ANNUAL REPORT

OF THE

SCHOOL COMMITTEE

OF THE

TOWN OF WILMINGTON, MASS.

1899.

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ARTHUR T. BOND, *Chairman*,	term expires	-	March, 1900
ARTHUR O. BUCK, *Secretary*,	" "		" 1900
WARREN EAMES, *Auditor*,	" "		" 1901

TRUANT OFFICERS.

LEVI SWAIN -	- North Wilmington.
MILTON T. HOLT	- Wilmington.

From Carolyn Harris
Town Museum

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REPORT OF THE SCHOOL COMMITTEE.

1899—

Citizens and Parents:

As our Annual Report should inform you fully of the exact conditions which obtain in our public schools, as well as serve to place upon permanent record an epitome of transactions pertaining to school affairs, we beg to submit the following text for your best consideration, approval, and moral support.

Starting the year with a liberal appropriation, we were certain not to find ourselves hampered in a financial way; and we are pleased to be able to inform you that all of the schools in town have been kept open the full length of time we decided to be advisable,—forty weeks for the High and Eighth grade, thirty-six weeks for the others, all school bills paid, and a small balance left in the treasury

The special appropriation, aggregating $250.—for use at the South and West school buildings, was ample for requirements; and our financial statement, in the later pages of this pamphlet, will advise you of the amount expended. The Town Report will contain the minor details of these expenditures.

Early in the year, Mr. W. L. Jones, principal of our schools, was taken from us by death, and, for a moment, we were non-plussed. His demise occurring at a critical time in the school year, it was a serious consideration to choose a fit successor In our emergency, Miss Dora J Dadmun, a teacher in our Eighth grade and assistant in the High School, seemed to be available. Her educational qualifications, training and known Christian principles seemed to commend her beyond other candidates. We engaged her, feeling that her associations with present pupils would permit the work of the schools to be carried on with less break than would be likely should a stranger take up the work. It is a pleasure to be able to announce

that this young woman stepped bravely into the gap, took up the reins of school management promptly and energetically, and has proven the wisdom of our selection.

With the possible exception of one grave feature—to be specifically noticed later, our schools are in a healthy condition. More interest in school work is evinced than heretofore. Our teachers are, without exception, fine specimens of conscientious instructors of youth; and they fraternize so well together, that there is an entire absence of discord—nothing but perfect harmony

We have, at present, in full operation, **eleven schools in town** (two more than one year ago), of which three are in the High school building, four in the Walker, and one each in the four outlying districts. The schools in the districts are now practically primary schools, where four grades only are taught—the work being of such a character as that taught in the corresponding grades in the Walker school. When young children have passed to the completion of study in these "nurseries," they are transplanted to the next higher grade in the school at the Walker building.

The above described plan obviates undue over-crowding in the smaller school buildings; permits the teachers to give proper time and attention to the ground-work of education—the essential foundation upon which the superstructure of a whole life is built; removes many annoying features peculiar to schools where children of many different ages and calibre are thrown together; besides giving the teachers the opportunity to perfect themselves in the specialty of teaching few subjects, but teaching those subjects WELL.

With the exception of the West School — which, owing to the spareness of inhabitants in that section, is slimly attended, the district schools have as many pupils as can be conveniently accommodated. With the exception of one room in the Walker Building, the centre school rooms are well-filled. The total number of pupils attending our schools Sept. 5, 1899, and before Miss McCarthy's room was opened in the Walker building was exactly 307 distributed as follows:

High School Building—High School proper, 34; Miss Chamberlain's room, 34; Miss Prince's room, 9.

Walker Building—Miss Alexander's room, 32; Miss Prescott's room, 44; Miss McKeen's room, 47

North School—Miss Dority, 43.
East School—Miss Swain, 19.
South School—Miss Kivlin, 31.
West School—Miss McCarthy's, 14.

Subsequently, the enrollment was increased to a total of 333.

Regarding the necessary expenses for conducting the sehools of the Town for 1900, we have carefully considered the matter, and find that it will cost the Town—to maintain the necessary eleven schools—none of which can be discontinued, with justice to all concerned—$5,300.00 for school maintenance, and $500.00 for books and supplies. These amounts, with the dog tax and returns from the Mass. School Fund will, with *economy*, permit the school committee to render you a satisfactory report one year hence.

