

## **DEPARTMENT REPORTS.**



# SCHOOL REPORT.

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## BOARD OF EDUCATION, 1923—1924.

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HARRY F. LAKE, ESQ.	. . . .	<i>President</i>
MRS. OSMA C. MORRILL	. . . .	<i>Secretary</i>

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### MEMBERS.

#### TERM EXPIRES.

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

1926.

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

**STANDING COMMITTEES.**

## FINANCE.

MR. FOSTER.                      DR. DUNCAN.                      MR. BATCHELDER.

## HIGH SCHOOL.

MR. EMERY.                      DR. DUNCAN.                      MR. LAKE.

## JUNIOR HIGH SCHOOLS.

MRS. ELKINS.                      MR. FOSTER.                      MR. BATCHELDER.

## ELEMENTARY SCHOOLS.

MRS. JACKSON.                      MR. OTIS.                      MR. EMERY.

## KINDERGARTENS.

MRS. MORRILL.                      DR. DUNCAN.                      MRS. JACKSON.

## RURAL SCHOOLS.

MR. EMERY.                      MRS. ELKINS.                      MRS. JACKSON.

## BUILDINGS AND REPAIRS.

MR. BATCHELDER.                      MR. LAKE.                      MR. OTIS.

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

## NIGHT SCHOOL.

MR. LAKE.            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*).

## CITIZENS' COMMITTEE.

MR. HARRY F. LAKE,	DR. SAMUEL S. DRURY.
MRS. DOROTHY B. JACKSON.	MR. BURNS P. HODGMAN.
REV. W. STANLEY EMERY.	MR. JOHN S. B. DAVIE.
MR. JOSEPH S. OTIS.	MR. JOHN D. BRIDGE.
MR. BENNETT BATCHELDER.	MR. FRED C. DEMOND.

**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, 1325; house, 603R.

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**ASSISTANT SUPERINTENDENT OF SCHOOLS.**

CHARLES WATERMAN WALKER.

74 School Street. Office: Parker School.

Hours: 3 to 5 p. m., school days. Telephone: Office, 1325.

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**TREASURER.**

HARRY LUCIUS ALEXANDER.

Mechanicks Bank. 12 Auburn Street. Telephone, 63.

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**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.

ERMA PEARL TABOR.

85 Hall Street. Telephone, 534Y.

Office of Financial Agent, Parker School.  
Office hours: 8.30 to 12 a. m., 1.30 to 5.00 p. m.

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**MEDICAL INSPECTOR AND PHYSICAL DIRECTOR.**

ARTHUR KEHEW DAY, M. D.

11 South Street. Office: Parker School.

Hours: 8.30 to 9 a. m., and 4 to 4.30 p. m. on school days.  
Telephones: Office, 1325; house, 995W.

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**SCHOOL NURSE.**

HELEN YOUNG UPHAM, R. N.

94½ South State Street. Office: Parker School.

Hours: 8.30 to 9 a. m., and 4 to 4.30 p. m. on school days.  
Telephones: Office, 1325; house, 565-J.

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**OFFICERS OF THE DISTRICT.**

ARTHUR P. MORRILL . . . . .	<i>Moderator</i>
RAY E. BURKETT . . . . .	<i>Clerk</i>
HENRY H. METCALF AND JOHN P. GEORGE . . . . .	<i>Auditors</i>

# REPORT OF THE BOARD OF EDUCATION.

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TO THE INHABITANTS OF UNION SCHOOL DISTRICT :

There have been some changes in the district to which attention should be called. At the time of the death of Mr. Clayton, Assistant Superintendent of Schools, in the latter part of July, and before another assistant superintendent could be engaged to take up his work, it seemed wise to relieve Mr. Rundlett, our Superintendent of Schools, of such duties as was possible. For some years Mr. Rundlett, at the request of the Board of Education, and under its supervision, has acted as financial agent of the district, the principal duties of which, aside from those falling on all superintendents of schools, was the handling of the money of the district, and the paying of all bills. Disbursing about one quarter of a million of dollars a year mostly in small amounts is obviously no small task.

The Board sought the advice of Elwin L. Page, city solicitor, as to its power to appoint an officer to perform the duties contemplated, and upon exhaustive and painstaking examination of the matter, he advised the Board that it had the power under the special terms of the legislative enactments creating our school district, to appoint an officer to take over these duties, and further that the general law of the state providing for the election of a treasurer of school districts at their annual meeting as one of the usual officers thereof, did not apply to Union School District. Mr. Lake, Chairman of the Board, who considered the matter with Mr. Page, was in thorough accord with this opinion. In consequence thereof, Harry L. Alexander, Cashier of the Mechanics National Bank, furnishing suitable bonds, was appointed treasurer of the

district under proper amendments to the by-laws which had formerly been adopted by the Board. Mr. Alexander is now acting as such treasurer and is performing this service for the district without compensation.

Francis T. Clayton, Assistant Superintendent of our schools, died July 29, 1923. He had occupied this position in the district for five years. Out of a broad culture, remarkable mental attainments and deep earnestness, he had given the schools of Concord an unusual service. His interest in educational matters was extraordinary. This interest and his general ability were recognized by his associates of the New Hampshire Teachers' Association, whose representative he was on his uncompleted trip to California in the summer of 1923 to attend the meetings at San Francisco of the National Educational Association. Being too ill to complete the journey, he turned back to Concord, only, by his own force of will, the ministrations of medical attendants, and the aid of loving friends, to prolong a painful illness that proved fatal in the end. He was always composed and even cheerful in the most distressing pain, and possessed a faith triumphant over all doubts in the things material and spiritual for which he had lived and worked. Those who were at all close to him in the days of his last sickness knew that his was a rare soul indeed. His death is a distinct loss to the educational interests of New Hampshire.

After the death of Mr. Clayton, we engaged Charles W. Walker, at that time Superintendent of Schools at Gorham, N. H., to become our assistant superintendent. Mr. Walker we found was well trained for the position, and though a young man, had already a record of unbroken successes in his work to this time. He began his work November 1st, 1923, and has fulfilled all our expectations. We commend him to the goodwill and favorable attention of the community. We believe his work, begun under favorable auspices, will prove of great and lasting value to the school district.

When Dr. C. M. Kelley resigned the position of medical inspector in the spring of 1923, we soon thereafter engaged Arthur K. Day, M. D., of Concord, in his stead. Dr. Day did not need to become acquainted with this community for he had during many years been a physician here in successful practice. He had long been particularly interested in our schools and has brought to his work not only the training of a physician, but the interest of a loyal citizen and one devoted to the best interests of young life. Without reservations we say that Union School District is fortunate in having Dr. Day for its medical inspector.

With keenest regret we received some weeks ago notice from Miss Luella A. Dickerman that she wished not to be re-elected next year principal of Parker School. Miss Dickerman has been, in addition to other services as teacher in the district for many years, principal of this building. The distinction this school has attained under her leadership, the potent impulses given large numbers of boys and girls through the years towards studious habits, right personal relations toward life, and the development of the proper ideals of citizenship, as testified to by many who now occupy honorable and responsible positions in life, make the services of Miss Dickerman to the district unique indeed. The members of this board have personally heretofore expressed their feelings of regard to Miss Dickerman in this matter. But we desire in this more formal manner and in our official report to convey to her again our own respect and genuine affection for what she has meant to Concord boys and girls as well as to convey the grateful appreciation of the entire city.

In the early part of this year a request was received from the teachers of the district through the Teachers' Association, for a flat increase in salary to the amount of \$200 a year, each, over existing schedules. At the February meeting of the Board a special committee was

appointed to consider the matter, confer with a committee from the Teachers' Association and report to the Board.

Several meetings were held and all pertinent matters were gone into exhaustively.

