auspices prizes for essays were offered during Fire Prevention Week, and the schools generously accepted the challenge. Local organizations have responded to the Board's invitation to visit schools, and it is to be earnestly hoped that this kind of school visiting will be continued.

During the greater part of last year an extensive questionnaire bearing upon the teaching of English was circulated among all the teachers of Union School District. A vast amount of valuable opinion was secured. During the summer and since then I have tabulated much of this data and from it obtained helpful suggestions in the general reorganization of English teaching throughout the grades. It is our purpose to have available for all teachers a definite body of data bearing upon the teaching of the English language and literature. Teachers in the most elementary grades should be able to see the whole English situation and those in the higher grades should know what has preceded in the English course and how much advancement to expect from their pupils. The segmentation of public school systems into grades has a tendency, unless checked, either to retard or to hasten the natural sequence of growth of pupils from the lowest to the highest grades. There is often much overlapping and unnecessary review. In no part of the program is this more apparent than in the teaching of English. This effort in reorganizing the English work is part of the larger purpose to secure for children a natural development from the kindergarten through the high school, unimpeded by the administratively necessary graded system.

In working out this plan for the reorganization of English I have formed a class in English composition of an advanced grade. The class is conducted primarily for the benefit of seniors in the Dewey Training School and for graduates of the High School who wish advanced work in English. The course is designed to extend through the second semester only. By securing actual contact with pupils I believe I can more effectively work out teaching methods and make available for English teachers a sort of workshop in composition methods. The present class enrolls twenty-three pupils.

The congested conditions in both the Parker and the Senior High schools increasingly impede effective work with classes by the teachers. Conference work with pupils, an important method in modern secondary school procedure —a procedure designed to overcome some of the limitations of mass instruction and to secure greater individual development—is becoming almost impossible for many of the teachers. I see no alternative for next semester but to have two sessions a day in the Senior High School. This will necessitate the curtailing of choral work, gymnasium drill, and extra-curricula musical activities. There is likelihood also in such an arrangement that the Smith-Hughes program in the Morrill School will be affected. The two-session plan is an extra burden upon the teaching staff.

The teaching in the high schools frequently suffers from the fact that in case of illness or resignation of a teacher there are not available properly qualified substitutes. The elementary schools can in most cases call upon the force in training at the Dewey School. The high schools have no such resource. We are compelled to consult agencies in Boston and elsewhere, and for the brief period for which substitutes are needed it is impossible to secure suitable candidates. This situation in our high schools could be more completely provided for if we had one or two apprentice teachers doing part-time service in Parker School, occasionally substituting in the Senior High School, under the direct supervision of the Superintendent. These ap-

prentice teachers would be given sufficient time to observe effective teaching, to acquire an understanding of secondary school methods of teaching, and to pursue the study of problems bearing directly upon modern high school practice. They would be in line for permanent positions in the junior and senior high schools. It is very rarely that college graduates presenting themselves as candidates for teaching positions in our high schools have had any training whatever in the art of teaching. Modern high school teaching is as distinctively a specialized profession as is that of the teacher in the kindergarten or in the elementary grades. The employment of one or two apprentice teachers as here suggested would greatly improve the prospect for better secondary school teaching and meet the need of an occasional substitute.

As at present organized and conducted the work in home economics or domestic arts lacks well-defined objectives and adequate co-ordination. The excellent work that is being done by individual teachers would secure more lasting results for the pupils if the entire work from the grades through the high school could be gradually reorganized into a progressive, unitary course. We have already many elements of an effective home economics course. Broadly conceived, a home economics course should help both girls and boys to regard intelligently the home as a basic factor in their present and future well-being. During the last two years of high school there should be provided a home economics course for girls as efficiently conducted and as adequately equipped as is the vocational work for boys in the present Morrill School. We are not doing our whole duty in providing educational advantages for our children if we stress merely the academic, commercial, and vocational, and slight the home. As rightly administered, a constructive course such as I have suggested, would require a supervisor who would ultimately give her entire time to the supervision of the course.

In closing this report I wish to summarize its items in the form of five recommendations. I would recommend:

1. The continuance of the policy to keep the public fully informed with respect to school activities and progress;

2. The continuance of the reorganization of school subjects with a view towards the better distribution of subject matter;

3. The early provision of adequate housing facilities for the senior and junior high schools;

4. The appointment of two apprentice teachers in the junior high schools;

5. The appointment of a supervisor, and that immediate steps be taken to organize gradually an adequate course in home economics extending from the grades through the high school.

Respectfully submitted,

F. T. CLAYTON,

Assistant Superintendent.

ANNUAL REPORT OF THE MEDICAL DIRECTOR.

Mr. Louis J. Rundlett, Superintendent,

DEAR SIR: In general the work of this department has continued as during the previous year, but with an increased effectiveness, particularly in the activity of the Dental Clinic and in physical training. I am enclosing herewith the reports of the school nurse and the physical instructors.