It is really necessary that the Town appropriation for the repairs on public buildings be sufficient to cover the crying needs of our school houses. You have in your minds the old saying—"A pound wise and a penny foolish." Do not, we beg of you, permit the school buildings to arrive at that state of decay when prompt measures and a reasonable expenditure will ward off contingencies.

The school duties of the committee, the past year, have involved a vast amount of attention and labor The furnishing and equipment of the new "Chestnut Street School;" the rehabilitating of the West School; the careful assignment of the children to schools nearest their homes—which involved a nice discrimination in avoiding unpleasantness; the establishment of New School Districts; besides the unforeseen and, in some cases, disagreeable emergencies, have taken much time to arrange and settle satisfactorily If, however, any permanent good has been evolved, and the welfare of the children enchanced, your committee is pleased to have been the instruments through whom an all-wise Providence has seen fit to act.

THE SCHOOL DISTRICTS.

The following letter addressed to the Honorable Board of Selectmen, of the Town of Wilmington—under date of September 9, '99, will acquaint you of the areas of the new school districts.

GENTLEMEN:—

In conformity with present conditions, and to best accommodate existing school-room capacities, as well as to define the localities of pupils attending the Public Schools, the School Committee has laid out the Town into School Districts—North, East, South, West, and Centre; and here append a description of aforesaid Districts as they are bounded:

NORTH.

Beginning on Flint Street, at bound with Tewksbury and following the South side of said street, the line extends eastward as far as the main tracks of the Western Division of the Boston & Maine R. R.; from thence, following the southwesterly line of the R. R., the line extends to the North Wilmington R. R. Station; from thence the line continues eastward to the corner of Woburn and Park Streets; and from thence by the southerly side of said Park Street to the North Reading bound. Thence by No. Reading, Andover and Tewksbury to starting point.

EAST

Beginning at the R. R. Station at North Wilmington, the line runs southeasterly—on the southeasterly line of the Boston & Maine R. R.—to the point where Concord Street crosses the said R. R.; from thence southerly to "Buck's Bridge," so-called, in a straight line; from thence, following Maple Meadow Brook up stream, to the Southern Division of the Boston & Maine R. R. near the Town Farm; from thence the line continues in a southeasterly direction, by the upper line of the said Southern Division of the R. R. to the point where said R. R. passes out of Wilmington, near the Chemical Works; from thence northerly by boundary-line between Reading and Wilmington to Park Street; and from thence westerly to point of beginning—bounding on North District.

SOUTH.

Beginning at the Burlington and Wilmington bound on Burlington Avenue, the line runs by said avenue to its junction with Boutwell Street; from thence in a straight line to the R. R. Station at Wilmington (Southern Division Boston & Maine , from thence

the line runs southeasterly—on the southerly side of the R. R. aforesaid—to the point where the said R. R. crosses Maple Meadow river near the Town Farm; from thence the line conforms to the southwesterly line of the East District boundaries.

CENTRE.

Beginning at bound between Tewksbury and Wilmington on Main Street, near Geo. M. Milligan's house, the line follows Main Street to Sandy Pond; thence eastwardly, southerly and westerly, taking in the loop formed by Glen Road and the short road by A. Phelp's house, back to Main Street; thence southeasterly by Main Street to depot of Southern Division of Boston & Maine R. R.; thence the line follows the boundary lines of the South, East, and North Districts to the Tewksbury bound on Flint Street; thence by boundary line between Tewksbury and Wilmington to point of beginning.

WEST.

Beginning at bound between Tewksbury and Wilmington on Main Street and following the boundary lines between Tewksbury, Billerica, and Burlington with Wilmington, this West District is bounded by the northwesterly limit of the South District and the southwesterly limit of the Centre District.

IMPORTANT

Now friends, for your possible information—certainly for your serious and solemn consideration and action, we have something to say about an evil moral influence which menaces our Town and our school children.

While we are perfectly aware that Wilmington is not alone in this unfortunate condition, yet that fact is not so much direct concern as what obtains here.

The subject is a disagreeable one to contemplate, and a delicate one to speak about; but the time has arrived when certain observations and positive proofs are in evidence; and steps must be taken, promptly and energetically, to oppose and eradicate this evil.

To speak plainly, some of the young people of Wilmington are being corrupted—through whose prime agency we know not. The fact simply stares us in the face, and must be met fairly, and handled with discretion and firmness, if we would that our young men and women—your sons and daughters—be kept pure, and become models of that perfect manhood and womanhood demanded in those who assume the responsibilities of maturity, and who should be fitted to command the respect of all good people.