The last substantial increase in our teachers' salaries was in 1919-1920. This was after increased costs had entered into the expense of nearly all matters with which we are familiar. The teachers' salaries, as a fact, from 1914 to 1918, were raised only the average sum of \$100. Looking back now to this fact, it seems most amazing that our teachers receiving at that time salaries, not generous even according to the standard of the times, exercised so great a degree of restraint as not, under the pressure of their own needs and added costs of living, to make strenuous demands of the district for greatly increased salaries. While up to 1922 the cost of living had increased 105% as based upon the cost of 1914, our teachers' salaries during the same period for their living and the laying up of something for the support of later years had increased only 66%.

A careful examination of salaries paid in the cities of New Hampshire shows that we are paying much less than many of them—not specifically to mention Manchester, which in practically all lines pays so much more than we that we cannot expect perhaps ever to equal their schedule of salaries. We do not compare favorably with other cities of our size in New England. For instance, English teachers in such cities in all New England States, except Vermont, are receiving from \$50 to \$250 more than our English teachers are receiving in Concord. Comparison between Concord and the cities throughout the country of our general size, as to teachers' salaries is unfavorable to us, for the teachers of both the elementary and advanced grades throughout the country are receiving salaries of from \$200 to \$250 on the average more than ours at the present time. On the whole show-

ing we believe our teachers are entitled to an increase in salary to begin next school year. No group of citizens better than the School Board can know the loyalty and ability of our teachers. These characteristics, together with length of service and a genuine interest in the welfare of the community should be rewarded on a money basis. Such increase is necessary, because we have to meet competition with the other towns and cities in New Hampshire, and this general locality where salary schedules are advancing. This is especially important in the High School group, where in certain departments in the last few years an astonishing number of changes have been made on account of teachers leaving Concord for other places, in most instances on account of increase in salaries. Also, the demands made upon the teaching force are much greater now than formerly and apparently are increasing all the while,—among other things the regulations of the State Department in regard to certificates become increasingly stringent. All these demands call for a greater expenditure for magazines, books, and professional study at summer schools, and while there is obviously a benefit in all this to the schools and to the teachers, and primarily such benefit is the reason for such rules and regulations, nevertheless, we cannot close our eyes to the proposition that they all cost the teacher money.

We believe that our teachers should receive increased salaries for the following purposes:

To live on comfortably, to allow the expenditure of such sums as are necessary to keep abreast of the times in the teaching profession, and to lay by funds on which to retire at the proper time.

We, ourselves, have agreed upon the sum of \$150 by way of a flat increase to the teachers next year. To this, the teachers, after due consideration, have agreed, and without reservation we recommend the district to provide the necessary funds for the coming year. This

would involve an addition to the general appropriation of thirteen or fourteen thousand dollars.

The special committee on housing conditions in the district asked for by the Board at the last annual meeting, has reported to the public and the conclusions and recommendations of their report have the fullest approval of this Board. We do not here wish to review the facts found and reported by the joint committee but some facts in particular cannot escape attention. Our High School is not large enough for our present needs, and more crowded and unsatisfactory conditions in this respect are imminent. Likewise the Parker School is not large enough for our needs at the present time. It, too, is badly overcrowded. We have to use one large room in the basement for recitation purposes.

South of Pleasant Street the grade rooms are badly overcrowded, and relief from this condition must be had in the immediate future, for it is rapidly becoming intolerable.

Additions, at large expense, could be made to the High School building, but this would relieve congestion there only. Additions could be made at the Parker School, in view of the construction there, however, particularly costly, but these would only relieve congestion at the Parker School. If both these conditions were met, however, provisions would need to be furnished the grade rooms south of Pleasant Street now, as already stated, badly overcrowded.

We earnestly believe that the proper solution is building a new high school building for high school purposes, the removal of the Junior High School into the present high school building all under one roof, and the use of the Parker School for grade purposes, which arrangement would take care of the overcrowding in the grade rooms at the South End of the city for some years to come, i. e., until the population of the South End should so largely increase as to make the building of another school house imperative.

Such an arrangement as is above set forth would be particularly beneficial to the Junior High School.

At the present time the Parker School is the second year only of the Junior High School. The first year's work is being carried on in the Chandler, Walker and the Garrison Schools, and it is apparent that the conducting of Junior High School activities under these conditions is a decidedly weak feature in our school system.

The first year of the Junior High is split up into three separate units in as many school rooms, widely separated, and with no contact whatever, and when the pupils enter the second year of the Junior High School in the Parker School from these three schools with different corps of teachers, it takes practically one-half of the first semester for class unity and class spirit, always desirable, to manifest itself. The result is that the last few months of the second year in the Junior High School is the only time that the children of this school really form a unit before they enter the High School. If the entire Junior High School could be together in one building for two full years this unity and spirit could be extended over substantially a year and a half.

The building plan above recommended we believe is the most economical of any yet proposed and considered. This will prove so, particularly if we seek and obtain authorization of the Legislature to incur debt beyond our present borrowing capacity as now limited by the general provisions of the law, the payment of such indebtedness, in the form of serial bonds, to be spread over a forty-year period.

A cursory examination of the recent Session Laws shows that such a scheme seems in its general provisions to be a favorite method of procedure with New Hampshire municipalities in their school building programs, as witness the following: Bristol, Claremont, Epping, Gorham, Hampton, Newmarket, Salem, New Castle, Newington and Peterboro, all of which for school

purposes have received enabling acts from the Legislature.

We recommend that at the coming annual district meeting the Board should be authorized to obtain authority from the Legislature for the district to go beyond its present capacity to borrow money for school building purposes. This act should become law before the district meeting of 1925, at which time funds necessary for locating, building and equipping a new commodious high school building should be appropriated, and a special committee of the district empowered to carry these plans into effect.

We desire to report to the district the facts that the Dunklee Street kindergarten for which money was appropriated at the last annual meeting, has been in successful operation through the year and accommodates nearly forty small pupils. Fire escapes have just been added at an expense of a little over \$2,000 to the Dewey, Kimball, Penacook, and Chandler Schools. This was done in strict compliance with the recommendations of Chief Green of the Concord Fire Department. Also insurance to the extent of about \$250,000 has been added to the amount already in force on the buildings and equipment of the district. This was done after a careful survey of the value of the property of the district—in which matter Mr. Charles S. Piper of the Hutchinson Building Company rendered his valuable services, without compensation, to the district.

All the suggestions made by Mr. Griffin, Architect, who looked over our school properties, for the repairs and refurbishing, for which appropriation was made at the last annual meeting, have been complied with within the amount of the appropriation, and our buildings are in better repair than for years.

The Millville School has been in operation since the beginning of the school year, and has met our expectations as to its cost, its appearance when completed, and

its efficiency and general tone when in use; and the addition to the Morrill School, housing the machine shop, has proven its value in the increased efficiency of the work being done by this highly important part of our school system.

Appreciation is due Drs. Young, Washburn and Morton for their painstaking work in connection with the dental clinic. The 344 pupils treated and 1,348 operations performed indicate the value and amount of their work. If we have a new high school building, more satisfactory provisions should be made for their accommodation.

More and more we realize that almost entirely the schools are depending for their best success upon the teachers of the district, and to them and Mr. Rundlett, our Superintendent, for their ability, their loyalty, their vision, and the flat drudgery they perform for our schools, we proffer the community's, and our own, grateful thanks.

The more we become acquainted with our schools, the more we learn to appreciate them, and it is our profound conviction, in closing, that the schools of Union School District are doing today as good, if not better, work than at any time during our knowledge of them, and that they are schools of which the city of Concord should be most proud.

Respectfully submitted,

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

*Board of Education of Union School District.*

**REPORT OF THE COMMITTEE FOR CONSTRUCTING  
THE MILLVILLE SCHOOL.**

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The new school in the Millville District has been completed and has been in use since the opening of school last fall. The grading is not yet fully done, but will be finished as soon as possible this spring.