Medical inspection has included 2,526 routine examinations, starting with pupils in the lowest grades, 57 individual mental examinations, 320 physical examinations for special reasons, and numerous other inspections for symptoms of contagious disease. It may be stated that throughout the district there is a definite decrease in the communicable conditions common among school children, and an appreciable number of pupils have benefited by the correction of conditions to which attention has been called. The forenoon lunches have been extended so that they are available for all the elementary schools within the area of delivery and, during the last semester, 32,504 such lunches were served, attended by a marked increase in the number of children taking lunches from home. Already, in some instances, the teachers have noted an improvement in the well-being and the school work of pupils which may be attributed to the lunches.

A program of physical education has been adapted for the first three grades. This provides for suitable exercises in the classroom and for appropriate training in health habits. More attention should be given to these exercises, with extension of the program into the upper grades.

The physical drills in the High School have been conducted effectively by Mr. Quinn and Miss Ranney, all the more creditably because of the obvious limitations of room and equipment.

Appreciative acknowledgment is again made to the Concord Female Charitable Association for the gift of ten dollars for the benefit of needy children.

Your attention is respectfully called especially to the increased work of the Dental Clinic, due to the enthusiasm of the staff, consisting of Dr. Young, Dr. Albee, Dr. Morton and Dr. Washburn, and of Mrs. Upham. Since February 18, 1922, 375 pupils have been afforded 1,400 dental operations.

Respectfully submitted,
CLARENCE M. KELLEY,
Medical Inspector.

SUMMARY OF PHYSICAL EXAMINATIONS FROM FEBRUARY 25, 1922 TO FEBRUARY 21, 1923.

Number of routine examinations,	2,526
Number of notifications of defects,	358
Number of exclusions for communicable disease, etc.,	81
Number of notifications resulting in treatment, etc.,	185

Summary of Health Defects.

Vision, total,		278
Slight,	126	
Marked,	152	
Hearing, total,		55
Slight,	47	
Marked,	8	
Teeth, total,		742
Slight,	253	
Marked,	489	
Speech,		12
Defective nasal breathing,		42
Defective tonsils, total,		554
Acute inflammation,	9	
Slight hypertrophy,	276	
Marked hypertrophy,	269	
Cervical adenitis, total,		328
Slight,	288	
Marked,	40	
Thyroid enlargement, simple,		4
Anemic condition,		78
Pulmonary disease, total,		12
Non-tubercular,	9	
Suspected tuberculosis,	3	
Cardiac defects,		41
Nervous diseases,		17
Skin diseases, total,		94
Inflammatory,	19	
Parasitic,	75	
Contagious diseases not included elsewhere,		5

Nutrition, total,		734
Overweight, more than 20 per cent,	58	
Underweight, 10 per cent to 15 per cent,	460	
more than 15 per cent,	216	
Total,		2,996

Report of the School Nurse.

Home Calls from February 18, 1922, to February 1, 1923.

Defective teeth,	156
hearing,	18
vision,	108
nose and throat,	91
skin,	22
venereal,	2
underweight,	18
pediculosis,	41
uncleanliness,	23
cardiac,	2
pulmonary,	17
other illness,	34
To obtain case history,	10
To obtain reason for absence,	27
Total,	569

Visits to schools,		205
Interviews with physicians and officials,		144
Periodic weighing and measuring of pupils in elementary grades.		
Health talks to pupils in elementary grades.		
Assisted at dental clinics,		29
Pupils treated,		375
Cleanings		254
Fillings { Cement	111	
Fillings { Amalgam,	239	
		350

Extractions,	419
Examinations,	375
Total number of operations,	1,400

Respectfully submitted,

HELEN Y. UPHAM, R.N.
School Nurse.

Report of Physical Instructor.

Concord, N. H., February 22, 1923.

Mr. L. J. Rundlett, Superintendent,

Dear Sir: I hereby submit my report as Physical Instructor of Boys in the High School for the year ending February 21, 1923.

The instruction has been along the same lines as last year. The exercises taken up this year, however, have been taken from the latest available manuals issued for the physical instruction of the United States Army, the exercises being selected which seemed most suitable for growing boys. To the exercises which were done to music last year have been added three entirely new sets, for which it was necessary to select and adapt music. This has been done with good success.

In addition to physical exercises I have instructed in the simpler marching movements.

I have endeavored to inculcate the idea of discipline, steadiness in ranks, and promptness of execution. Considering that the drill comes but once a week while school is in session and does not last more than half an hour, I think that good results have been obtained. All of the drills have been held in the State Armory, which is well adapted, of course, for the work, although the fact that the students have to come from the High School takes time and is but one more argument for a suitable high school building.