This evil influence, as are all vicious influences, is exerted covertly, and is not displayed openly excepting by accident. A tendency to promote wickedness and immorality is inherent in some natures; it is receptive but uncommunicative in public; it seeks to do its insidious work in various secret ways—trading on its store of filth collected from all sources.

Parents, we beg of you to recognize exactly what we mean.

Some of our children are arrived at that point where this evil influence has taken a mighty hold upon them; has made them victims, and has familiarized them with subjects unfit for pure minds to contemplate or entertain.

Understand us, pray, these children are more to be pitied than censured; they do not seek to encourage evil for evil's sake; neither do they appreciate the gravity of the condition of things; they are, in short, simply victims of this incendiary influence from force of circumstance; nevertheless, the result is apparent in the callousness of sensibilities and the undermining of right principles.

There is positive cause for alarm. What shall we do in this emergency? What can we do to protect our young people?

As a committee we are in a quandary we wish to do just and only the proper thing; we wish that dire punishment shall overtake any deliberate attempts to pervert, and that those who have been forced into the position of participants shall be regarded as sufferers and be dealt with leniently

It is evidently the duty of all parents to scrupulously guard their children's welfare. Has not it ever occurred to you that many liberties granted by parents to children of this Town are conducive of that laxity of morals certain to bring disgrace?

Wouldn't it be a good plan for parents to take their children—boys and girls—closer into their confidence? Wouldn't it be much

better if parents would tell their children all it is wise and proper for them to know, rather than that their darlings should absorb perverted ideas from doubtful sources?

There will be nothing immodest in mothers telling their girls of the snares and pitfalls always open to the innocent and unwary

It will certainly and surely prove a preventive of much evil, and open up the way to returned confidences.

A mother should know her daughters better than she has known them. A father should know his sons better than he does now

Children should be taught to go to their parents for such information as youth has a curiosity about, and learn from the proper source enough to place them always on their guard.

We appeal to parents—as a precautionary measure—to be very discreet about allowing their children, particularly the girls—to be on the public streets in the evening, unattended. Avoid if and when you possibly can, the indiscriminate mingling of the sexes. Keep track of your children. Know just where they are at all times and with whom they associate. Do not permit conversation with strangers. Teach them that personal purity and moral rectitude will, alone, keep them from contamination.

Some day, these children, grown to manhood and womanhood, will thank you and us for this advice—given with the careful consideration of years and experience, in the most friendly spirit, with malice towards none, and with only the moral welfare of our charges in mind.

May all good citizens of Wilmington appropriate this lesson and aid and encourage these children, their parents and friends, in a concentrated effort to improve the moral tone of our loved Town.

STATE LAWS PERTINENT TO SCHOOLS.

The following, with a few additions, is a re-print of matter published in the school report for 1898. The laws are the same as a year ago, and it is the duty of a school committee to see that they are enforced.

Employment of Children

[Chapter 494, Acts of 1898.]

Certain Employment of Children under Fourteen forbidden.—Section 1 changes from thirteen to fourteen the age below which no child shall be employed in a factory, workshop or mercantile establishment. It forbids his employment for wages while school is in session and all employment before six in the morning and after seven in the evening old.

Attendance and Truancy

[Chapter 496, Acts of 1898.]

Length of Schooling and Subjects to be taught.—Section 1 extends to thirty-two weeks the time the public schools must be maintained. The time required under the old law was thirty-two weeks for towns of four thousand or more inhabitants, and twenty-four weeks for all other towns. To the studies that may be taught at the option of the school committee are added book-keeping, geometry, one or more foreign languages, the elements of the natural sciences, kindergarten, manual and physical training, civil government and ethics, with such other subjects as the school committee may deem expedient.

The High School.—Section 2 requires every town of five hundred families or householders, and permits any town, to maintain a High School, adequately equipped, to be kept by a principal and such assistants as may be needed, of competent ability and good morals. The distinction hitherto made between two grades of High Schools is abolished.