The building is located on a lot given to the district by St. Paul's School, and lying just north and adjoining the old lot, thereby leaving the old lot for a play ground, and giving a chance for enlargement of the present building should the growth of the district ever demand it.

The building is of brick and hollow tile construction, containing in the basement, toilet rooms, boiler room, and two rooms which might be used for manual training, domestic science, or any special work which is desired. On the main floor are three school rooms, teachers' room, lunch room, and janitor's room. The school rooms are constructed with sliding partitions between them, so that they may be thrown into one large assembly hall for special exercises of the school.

The building would have been constructed within the appropriation made by the district, had not a spring developed in the basement, which required special drainage work, and the laying of one hundred eighty feet of drain to get sufficient fall to insure no trouble from water in the basement: also a drainage pipe put in by the city some years ago which had to be relaid when excavating for the foundation. This work cost an extra \$575.31 which was not planned in the original cost, for which reason there is a small balance due the Hutchinson Building Co., which, together with the cost of finishing the grading, will amount to just about this extra cost.

## MILLVILLE SCHOOL ACCOUNT.

## RECEIPTS.

Received from the City of Concord, appropriated by Union School District,	\$30,000.00
Received from E. W. Gaige, sale of old building,	110.00
Received from G. W. Sumner, sale of Kaus-tine Toilets,	21.23
Received from interest on bonds,	284.44
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	\$30,415.67

## EXPENDITURES.

Discount on sale of bonds,	\$626.80
C. R. Witcher, architect,	1,676.63
Hutchinson Building Co.,	27,910.24
National Shawmut Bank, legal cer-tification of bonds,	135.00
Geo. L. Lincoln Furniture Co., teachers' desks,	67.00
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	\$30,415.67

Respectfully submitted,

JOSEPH S. OTIS,  
*Chairman of the Building Committee.*

**REPORT OF THE COMMITTEE FOR BUILDING THE  
ADDITION TO THE MORRILL SCHOOL.**

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RECEIPTS.

Received from the City of Concord, appropriated by Union School District,	\$10,000.00
Received from Union School District regular account to balance,	1,669.88
	\$11,669.88

EXPENDITURES.

Hans K. Larsen, contract,	\$10,000.00
George S. Forrest, architect,	850.00
Lugg Construction Co., granite steps,	225.00
Irving Chesley, grading,	176.45
George F. Tandy, concreting,	412.13
Thompson & Hoague, iron supplies,	6.30
	\$11,669.88

This addition meets the increased need for the work that is necessary to be done by this important school department.

Respectfully submitted,

CHARLES DUNCAN,  
*Chairman of Building Committee.*

**REPORT OF SPECIAL REPAIR APPROPRIATION.**

Appropriated by the District in annual meeting,	\$17,100.00
	<hr/> \$17,100.00

## EXPENDED.

## Painting:

High School Building,	\$3,402.28	
Morrill School Building,	500.00	
Walker School Building,	1,626.85	
Parker School Building,	1,620.00	
Penacook School Building,	590.00	
Kimball School Building,	175.00	
Cogswell School Building,	389.75	
H. P. Dame School Building,	798.00	
Dewey School Building,	860.00	
Signs for Cogswell and Dame Buildings,	40.00	
Rumford School Building,	303.25	
Dunklee School Building,	510.00	
	<hr/>	\$10,815.13

## Plumbing:

New pipes, High School, and Garrison School,	\$765.78	
Heating at Parker School,	337.00	
Plumbing at Walker School,	65.15	
	<hr/>	1,167.93

Cementing basement floor Dunklee St. School,	227.50
Cornice work, Dewey School,	334.95
Metal ceilings in Penacook and Dewey Schools,	1,057.00
Water-proofing at Walker School,	1,475.00
Extra work at Walker School,	335.74
Iron for Morrill School,	6.30
General Repairs,	1,095.20
Architect's fees,	496.00
Balance,	89.25
	<hr/> \$17,100.00

## FINANCIAL REPORTS.

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### REPORT OF FINANCIAL AGENT.

UNION SCHOOL DISTRICT.

March 23, 1923 to October 3, 1923.

LOUIS J. RUNDLETT, *Agent.*

#### RECEIVED.

Balance on hand March 23, 1923,	\$4,458.86
Drawn from City,	121,000.00
Received from State of New Hampshire,	3,211.66
cash sales for text-books,	146.97
scholars' supplies,	141.68
miscellaneous,	17.29
school lunches,	2,072.45
medical inspection,	17.85
Received from tuition,	1,596.59
	\$132,663.35

#### EXPENDED.

Expenses of school board and other district officers,	\$20.00
Expenses of superintendents,	2.25
Salary of truant officer,	430.64
Expenses of truant officer and census,	42.39
Other expenses of administration—salaries,	1,086.28
Other expenses of administration—maintenance,	66.94
Salaries of principals and regular teachers,	60,053.55
Salaries of supervisors of special subjects,	13,921.49
Text-books,	2,886.05
Reference books, maps, apparatus, etc.,	142.76
Scholars' supplies,	2,754.04

Graduation exercises, exhibits, advertising,	\$211.79
Other expenses of instruction,	522.32
Janitors' salaries,	6,935.04
Janitor and building supplies,	781.43
Fuel,	9,555.39
Water,	278.50
Light and power,	936.80
Repairs—salaries,	860.75
Repairs—maintenance,	3,147.41
Other expenses of operation and maintenance,	315.06
Medical inspection—salaries,	1,979.21
Medical inspection—maintenance,	309.81
Transportation,	4,915.42
Other special activities (school lunches),	1,521.44
Insurance,	277.28
Lands and new buildings,	1,451.50
Alterations of old buildings,	15,326.40
New equipment,	982.50
Miscellaneous,	140.72
Balance,	808.19
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	\$132,663.35

CONCORD, N. H., October 8, 1923.

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.*

**REPORT OF TREASURER.**

UNION SCHOOL DISTRICT.

October 3, 1923, to March 25, 1924.

H. L. ALEXANDER, *Treasurer.*

## RECEIVED.

Balance on hand October 3, 1923:	
(Turned over by L. J. Rundlett, Fin. Agt.),	\$808.19
Drawn from city,	149,057.48
Received from tuition,	3,943.06
Received from cash sales for school lunches,	2,425.99
Received from cash sales for instruction,	1.99
Received from cash sales for miscellaneous,	32.40
Received from cash sales for text books,	40.15
Received from cash sales for supplies,	122.30
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	\$156,431.56

## EXPENDED.

Expenses of school board and other district officers,	\$320.00
Expenses of superintendent,	3,609.99
Salary of truant officer,	369.36
Expenses of truant officer and census,	104.79
Other expenses of administration—salaries,	770.88
Other expenses of administration—maintenance,	153.46
Salaries of principals and regular teachers,	84,911.18
Salaries of supervisors of special subjects,	20,249.35
Text books,	1,779.51
Reference books, maps, apparatus, etc.,	206.41
Scholars' supplies,	1,997.84
Flags,	25.00
Graduation exercises, exhibits, advertising,	235.95
Other expenses of instruction,	1,009.38

Janitors' salaries,	\$6,662.10
Janitor and building supplies,	496.23
Fuel,	4,088.60
Water,	245.50
Light and power,	1,075.19
Repairs—salaries,	709.50
Repairs—maintenance,	2,850.54
Other expenses of operation and maintenance,	246.05
Libraries,	39.09
Medical inspection—salaries,	2,287.64
Medical inspection—maintenance,	191.96
Transportation,	6,044.87
Other special activities—school lunches,	1,885.11
Other special activities—night school,	330.00
Insurance,	896.56
Rebate of tuition,	22.10
Alteration of old buildings,	2,056.32
New equipment,	4,441.08
Miscellaneous,	6,062.00
Balance,	58.02
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	\$156,431.56

CONCORD, N. H., March 27, 1924.

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

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

**CONSOLIDATED FINANCIAL REPORT.**

UNION SCHOOL DISTRICT.

*March 23, 1923, to March 25, 1924.*

LOUIS J. RUNDLETT, Agent.

and HARRY L. ALEXANDER, Treasurer.

## RECEIVED.

Balance on hand March 23, 1923,	\$4,458.86
Received from city, appropriated by Union School District,	249,960.69
Received from city, appropriated by Union School District, special repairs,	17,100.00
Received from city, appropriated by Union School District, purchase of lot and building,	1,500.00
Received from city, dog licenses,	1,460.39
Received from city, Abial Walker Fund,	36.40
Received from cash sale for text books,	187.12
Received from cash sale for scholars' supplies,	263.98
Received from cash sale for miscellaneous,	49.69
Received from cash sale for school lunches,	4,498.44
Received from cash sale for medical inspection,	17.85
Received from cash sale for instruction,	1.99
Received from tuition,	5,539.65
Received from State of New Hampshire,	3,211.66
	<hr/>
	\$288,286.72

## EXPENDED.

## ADMINISTRATION :

*Salary and expense of School Board  
and other district officers:*

Salaries, school board,	\$300.00	
Paid auditors,	40.00	
	<hr/>	\$340.00

*Salaries and expenses of superintendents:*

Note books,	\$2.25	
Paid to State (excess salaries),	3,491.66	
Expenses to Chicago to superintendents' meeting,	118.33	
		\$3,612.24

*Truant officer and census:*

Census,	\$111.48	
Transportation, truant officer,	35.70	
Salary, truant officer,	800.00	
		\$947.18

*Other expenses of administration:*

Stamps and envelopes,	\$116.18	
Binding school report,	12.00	
Manila envelopes,	7.56	
Rubber stamps,	9.74	
Fasteners and staples,	6.00	
Books for treasurer,	39.09	
Repair typewriters,	2.10	
Typewriting paper,	21.12	
Ink,	1.35	
Rubber bands,	1.26	
Making negative for school report,	4.00	
Salaries of clerks in superintendent's office,	1,857.16	
		\$2,077.56

## INSTRUCTION :

*Principals and regular teachers' salaries,* \$144,964.73

*Salaries of supervisors of special subjects:*

Drawing,	\$1,804.36
Music,	2,284.19

## SCHOOL REPORT.

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Training teacher,	\$1,768.42	
Morrill School,	17,796.31	
Physical drill,	1,869.48	
Cadet teachers,	1,505.28	
Domestic science and lunches,	7,142.80	
	<hr/>	\$34,170.84

*Text-books,* \$4,665.56

*Reference books, maps, apparatus, etc.,*

Reference books,	\$173.62	
Maps,	175.55	
	<hr/>	\$349.17

*Scholars' supplies:*

Regular supplies,	\$2,858.33	
Manual training supplies,	1,893.55	
	<hr/>	\$4,751.88

*Flags and other appurtenances:*

Flag pole,		\$25.00
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*Graduation, exhibits, advertising:*

Engrossing diplomas,	\$26.60	
Chairs and trucking,	34.00	
High School diplomas,	288.80	
Advertising,	3.75	
Ribbon for diplomas,	33.41	
Expenses to Boston for new diplomas and plate,	6.33	
Address at graduation,	25.00	
Books for pageant,	5.85	
Stage help for School Night,	15.00	
Armory for School Night,	9.00	
	<hr/>	\$447.74

*Other expenses of instruction:*

Extra help at Parker School,	\$3.00	
Duplicator supplies,	30.64	
Transportation, special teachers,	477.45	
Postage, Mr. Cook,	4.66	
New platens, typewriters,	69.00	
Trucking,	1.38	
Filing cards,	9.18	
Neostyle supplies,	45.00	
Clean and repair neostyle,	6.86	
Examinations printed,	143.90	
Armory, physical drill,	166.00	
Duplicator rolls,	16.85	
Telegrams,	5.57	
Educational tests,	38.74	
Number cards,	20.00	
High School programs,	60.00	
Tuning pianos,	160.00	
Directories,	160.00	
Basketball bladder,	1.40	
Record of visits books,	61.70	
Ink vents,	2.46	
Expenses to Boston for drawing teacher,	6.73	
Pitch pipes,	5.88	
Rifles, high school,	28.50	
Stencils,	1.74	
Ink for stamp pads,	5.06	
		\$1,531.70

## OPERATION AND MAINTENANCE OF SCHOOL PLANT:

*Janitors' salaries and supplies:*

Salaries,	\$13,597.14	
Supplies,	1,152.51	
Extra help, cleaning, etc.,	125.15	
		\$14,874.80

*Fuel:*

Coal,	\$13,003.74	
Wood,	640.25	
	<hr/>	\$13,643.99

*Water,* \$524.00

*Light and power:*

Gas,	\$655.78	
Electricity,	1,356.21	
	<hr/>	\$2,011.99

*Repairs:*

Repairs,	\$6,369.92	
Mr. Cate's salary,	1,570.25	
	<hr/>	\$7,940.17*

*Other expenses of operation and maintenance:*

Laundry,	\$14.15	
Removing ashes,	316.23	
Telephones,	119.52	
Carfares, janitor of Garrison School,	12.91	
Trucking,	97.90	
Express,	.40	
	<hr/>	\$561.11

## AUXILIARY AGENCIES AND OTHER SPECIAL ACTIVITIES:

*Libraries:*

Cards,	\$3.22	
Subscriptions, magazines,	11.00	
Books, High School library,	24.87	
	<hr/>	\$39.09

*Medical inspection:*

Salary, doctors,	\$2,657.90
Salary, nurse,	1,540.95
Salary, clerk,	70.00
Laundry, clinic,	35.70
Tongue depressors,	5.05
Coupon book for gas,	28.50
Transportation, nurse,	42.50
File, clinic,	9.00
Dental supplies,	51.54
Salary, dentists,	216.82
Girl at clinic,	12.00
Office supplies, doctor,	1.75
Supplies, medicine chests,	38.76
Auto supplies,	25.75
Scales,	32.40
	<hr/>
	\$4,768.62

*Transportation:*

Corser, Silverhill,	\$1,000.00
Dunstane, Millville,	210.00
Taylor, Millville,	377.00
Mr. Hanson,	368.00
Hoit, Mountain,	800.00
Kaime, East Concord,	2,075.00
Kaime, Millville,	1,400.00
Kaime, Plains,	1,680.00
Kaime, Blackhill,	1,000.00
Kaime, Turtletown,	468.00
Keyes, East Concord,	266.00
Carfares, backward pupils,	
Walker School,	81.81
West Concord carfares,	1,083.23
West Concord carfares, sewing,	15.26
Carfares, White Gate,	12.48
Railroad fares, Riverhill,	32.01
Mrs. Boardman,	91.50
	<hr/>
	\$10,960.29

*Other special activities:*

Supplies, lunches,	\$3,405.15	
Advertising, Night School,	1.40	
Salaries, Night School,	330.00	
	<hr/>	\$3,736.55

## FIXED CHARGES:

*Insurance:*

Insurance,	\$1,173.84	
Rebate of tuition,	22.10	
	<hr/>	\$1,195.94

*Lands and buildings:*

Building and lot,	\$1,450.00	
Revenue stamps,	1.50	
	<hr/>	\$1,451.50

*Alterations of old buildings:*

Painting, High,	\$3,402.28
Painting, Morrill,	500.00
Painting, Walker,	1,626.85
Cornice work, Dewey,	334.95
Painting and kalsomining, Rum- ford,	303.25
Painting, Parker,	1,620.00
Painting, Penacook,	590.00
Painting, Kimball,	175.00
Painting, Cogswell,	389.75
Painting, H. P. Dame,	798.00
Painting, Dewey,	860.00
Metal ceilings in Dewey and Penacook,	1,057.00
New pipes at High and Garrison,	705.00 60.78