The following requirements apply to every High School, whether it is kept in obedience to the statute or voluntarily:—

1. Instruction shall be given in such subjects designated in section 1 as it may be deemed expedient to teach in the High School and in such additional subjects as may be required for the general purpose of training and culture, as well as for the special purpose of preparing pupils for admission to State Normal Schools, technical schools and colleges (new

2. There shall be at least one course of study four years in length (new), and the school shall be kept for forty weeks at least, exclusive of vacations in each year (old

3. A town may, if it chooses, meet only a portion of the foregoing requirements in its own High School; *provided*, that it shall make adequate provisions for meeting the rest of said requirements in the high school of another town or any city (new).

Contagious Diseases.—Section 11 adds measles to small pox, diphtheria and scarlet-fever as a reason for restraining a child from attending school. Three days must have elapsed since recovery in the case of measles (two weeks in the other cases before return to school is permissible.

Compulsory Attendance.—Section 12 makes attendance upon a public school compulsory for all children between the ages of seven (instead of eight, as heretofore and fourteen years during the entire time (instead of thirty weeks, as heretofore, and without an allowance for two weeks of unexcused absence, as heretofore) the public schools are in session.

Excepted from these provision are *a*) children that are attending approved private day schools or receiving instruction equal to that given in the public schools old ; (*b* children that are compelled by necessity to be absent, including children whose physical or mental condition renders their attendance inexpedient or impracticable old).

The provision in the old law which extended to fifteen years the age of compulsory attendance wherever manual training was taught is repealed

A clause in this section requires parents or guardians to cause children under their control to attend school according to law

Habitual Truants, Absentees and School Offenders.—Sections 24, 25 and 26 name and more fully describe three classes of children that may be committed to truant schools, or elsewhere, under this act, namely :—

1. Habitual truants, children between seven and fourteen years of age who wilfully and habitually absent themselves from school.

2. Habitual absentees, children between seven and sixteen years of age who may be found wandering about in the streets or public places, having no lawful occupation, habitually not attending school and growing up in idleness and ignorance.

3. Habitual school offenders,—children under fourteen years of age who persistently violate the reasonable regulations of the school which they attend or otherwise misbehave so as to render themselves fit subjects for exclusion therefrom.

Commitments of such children, in case of conviction, if boys, may be made to county truant schools (old), or, in certain cases, to the Lyman School for Boys new ; if girls, to the State Industrial School for Girls new) ; or they may be placed on probation, as provided in rection 28 of this act new

Support of a Child in a Truant School to be paid for by the Parent if so ordered.—Section 28 provides for the payment, at the discretion of the court, by the parent or guardian for the support of a child while an inmate of a truant school (new).

Penalties for Neglect to Send Children to School and for Inducing Unlawful Absence.—Section 31 provides

1 That any person who, having under his control a child between seven (instead of eight, as heretofore) and fourteen years of age, fails for five day-sessions or for ten half-day sessions within any period of six months (this period is new) to cause such child to attend school as required by law, shall forfeit and pay a fine of not more than twenty dollars. The child's attemdance is required for the full time the school is kept, instead of thirty weeks, as heretofore, and the allowance of two weeks for unexcused absence is no longer permitted.

2, That a fine of not more than fifty dollars, (instead of not less than twenty nor more than fifty) shall be imposed upon a person for inducing any child to absent himself unlawfully from school, or for employing or harboring a child unlawfully absent from school

Extract from the "Annotations and Explanations" of the Public Statutes of Massachusetts, Relating to Public Instruction, Issued from the Office of the State Board of Education:

"The reasons for which a child may be excluded absolutely from

school, neither are nor can be expressed in the law Committees are responsible for the exercise of a sound discretion."

"'The school committee of a city or town have power, under the laws of this Commonwealth, in order to maintain the purity and discipline of the public schools, to exclude therefrom a child whom they deem to be of a licentious and immoral character, although such character is not manifested by any acts of licentiousness or immorality within the school.'" 8 Cush. 160.

The rule is this: "The committees have power to protect the schools from the presence of any one whose influence would be injurious to the whole, and subversive of the purposes manifestly contemplated by their establishment."

STATEMENT SCHOOL FINANCES, 1899.

Received from Town Treasurer, on orders			$6,153 30

PAID OUT.

Schools,—			
Pay-roll	$4,581 25		
Miscellaneous	191 99		
Fuel	501 50		
		$5,274 74	
Books and supplies		646 80	
Special appropriations		231 76	
			$6,153 30

SHOWING APPLICATION OF VARIOUS APPROPRIATIONS, ETC.