Cementing basement floor, Dunklee St. school,	\$227.50
Painting, Dunklee St. school,	510.00
Heating at Parker,	337.00
Plumbing at Walker,	65.15
Painting signs for Cogswell and H. P. Dame,	40.00
Water proofing, Walker,	1,475.00
General repairs,	1,095.20
Work at Walker school,	335.74
Architect's fees,	496.00
Iron used at Morrill school,	6.30
	—————\$17,010.75*

*New equipment:*

Express,	\$4.86
Electrical supplies, Morrill,	296.63
Ford coupe, nurse,	590.00
Desks, chairs, Garrison,	32.00
Desks, Dunklee St.,	22.00
Stain, etc., for chairs,	5.13
Pulleys, Morrill school,	3.49
Trucking,	160.77
Moving picture booth,	171.36
Lettering auto,	10.00
Desks, chairs, Millville, High, Dunklee St.,	62.00
Hotplate, H. P. Dame,	5.00
Curtain rods, Millville,	1.40
Clocks, High,	3.00
Mirror, cabinet, Millville,	1.50
Piano, Kimball,	188.00
Desks, chairs, Millville,	1,450.49
Cot, mattress, pillow, Cogswell school,	10.00
Pianos, Garrison, Parker,	550.00
Machinery, Morrill,	450.00

Interest on note for machinery, Morrill,	\$10.95	
Furniture, teachers' room at Mill- ville school,	195.00	
Linotype, Morrill school,	1,200.00	
	<hr/>	\$5,423.58

*Miscellaneous:*

Recording deeds,	\$7.37	
Chairs, Parker,	30.00	
Trucking,	9.64	
Rugs, Parker school,	49.20	
Halftones,	4.06	
Sections for bookcase, Dewey,	40.00	
Advertising,	.45	
State Treasurer, per capita tax,	6,062.00	
	<hr/>	\$6,202.72
Balance,		58.02
		<hr/>
Total,		\$288,286.72

\*Two bills (\$225.90 and \$146.07) were transferred from alterations of old buildings account to repair account.

## COST PER CAPITA.

Cost per pupil, including all current expenses .	\$91.41
Cost per pupil, including all current expenses, based on average membership . . . .	101.79
Cost per pupil for tuition, including music, drawing, superintendent, etc. . . . .	59.27
Cost per pupil for tuition, exclusive of special teachers and superintendent . . . . .	45.98
Cost per pupil for tuition, exclusive of special teachers and superintendent, in all schools below the high school . . . . .	36.21

Cost per pupil for tuition, exclusive of special teachers and superintendent, in the high school . . . . .	\$65.59
Cost per pupil for text-books and supplies in all schools . . . . .	2.90

## TUITION RECEIPTS.

High School . . . . .	\$5,444.43
Eastman School . . . . .	9.00
Rumford School . . . . .	18.00
Kimball School . . . . .	58.27
Franklin School . . . . .	9.95
	<hr/>
	\$5,539.65

## FOR EVERY DOLLAR EXPENDED

1923-1924.

For teachers' salaries	\$0.621
For alterations of old buildings	.059
For janitors' salaries and supplies	.051
For fuel	.047
For transportation of pupils	.038
For repairs to buildings	.027
For state per capita tax	.021
For new equipment	.0188
For medical inspection	.017
For scholars' supplies	.0168
For text-books	.016
For other special activities	.0129
For superintendents' salaries and expenses	.0125
For other expenses of administration	.0072
For light and power	.0069
For other expenses of instruction	.0053
For lands and buildings	.005
For insurance on buildings	.0041
For miscellaneous	.003684

For truant officer's salary and census	\$0.0032
For other expenses of operation and maintenance	.0019
For water	.0018
For graduations, exhibits, etc.	.0015
For reference books, maps, etc.	.0012
For salaries and expenses of school board	.0011
For libraries	.00013
For flags	.000086

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MILLVILLE SCHOOL ACCOUNT.

## RECEIVED.

Received from city,	\$24,800.00
Received from E. W. Gaige,	110.00
	<hr/>
	\$24,910.00

## EXPENDED.

C. R. Whitcher,	\$1,468.66
Hutchinson Building Co.,	22,141.88
National Shawmut Bank,	135.00
George L. Lincoln Co.,	67.00
Balance,	1,097.46
	<hr/>
	\$24,910.00

Approved Oct. 8, 1923.

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

## MORRILL SCHOOL ACCOUNT.

## RECEIVED.

Received from city, appropriated by Union School District,	\$10,000.00
Received from Union School District (Regu- lar account),	200.00
	<hr/>
	\$10,200.00

## EXPENDED.

Hans K. Larsen,	\$10,000.00
George S. Forrest,	200.00
	<hr/>
	\$10,200.00

Approved Oct. 8, 1923.

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

## REPORT OF TREASURER.

UNION SCHOOL DISTRICT.

Millville School Account.

H. L. ALEXANDER, Treasurer.

*October 3, 1923, to March 25, 1924.*

## RECEIVED.

Balance October 10, 1923:	
Turned over by L. J. Rundlett, Fin. Agt.,	\$1,097.46
George W. Sumner,	21.23
Drawn from city,	4,857.64
	<hr/>
	\$5,976.33

## EXPENDED.

Hutchinson Building Company,	\$5,768.36
C. R. Witcher,	207.97
	<hr/>
	\$5,976.33

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CONCORD, N. H., March 27, 1924.

We hereby certify that we have examined the foregoing accounts of the Treasurer of Union School District (Millville School account) and find the expenditures correctly cast and a proper voucher for each item.

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

SCHOOL BOARD REPORT OF FINANCIAL BUDGET  
FOR 1924-1925.

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,	\$166,376.12	\$93,647.25
(b) For purchase of text-books and scholars' supplies,	4,478.95	2,521.05
(c) For purchase of flags and ap- purtenances,	16.00	9.00
(d) For payment of tuitions in high schools,		
(e) Total amount required for the above items,	170,871.07	96,177.30
(f) Estimate of \$5 tax on 1923 inventory,	111,737.84	
II—Requirements to meet the Budget :		
(a) For support of elementary schools,		170,871.07
(b) For support of high school and high school tuitions,		96,177.30
Total support of all schools,		267,048.37
III—School Board report of as- sessment required :		
(1) For the support of schools and the purchase of re- quired books, supplies and flags, and the pay- ment of high school tui- tions,		267,048.37
Estimate of \$3.50 tax on 1923 assessed valuation,	78,216.48	
Estimate of additional sums needed,	188,831.89	

SCHOOL REPORT.

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(2) For the payment of per capita tax,	\$6,220.00
(3) For the payment of debt (statutory),	12,000.00
(4) For the payment of interest (statutory),	6,665.00
(5) For the payment of other statutory requirements,	
(6) For the general administration of the schools,	10,540.00
Total budget for 1924-1925,	302,473.37

## REPORT OF THE SUPERINTENDENT.

*To the Board of Education of Union School District,  
Supervisory Union, No. 8:*

I am offering my thirty-eighth annual report, the sixty-fourth of its series, for your consideration.

Education, as a national concern, is being reviewed from practically every angle with results that reveal its good and its bad features. Public school education is engaging the greatest consideration for the reason that it has direct relation to our democratic life. Its various activities are marked by energetic efforts of national, state, and municipal governments to improve conditions and to curb excessive costs.

This national concern is revealed not only in the movement to justify the expense of public education but, from the strictly educational side, to emphasize those things that bear directly upon improvement in the life of the home-maker thus insuring the democratic flavor that is the foundation of popular government.

From current publications and from national gatherings we find that training for citizenship; equalizing school privileges so that the rural educational standards may be made somewhat more nearly equal to those of the urban communities; the advancement of the superior child through enriched curricula; educational publicity; and a better definition of the arts and sciences as related to public education, are of vital interest.

Public concern is also being manifested over the effects that modern social life is having on the young people of the land. The license of the modern dance; the unwholesome character of modern popular songs, and the lack of restraint shown by too many parents is fast turning the youth into inert, passive, and purposeless young men and women. This is confined to no one part of the country. All educational journals mention its steady growth.

The increasing appreciation of public school education is clearly shown by the work of the National Bureau of Education; the enlarged pupil enrollment throughout the country; the adoption of rigid employment regulations; and the steady growth of parent-teachers' organizations.

It is clearly demonstrated that the people are willing to pay the price if they can be shown a reasonable return for the money expended in educating their children.

Our own schools, undisturbed by any unreasonable and unwarranted interference, have been at work quietly and effectively accomplishing much and accredited by all who have an intimate knowledge of their conduct.

Through frequent reports you have been kept advised of the inside life of your schools and this policy will be continued.

The greatest problem now confronting us is the furnishing of additional room for the growing pupil enrollment. This is vital for two reasons that seriously affect the lives of the pupils.

First—The added load that a teacher must carry in order to meet the requirements.

Second—The curtailment of the recitation time that each pupil should have.

The average enrollment to a room ought not to exceed thirty pupils to get the best results, but many of our schools have an enrollment of from forty to fifty. The prevailing troublesome conditions of pupil housing, may be summarized as follows:

High School—Enrollment, 564, or 64 more than building capacity. There is no room for the exclusive accommodation of the music classes, nor art, nor domestic science, nor physical drill. There is no provision for rooms exclusively devoted to supervised study. Lecture rooms, laboratories and the assembly hall are used now as recitation rooms. Next year conditions will be even worse.

Parker School—Enrollment, 254, or 54 beyond capacity. No room for music and drawing. No conveniences for physical training. Domestic Arts room used for various purposes. One recitation room in basement, assembly hall crowded to the limit with desks.

Chandler School—No conveniences for the various activities of a junior high school. No hall for exercises, no laboratories. Fire risk serious.

Iron Works School—Filled to capacity. More room must be provided next year.

Rumford, Penacook, and Kimball Schools—Intermediate classes overcrowded.

Harriet P. Dame School—Lowest primary much overcrowded.

At the beginning of the first semester fifty new desks were put into the High School. A new room was opened in the Walker School to relieve the overcrowding at the Chandler School. Similar conditions called for employing assistants in the Kimball School, the Harriet P. Dame School, and the Cogswell Schools.

#### SCHOOL BUILDINGS.

Not for many years have the school buildings been in as good repair as they are at present. They cost a great deal for construction and much more now than they did fifty years ago. They cost more because labor is higher priced, and the construction more nearly fireproof. Not only these things but also people require more in every detail of building than in former years. Nearly all the added conveniences are furnished that the health of the children may be preserved and that they may have the best of educational training. These buildings, having been erected, need to be kept in good repair to

avoid premature, and constant depreciation. The people did a wise thing in the last annual meeting when they voted a large amount of money for repairs to school buildings. Additional sums of smaller proportions should be voted each year to apply in various places so that the work of years preceding may have its full effect.

#### SUPERVISION.

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#### Obituary.

Francis Treadway Clayton, assistant superintendent of schools, passed from earth on Sunday, July 29, 1923.

Mr. Clayton had been in failing health for many months but he attended faithfully to his duties until he was stricken.

He was a man of scholarly instinct and attainment, sympathetic and obliging, a tireless worker, and intensely loyal to the schools and those who had them in charge.

His ideals were refined and elevating, and his motives, honest and well-directed, were inspiring to all who worked with him.

As a deep-thinking scholar he had few equals. Free from all pretense, careful in choosing his friends and as firm in retaining them, he was the embodiment of candor, honesty, courtesy, and gentlemanly bearing.

An unusual power has been taken from the administration of our schools—one which will grow in appreciation as time goes on.

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Mr. Charles W. Walker came from the superintendency in Gorham, N. H., to the assistant superintendency in Concord on Nov. 1, 1923.

Mr. Walker has brought to his work here a high degree of educational training and successful experience in the fields of teaching and school superintendency. His

energy, clear thinking, and serious application are already making themselves apparent in improving the work of our schools.

#### SENIOR HIGH SCHOOL.

Little change has been noted in the conduct of this school. The general tone as reported last year is an improvement over that of former years. This is the one school in the system that suffers seriously each year from changes in the teaching force. While it is better to retain teachers who have been in the service for a long time, nevertheless, it is not economy to retain those who have failed to keep pace with improved methods. It may be assumed that changes will continue to occur frequently and that the best remedy which can be applied is a strong central administration in discipline and the training of the teachers in effective methods of conducting the various branches of study.

In September, 1923, twenty-eight graduates of this school entered college: seventeen from the January and June classes of 1923, ten from the classes of 1922 and one from the class of 1920.

They entered the following colleges: Dartmouth, New Hampshire, Harvard, Amherst, Mass. Inst. Technology, Wellesley, and Smith.

Four students tried the Comprehensive Examinations of the College Entrance Board. Three entered college.

Six students took the examinations in a total of nineteen subjects. Eleven of these were passed successfully. Later four more passed and entered college.

In connection with this it must be borne in mind that many of the best scholars are admitted to college on certificate of the school and are not obliged to take the tests.

The enrollment at the present time is 564, the largest in the history of the school, and there is no room for any increase. Working conditions are extremely poor and discipline correspondingly difficult. The headmaster

has done unusually well to maintain proper decorum in the face of these difficulties.

Next fall the entering class should number at least 115, and conditions will become more complex and serious.

There are now no rooms that can be set apart for the exclusive use of music, art, or domestic science and the Assembly Hall is not large enough.

Next year it may be that a part of the Assembly Hall can be fitted up with desks and kept apart for a place devoted exclusively to supervised study.

#### JUNIOR HIGH SCHOOLS.

These schools are working on the same curricula of studies as last year and they have justified their right to warm praise for the character of the work accomplished.

In the first-year schools we find the unity broken by being obliged to house the pupils in three different buildings. We look forward to the time when they can be housed under one roof for two years.

In the first year the work has been marked by attention given to silent reading, state-wide tests, readjustment of the work in arithmetic and revision of the course in history.

In the second year, state-wide tests have been given and also tests in silent reading. The results in music which had ebbed are now being improved rapidly, and the physical development of the pupils is better than ever before.

The training of two cadet teachers for junior high school work has been conducted in the Parker School.

The results of the annual English composition contest were strongly marked in these grades.

#### ELEMENTARY SCHOOLS.

The work of the elementary schools has changed little from that of the year preceding. Standards are being

determined and where improvement is found necessary it will be made.

The work in standardized tests is being handled by Mr. Walker with results, as far as they have been determined, confirming the statement that your schools are efficient and up-to-date.

The tests recently given by the State Department in spelling and arithmetic for high school classes were, out of curiosity, given to Class L, the last class in the elementary grades, with the following results:

	Springfield, Mass., 1846	Concord, N. H. Sixth Year Elementary Class Class L
Spelling:		
Average of class,	40.6%	19.32%
Arithmetic:		
Average of class,	29.4%	60.57%

The Springfield class was a high school class three years older than the Concord class.

The same test in arithmetic was given by one teacher to a fifth grade class, after eliminating the example in interest, a subject not taken in this grade. Three of the pupils gave perfect papers.

The class J (5th grade) average was 66 2-3%.

The class K (6th grade, first half year) average was 57.14% on the examination entire.

The test in spelling, given by the State to grade eight, was passed easily by our sixth grade pupils.

The new geography is well-liked by teachers, pupils, and parents. The children are not spending a good part of their school life in bounding unimportant territory nor in memorizing the location of cities of little consequence, but they are storing their minds with facts about people, productions, commercial relations, regional

causes and effects, and the relation of geographical surroundings to human progress. I invite your serious inspection of the work of the grades.