Original appropriation	$5,150 00	Part pay-roll	$4,360 42	
Deduct amount waived	120 00	Miscellaneous	191 99	
		Fuel	501 50	
	$5,030 00	Part books and supplies	73 20	
Dog Tax	129 96	UNEXPENDED	32 85	$32 85
	$5,159 96		$5,159 96	
Appropriation for books and supplies	500 00	Part books and supplies	500 00	
Mass. School Fund	294 43	Part pay-roll	220 83	
		Part books and supplies	73 60	
	$5,954 39		$5,954 39	
Special appropriation	250 00	Expended	231 76	
		UNEXPENDED	18 24	18 24
	$6,204 39		$6,204 39	
Received from sale of old books	19 40	Paid Treasurer	19 40	
	$6,223 79		$6,223 79	

Total Unexpended Balances	$51 09

The statistical part of the school report, for 1899, will be found on following pages, together with an able paper written by our esteemed Principal of Schools, Miss Dora J Dadmun, to all of which we subscribe.

ARTHUR THOMAS BOND,
WARREN EAMES,
ARTHUR OTIS BUCK,
School Committee.

TEACHERS AT PRESENT ON OUR PAY-ROLL, JAN 15, 1900.

Names.	Where Fitted.	Postitions.	Present Rate of Pay
Dora J Dadmun	Boston University..	Principal	$850 per year
Annie L. Prince.	Salem Normal..	Ass't High and VIIIth Grade	$12 50 per week
Grace F Chamberlain	Framingham Normal.	VIth and VIIth Grades	$12 00 per week
Blan Alexander. ..	Private Training	Vth and VIth Grades	$11 00 per week
Sylvia E. Prescott.	Quincy Training	IIIrd and IVth Grades.	$10 00 per week
Sarah K. McKeen.	Peabody High	Ist Grade.	$10 00 per week
M. Leonteine McCarthy ..	Framingham Normal.	Ist and IInd Grades	$10 00 per week
Laura M. Dority	Castine Normal	North District	$10 00 per week
Henrietta A. Swain. ..	Salem Normal..	East District. ..	$10 00 per week
Gertrude L. Kivlin.	Bridgewater Normal	South District	$10 00 per week
Mary Edwards .	Lowell Normal..	West District	$ 8 00 per week

JANITOR OF CENTRE SCHOOLS.—John A. Taylor, $11.25 per week.

APPROPRIATIONS AND EXPENDITURES,

1889 TO 1900.

BASED ON TOTAL ENROLLMENT

Year.	Total Resources.	Total Enrolment.	No of Weeks.	Expense per Scholar.	Balance.
1889	$3,766 10	196	40	$18 34	$171 75 unexpended
1890	3,992 22	235	40	15 63	317 88 "
1891	3,816 30	208	39	18 22	25 71 "
1892	4,532 22	256	40	16 05	423 27 "
1893	4,315 12	214	40	19 99	36 01 "
1894	4,414 17	247	40	16 57	320 86 "
1895	3,820 86	261	40	14 63	73 43 "
1896	4,894 60	283	38 and 40	17 22	90 "
1897	5,522 01	322	36 and 40	17 02	40 09 "
1898	5,293 34	354	35, 36, & 40	14 93	5 53 "
1899	6,204 39	366	36 and 40	16 81	51 09 "

SCHOOL CALENDAR FOR 1900.

	Winter Term.		Spring Term.		Fall Term.	
	Opens.	Closes.	Opens.	Closes.	Opens.	Closes.
High and VIIIth Grade..	Jan. 2.	Mar. 23.	Apr. 2.	June 22.	Sept. 3.	Dec. 21
All other Schools. .	Jan. 2.	Mar. 23.	Apr 2.	June 22.	Sept. 17	Dec. 7
	12 Weeks.		12 Week.		High and VIIIth Grade 16 Weeks. Other Schools 12 Weeks.	

HOLIDAYS — Washington's Birthday, Patriots' Day Memorial Day and Labor Day

VACATIONS—All schools, March 24 to April 2, one week. High and VIIIth Grade, June 23 to Sept 3, ten weeks. All other schools, twelve weeks, June 23 to Sept. 17

NOTE — High School, Thanksgiving Day and day following.

COMMUNICATION FROM MISS DORA J DADMUN,

PRINCIPAL OF THE WILMINGTON PUBLIC SCHOOLS.