#### KINDERGARTENS.

A new kindergarten was inaugurated in the Dunklee Street building purchased last spring by the District for this purpose. It is one of the most cheerful, commodious rooms in the District. The large number of children attending justify its institution.

For further details of this work I refer you to the report of Miss Chamberlin under whose wise guidance, through frequent visits, careful planning, and regular meetings for discussion, the kindergartens have shown, in some cases, that they compare favorably with others in New England and the Middle West.

#### THE DEWEY TRAINING SCHOOL.

The enrollment in the training classes is unusually small. Only three pupil teachers are registered in the Senior class and two in the Junior class. Even though it has been decided to give remuneration for the last three semesters of their course, as yet, it is not apparent that many will enroll in the fall.

These students, being acquainted with the requirements of our schools, are a decided factor in contributing to their success both in substitutions and in regular positions.

#### MUSIC.

May I call your attention to the value of music as a distinct part of public education? No branch is growing more in public favor. The best regulated school systems have the various organizations of instrumental music as well as finely trained glee clubs and choruses.

These schools are furnishing free instruction on many

of the instruments that are not widely known. Others buy the various instruments to hold as school property loaning them to students having enterprise enough to learn how to play upon them. If this were done in Concord a brass band could be started at once in our high school.

Miss Eleanor S. Colburn was elected assistant to the director at the beginning of the second semester, her efforts being confined to elementary grades and rural schools. She also plays the piano for the two senior high school choruses.

The director's report deals with the different features of this subject.

#### DRAWING.

This work has been badly broken this year by the unfortunate illness of Miss Jones, who had been out since last September, and who passed away in March. Her place is being taken by Miss Helen C. Redfield of Bernardston, Mass. Miss Battilana has continued in the elementary work with growing success. Drawing has no home room now in any building. We cannot get results unless conveniences are furnished.

#### MEDICAL INSPECTION.

This department is doing solid sensible work and it should be considered an essential part of any school system. Both Dr. Day and Mrs. Upham know how to do the required work and daily prove their value to the schools. Their detailed reports should be read with care.

#### DOMESTIC ARTS.

The scheme of placing the entire subject of Domestic Arts under one supervisory head has been tried out this year with success. The position was given to Miss B. Lillian

Barker, for a number of years teacher of sewing in these schools. She has done creditable work and gives a report elsewhere.

#### MORRILL SCHOOL OF MECHANIC ARTS.

This school is a very helpful and important feature in our system. It is comfortably equipped and, with the building extension, has room in which to make desired progress. I think an automobile repair department should be installed at an early date and that the present corps of instructors be retained if possible. Mr. Hartwell's report, printed herewith, gives more complete information.

#### SCHOOL WEEK.

In common with those of many other cities the schools observed School Week in an extensive way.

I take this occasion to express my cordial thanks to all the citizens who gave freely of their time and energy to make the affair the noteworthy success that it proved to be; to the Board of Education for their help and encouragement and to the teachers upon whom fell the brunt of the hard work.

The program is printed in this report.

#### PHYSICAL TRAINING.

Physical Training is regarded a necessary part of all well-regulated school systems. The Concord schools are not behind in this respect. Mr. Eugene M. Callahan was elected physical director last spring and his earnest efforts are being felt in raising the standard of physical culture. He gives instruction in all grades of school but his efforts are largely confined to the junior and senior high schools. He also has complete charge of the athletic teams. A plan of systematic drill in all athletic work is

being formulated and, in a few years, its value will be apparent. Such training includes baseball, foot-ball, hockey, basket-ball, track, boxing, and wrestling, marching and physical drill for the boys, as well as basket-ball, hockey, marching and physical drill for the girls. The boys of the senior high school take special drill once each week at the Armory under the direction of Mr. Callahan.

Miss Emily B. Pease succeeded Miss Ranney as physical instructor of the high school girls. Miss Pease easily demonstrates her worth but her work is badly handicapped through girls leaving on excuses by physicians.

I wonder if it would be much worse for girls if they were to exchange dances, moving-pictures, and ice-cream cones for such healthful physical exercise. I suggest that each girl take two fifteen minute periods each week instead of one thirty minute period. We need a gymnasium and an athletic field where certain forms of physical culture can be done to better advantage.

#### TEACHERS.

The success of any system of schools will be measured in a great degree by the intelligence, application, and the careful professional training of the teaching corps. The teachers of our schools as a whole can measure up to such a standard.

However capable, conscientious and well-trained a teacher may be it is not economical for her nor for the city in which she works that she does not renew her professional training and spirit at least once in three years by attending the summer session of a normal school or equivalent.

In a corps of teachers where some do this voluntarily and others have never done it, the matter of equity seems grossly violated and the amount and quality of service badly balanced. In some cities it is a requirement—in one not far from Concord. I think this is a matter that should be considered vital to the progress of our schools.

## CADET TEACHERS.

The scheme of employing two cadet teachers in the junior and senior high schools received its initial trial in the fall. Two college graduates were employed, Miss Elizabeth Rogers and Miss Nina B. Stanchfield. Both have acquitted themselves well outside of their daily occupation, and have filled all the substitutions with credit, adding materially to the effective operation of the schools, no time having been lost since September, nor have we been forced to seek substitutes from the outside. The work of Miss Dickerman in formulating and conducting the training of these young women has been painstaking, intelligent and invaluable. The success of the scheme would have been questionable without her services.

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**Obituary.****Miss Abbie May Sanger.**

Born June 26, 1872, died April 23, 1923. Began work in our schools September, 1914. Graduate of Franklin, N. H., High School, 1891. Graduate of Mt. Holyoke College, B. L., 1896. Taught French in our high school nine years.

Miss Sanger's efforts here were always directed by fine scholarship, skill and sincerity. She was particularly proficient in the teaching of French. Her loss is distinctly felt in connection with the advancement of our high school.

**Miss Mary Alice Jones.**

Born February 11, 1874, died March 14, 1924. Graduated from Penacook Academy, 1892. Graduated from Concord Training School, 1894. Taught in West Concord N. H., Primary School one year. Taught in Garrison

School primary grades ten years. Elected Assistant Drawing Teacher June, 1913. Elected Supervisor of Drawing June, 1920.

Miss Jones was a woman of sterling worth. Her work both as primary teacher and drawing teacher was marked by unusual sincerity, faithfulness and success. She never spared any effort to raise the standard of her work and at the time of her illness was making plans for the extension of her work in hand. She was liked by all with whom she was associated and in her death our schools have suffered severely.

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#### RECOMMENDATIONS.

- 1—A new high school with an adjoining athletic field.
- 2—That conversation classes in English, Spanish, French be inaugurated during the lunch hour in the Parker and High Schools.
- 3—That the dining hall in the high school be made more attractive and that table manners be improved by instruction in ethics.
- 4—That pupils intending to enter college be given over, for preparation, to selected teachers.
- 5—The consolidation of the junior high schools in one building.
- 6—Perfecting a consolidated junior high school orchestra.
- 7—Perfecting consolidated junior high school glee clubs.
- 8—A brass band for the high school.
- 9—Advanced work in art for promising high school students.
- 10—A parade of school children in June.
- 11—That a house be purchased or rented for classes in domestic arts, there being no school rooms available.

## EDUCATIONAL FRILLS.

The stock in trade of the pessimist is "frills and fads." His complaint is always made in generalizations and he does not single out any particular thing that could be classified under this heading.

As a matter of fact there are no "frills" in the educational plan of today. Every subject taught has a distinct value. All these things have been put in as a result of careful thought given by intelligent people of the past and every one is proving and has proved itself to be of advantage to the children, and people who stop, listen, and think can never be persuaded to take them out. They have distinctly taken the time that used to be given to corporal punishment and the general attitude of the children shows to advantage for this very reason.

People of the past had their ideas of democracy, and their ideals in public education were formed accordingly. As time advanced, however, such ideas and ideals have undergone remarkable changes, that have suggested and demanded corresponding changes in the content of the public school curricula, the result being that those on the outside and those who had become wedded to the idea of secluding the highest forms of education began to shout "frills" and these cries came in as regularly as do some forms of human ailments.