Gentlemen of the School Committee

Herewith is submitted for your inspection the report of the town schools from September 4, 1899, to January 1, 1900.

The circumstances under which I accepted the principalship of the schools being well known to you, it is unnecessary for me to remind you that, when I began my work, it was with the unavoidable discomfort and disadvantage of having very few of the necessary data to assist me, the manner of my predecessor's death having led to their destruction. New records and revised courses of study are now on hand in more or less complete form, and the retention of teachers at once competent and experienced has prevented their temporary absence from causing any serious disarrangement of the work.

Since I believe that the policy of my predecessor was a wise one and tended to the advantage of the town and the schools, I have not attempted in the last four months anything that seemed revolutionary Some changes of courses have been made and a few new ways introduced, as is always done from year to year in a progressive community

Taking up matters in the order in which they naturally occur to one's mind, I will first mention the

ATTENDANCE.

One does not find a high degree of intelligence in a place where the laws regarding school attendance are not strictly enforced, nor

in one where an unduly large proportion of the children leave school before they are sixteen years of age. The boy who leaves school at fourteen will not make as useful a citizen as the one who remains at school two or three years longer The money he earns, if he earns any, will not make up to him or to the circle in which he moves to spend it, for the lack of intelligence, information, and real strength of mind that he would probably have acquired in those years. Comparatively few young people wake to the meaning and responsibilities of life before they are half way through the High School. What shall be said of the mental condition of those who leave while in the Fifth, Sixth, and Seventh grades. Yet it is in these grades that the greatest numbers are crossed from our rolls. Twenty-eight in the Sixth, eleven in the Eighth, a falling off of seventeen, so say the records. I hope that a sentiment may be aroused among the parents to hinder this and to prevent children's being hurried along into grades where the work is so much too hard for them, that they become discouraged and learn to hate it instead of to love it. In this town, where the school course is two years shorter than in most other places, it seems as if no one ought to hurry through; yet teachers often complain that they have pupils trying to do work one and, sometimes, even two years beyond their comprehension. If anyone suggests the propriety of taking more time, the proposal is received almost as if the intention were to hurt instead of help the child. It often takes years to prove how kind it really was. I firmly believe that half the leaving school comes from lack of the courage or rather humility which is necessary for the child to stay in the grade where he belongs naturally, instead of straining every nerve in the vain attempt to achieve the impossible.

So far as truancy is concerned there is almost none of the preventable kind in Wilmington. A few little folks are kept away by long distances and occasionally one by poverty, but our record is one to be proud of in that respect. The law forbidding children to be out more than five days in six months is not yet fully understood, but is cheerfully obeyed when called to the parent's attention, as it should be in language not so technical as to be hard to understand.

ENGLISH.

A second subject of interest and importance is the instruction in English in our schools. We are not much affected here by the complaints from universities of insufficient English preparation; but we are forced to consider that the demands of business, of society, even of patriotism, require that our graduates should be able to speak, write and read their own language easily and correctly The accomplishment is unnecessarily rare. Many of our young people cannot read understandingly a page from a really reputable author, such as Addison or Macaulay, to say nothing of Carlyle or Emerson. Their vocabulary is small and not well under their control. One reason for this is that some are accustomed to read the literature, cheap alike in price and quality, of the five or three cent libraries. I am not refering to five cent classics but to the slangy, blood-and-thunder, impossible-adventure style of literature circulating among our small boys, and the sickly sentimentalities devoured by some of our girls. These if not vicious, are most harmful from an educational standpoint, because they destroy the natural appetite for good reading and impress ungrammatical and coarse language upon the retentive memory of the child. If he continues long to read them, they weaken his memory and impair his reasoning powers while arousing thoughts and feelings which ought to remain dormant. This may seem out of place in a school report, but the reason for it follows. All good teachers try to encourage the reading of good books. To this end in many of our schools, there are established small, but good libraries of books suitable and profitable for the use of the children. The town has not been called upon to pay for these books, but it reaps the benefit of their use and should give due credit to the unselfish women who are endeavoring to increase their number, improve their quality and make them helpful. It is an open secret that many are paid for by the teachers who gladly sacrifice, not money simply, but much labor and time for the uplifting of their pupils.

In the matter of instruction in English, the schools are already reaping the benefit of the wise plans of Mr Jones. His work revolutionized the state of affairs in the High School and raised the standard in every grade. The results of this will appear as time

goes by His policy was to have, along with the necessary instruction in grammar, a great deal of practice in the writing of clear and correct English and, as children do not originate or create for themselves, to fill their minds with good, useful, or beautiful thoughts by keeping them amply supplied with the best of reading matter This abundance of reading matter is provided from the school libraries before mentioned, from the new and improved readers, and, in the higher grades, by increased use of the books in the Public Library Our library provides a generous supply of good reading matter, which will not only please but also profit our young people when made available by the efforts of their teachers; for children need to be taught not only what to read, but how to read.

Since in English, as in building, a foundation is of the utmost importance, it may be well to call your attention to the fact that this year a uniform method of teaching reading has been adopted. It is called the Ward system, after its originator, the superintendent of the Brooklyn schools, where it has had great success. The teachers and pupils both seem to like it and, I hope, that time will demonstrate that better pronunciation and spelling will follow its use, with a considerable increase in the ability to pronounce new words at sight, a faculty that seemed almost lacking in pupils trained by the word and sentence method alone.

MUSIC.

Very little has been done to improve the music this year The schools at the South and West have been provided with charts of the kind used by the Walker Building, and the High School has been provided with books, a great saving of time and labor for both teachers and pupils, as they had been accustomed to copy everything that they learned. If inexpensive books could be provided for two of the grammar grades, there is no reason why every pupil should not learn to read simple music, an accomplishment which experience demonstrates, improves the discipline of the school and adds to the health and happiness of the child. It is my opinion that, with the present corps of teachers, an instructor in the subject would be more of a hindrance than a help.

THE HIGH SCHOOL.

The attendance of the High School at the beginning of the year taxed the seating capacity to its utmost limit, but this will not happen next year and no immediate provision needs to be made for more space so long as we have the room on the first floor for science classes. The few changes which are being gradually made in the course of study will, it is hoped, make it better suited for the needs of this Town. Since we send so few to college, it seems wise to give a sound English training, with as much science of a practical nature as we can afford and some drill in simple business practice. Physiology is more directly applicable than Chemistry and not nearly so expensive, as laboratory work is not so absolutely essential to make it a success. A more thorough acquaintance with the world's history may also prove to be of more value in broadening and deepening the mind than the small amount of French that can be learned in the time that we give to it. This idea has, however, not been put into effect. We hope to make the Physics work more and more successful by means of our improved facilities and to make all the work more thorough. We aim to teach our pupils,—1st, How little they know; 2d, How to learn more; 3d, If possible, to keep on learning always. I do not wish to ignore the military drill which is going on regularly outside of school hours under the charge of faithful and efficient officers. They are trying to teach the boys to stand and walk well, and to understand some of the rudiments of military drill. The course of the school is certainly an upward one, many encouraging signs appearing of improvement in various directions.

PARENTS AND THE SCHOOLS.

I can only repeat what has often been said before that it is a real encouragement and help to the teachers to have parents come into the schools and more especially on everyday occasions when they can see us just as we are. I will, however, be so bold as to add that it would be a great benefit to the tone of the schools if parents would report to some school officer cases of genuine immorality of

which they know the teacher to be ignorant. If Johnnie learns to swear in his first year at school, his mother should be on sufficiently intimate terms with him to find it out. If she does not do so and stop it, in all probability he will in his second year teach several other little boys; noon hours and large play grounds give a hundred opportunities. Parents are responsible for all they conceal and for all its fruits. Many a worse thing may happen to the boy who taught Johnnie than to be corrected for such a fault when he is so young that it is not unpardonable.

It is advisable that you understand that in many of the things I mention, I voice not my own views alone, but those of the teachers.

CONCLUSION

As a summing up of what has been said, I may say:

1—Pupils should not be rushed through school nor allowed to leave too soon.

2—They should be taught to write and speak their own language correctly

3—They should be taught to enjoy and understand books worth reading.

4—They should be thorough in all their work.

5—Their e lucation should be suited to their circumstances and should make them useful and helpful in the community

Our ideals may be high, but we cannot attempt too much on these lines.

Respectfully,

DORA J DADMUN

TEXT BOOKS IN USE IN WILMINGTON HIGH SCHOOL.