As a matter of fact our democratic life is not any more a unit, but economically, and socially divided, and having broken the bonds that preserved that unity, although progressing rapidly along several different lines, democracy still preserves its name and its purpose. The school is always a reflection of the wishes of those who support it. A people that is not a unit socially but composed of many races that have ideas and ideals of their own which are in no wise determined by our national traditions, must be recognized in the plan of public education.

The professional man thinks it wrong to teach stenography in school because it does not belong to the particular kind of education which appeals to the more brainy element of human society, yet he is constantly seeking that kind of skill in furthering his own interests.

The boy who learns the elements of any manual work is considered by them an unnecessary public expense. So it is with the girl who learns how to cook a meal, make a dress and trim her hat. The book-keeper is considered a mere instrument, a means to a given end. The boy who learns how to sing or to play in the school orchestra is declared to be without the pale of the intent of public education. Such things as these, they say, should have no place in the school curriculum.

An intelligent democracy has decreed that the affairs of common life need more attention in the public school and that school money is appropriated for the benefit of the less gifted child as well as those who have been favored by the Almighty and by better life environments.

This is one great factor in school expense and it is a paying investment for any community. The schools are not standing still but they are advancing only as fast as human life advances. When they cease to keep this pace they will not only fail, but their failure will bring about the decadence of our national democratic life.

Just so long as expense for public schools is justified by tangible evidence of progress, it will increase rather than diminish, but when this expense becomes extravagance then the schools will fail to hold together the civilization for which our forefathers prayed and fought, and the finer instincts of the people will be dulled in the same measure.

Education then is costly and it will continue just so long as the variations of common life become more complex but it will be the result of a popular demand for the particular kind of education that leads the many to higher places of living rather than the few. The cost of

public education like the cost of any other municipal department is but a reflection of the public will.

Again I am privileged to express my great obligation to your Honorable Body, Mr. Walker, the teachers and all others who have assisted me in my efforts to maintain the standard of our schools.

Respectfully submitted,

L. J. RUNDLETT,  
*Superintendent.*

## REPORT OF THE ASSISTANT SUPERINTENDENT.

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

Dear Sir:

I am presenting herewith a report on the work of the assistant superintendent from November first to February first.

### *Evening Schools.*

Two classes have been held in the high school building four nights a week under the direction of Mrs. Grace Putnam and Mrs. Grace Kelley. The beginners' class has an enrollment of 22 adults, 17 men and 5 women. Most of these students upon entrance were not able to speak, read or write English. It is very interesting to note that there are 14 of these beginners that come to the evening school even though they are over 21 years of age. The work taken up in class is based upon the conversational method. Mrs. Putnam has made extensive use of the Federal Citizenship Textbook as well as a primer on Americanization.

The advanced class, in charge of Mrs. Kelley, has had a total registration of 27 adults, 23 men and 4 women. Several of these students attended the evening classes held last year and are now doing more advanced work in reading, spelling and arithmetic. The nationalities represented in these classes are French, Swedish, Greek, Italian, Portuguese, Norwegian, Spanish, and American.

The attendance in both classes has been very satisfactory, and great praise must be given to these students that report four evenings a week at the high school after a day's hard work in the quarries, workshops or stores.

### *Educational Tests and Measurements.*

The most progressive schools are making wide use of standardized tests both for the purpose of finding out how well the schools are teaching the fundamental subjects and

of making methods of instruction more helpful to the individual child. Standardized tests vary chiefly from the ordinary examination given by teachers in that they have been much more carefully prepared and have been given to a very large number of children throughout the country. From a study of the results obtained on these tests, definite norms or standards are set for pupils in particular grades or at particular ages.

It is stated in the Virginia Public School Survey that "a valid survey of any school must inquire how well the pupils are learning to read, how well they add, subtract, multiply and divide, how well they express their own ideas. Any interested parent will make these inquiries about the schooling of his own child. As an intelligent citizen he may ask these questions about other children than his own, and as a responsible public official he may demand to know in the most accurate possible terms just where the schools of his state stand in the service they are rendering to the children of that state."

For the purpose of answering these questions the use of standardized tests in arithmetic, spelling, oral reading, silent reading and handwriting is invaluable. Assistant Superintendent Clayton did very much helpful work along the lines of measuring the silent reading abilities of pupils in the various elementary schools. Using his results as a basis, I have endeavored to carry along the tests in oral and silent reading, spelling and arithmetic. Approximately 2000 children in classes E through V have been given spelling and reading tests. The results, as a whole, were commendable and show that the Concord schools are up to standard in both spelling and silent reading. The tests have revealed to the teachers some weak spots in the grades as well as some of the strong points. About 100 pupils in classes C and D were tested on their ability to read orally and the results secured show that the children in these particular classes are about a year ahead of the children in the same classes in numerous other cities.

The primary value of these standardized tests, however,

is not to show how one grade or one school system compares with another grade or another school system but to reveal to the teacher just what points she needs to emphasize most.

It is recommended that standardized tests be used more extensively and that the results of these tests be used in determining definite standards of achievement for each grade.

*The Concord High School.*

It is one of the duties of the assistant superintendent of schools to devote a large part of his time to supervision in the senior high school. The problems in this particular field are great. The frequent changes of teachers, the different curricula, the fact that a large number of pupils come from surrounding towns, the congested conditions making it necessary to use the laboratories and the assembly hall for recitation purposes, all these create conditions that call forth the best efforts on the part of the headmaster and teachers if the standards of the school are to be maintained.

During this semester the teachers in the junior high schools, the Parker school, and the senior high school are to work through committees with the definite purpose of revising and making more definite the courses of study in the high school. The English teachers have already started their task and it is hoped that within a short time the results of their efforts and investigations will be put in print, not only that the school officials may know, but also that the students and parents may have at hand detailed knowledge of what is expected of pupils in the Concord high school.

In conclusion I wish to express my appreciation of the co-operation of the teachers and of the helpful advice of the superintendent.

Respectfully submitted,

CHAS. W. WALKER,  
*Asst. Supt. of Schools.*

## REPORT OF THE MEDICAL INSPECTOR.

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*Mr. Louis J. Rundlett, Superintendent.*

Dear Sir: The work of medical inspection in the schools of Union School District for the first semester of 1923-1924 may be summarized as follows:

(1) Routine physical examination of 1974 pupils, carefully recorded, with notification of parents regarding all defects that demand the attention of their family physician.

(2) Provision for daily milk lunches in the West Concord schools, in addition to those already served in the city. Arrangements have been made for more effective distribution of free milk to needy, undernourished children, at the discretion of the teachers—a plan that has proved most satisfactory to all concerned. In the rural schools, in which pupils are obliged to bring their noon lunches, facilities for hot cocoa or soup have been provided.

(3) Sanitary inspection of all the school buildings in the district. Improvement in sanitary conditions is in progress, and plans are being made for putting all buildings in up-to-date condition.

(4) The dental clinic—The work of this department is highly satisfactory, and the physical examination of upper grade pupils shows extraordinary results of the early treatment of their teeth. A detailed report of this clinic is submitted herewith. This work, as well as the large number of routine physical examinations during the semester, would have been impossible without the assistance of Mrs. Upham, the school nurse, who has taken an active interest in these activities.

The one discouraging factor in the work of health inspection is the reluctance on the part of many parents to heed suggestions as to correction of defects shown by

physical examinations. The pupils themselves, however, are developing a genuine interest in their health, which will have an important influence in that direction in the future.

I wish to express my appreciation of the hearty co-operation of the superintendent, the teachers, and associates in the office, which has made the work of the new medical inspector, a most agreeable one.

Respectfully submitted,

ARTHUR K. DAY, M.D.,

*Medical Inspector.*