Milne's Standard Arithmetic.
Wentworth's Elements of Algebra.
Wentworth's Plane Geometry
Williams and Roger's Book-keeping.
Collar and Daniell's First Latin Book.
Harper and Tolman's Cæsar
Allen and Greenough's Cicero.
Chardanal's French Grammar
Super's French Reader
About's "Le Roi des Montagues."
Heath's French Dictionary
Royse's American Literature.
Masterpieces of British Literature.
Montgomery's English History
Myer's General History
Scott and Denney's Rhetoric.
Lockwood's English.
Shaw's Physics.
Blaisdell's "Our Bodies and How We Live."
Gray's Botany
Young's Civil Government.
Abridged Academy Song-Book.

COURSE OF GRADE STUDY,

AS INDICATED BY TEXT BOOKS.

GRADE I.

Reading: Ward's Primer, Cyr's Primer, Ward's First Reader, Cyr's First Reader, Stepping Stones to Literature, Book I.

Number: Prince's First Book.

Music: Normal Music Chart.

GRADE II.

Reading: Ward's Second Reader, Cyr's First Reader, Cyr's Second Reader, Stickney's Pets and Companions, Normal Second Reader, Alternate Normal Second Reader

Number: Prince's First Book, Nichols' Second Book, Prince's Second Book.

Music: Normal Music Chart and Book I, Normal Course.

GRADE III.

Reading Cyr's Second Reader, Science Readers, Nos. I. and II., Ward's Third Reader, Baldwin's Third Reader

Arithmatic: Prince's Arithmetic, Grade III., Popular Educator Arithmetic, Book First, Nichols' Arithmetic, Grade III.

Language: Hyde's English, Book I.

Music: Normal Music Course, Book I.

GRADE IV

Reading: Cyr's Third Reader, Science Reader No. II., Science Reader No. III., King's Geographical Reader No. I. Supplementary Matter.

Arithmetic: Nichols' Arithmetic, Grade IV Bradbury's Eaton's Arithmetic, Popular Educator Arithmetic, Book First.

Language: Hyde's Lessons in English, Book I.

Geography: Elementary Natural Geography, Rand and McNally's Elementary Geography

Music: Normal Music Course, Book II.

GRADE V

Reading: Cyr's Fourth Reader, Normal Fourth Reader, Supplementary Matter.

Arithmetic: Bradbury's Eaton's Arithmetic, Popular Educator Arithmetic, Popular Educator Arithmetic, Book II.

Language Hyde's Lessons in English, Book II.

Geography: Rand and McNally's Elementary Geography

GRADE VI.

Reading Cyr's Fourth Reader, Barnes' Fourth Reader, Burton's Historical Reader.

Arithmetic: Bradbury's Eaton's Practical Arithmetic.

Language: Hyde's English, Book II.

Geography: Rand and McNally's Advanced Geography

GRADE VII.

Reading: Harper's Fourth Reader, King's Geographical Reader, Book II.

Arithmetic: Bradbury's Eaton's Practical Arithmetic.

Language: Hyde's English, Book II.

Geography: Natural Advanced.

History: Eggleston's United States History, Montgomery's American History

GRADE VIII.

Reading: Masterpieces of American Literature, Irving's Sketch Book.

Arithmetic: Milne's Standard Arithmetic.

Language: Hyde's Practical English.

Grammar: Southworth and Goddard's Language, Book II.

Geography: Potter's Advanced, Monteith's Physical Geography

History: Montgomery's American History

STATISTICAL TABLE.

Enrollment and Attendance, 1899.	Removed or left from Jan. to Sept. 1899.	High School.	VIIIth Grade, High School Building.	VIth, VIIth Grades High School Bldg.	Vth and VIth Grades Walker School.	IIId, IVth Grades, Walker School.	Ist, IId. Grade Walker School.	North School.	East School.	South School.	West School.	Total.
1. Total enrollment begun Sept. 1899.	33	35*	11	35	38	46	58	43	19	31	17	366
2. Number of pupils Sept. 1899.		34	9	34	32	44	47	43	19	31	14	307
3. Average membership, Jan. 1 to Jan. 1.		32.93	12.15	27.60	35.33	33.88	37.96	37 90	22.42	27 77	13 10	28.10
4. Per cent. of daily attendance.		95 37	92.54	92.83	95.68	95.79	86.66	72.28	94.52	91.42	94.17	91 12
5. Number of pupils over 15 years of age, Sept. 1899.		18	3	1	5	0	0	0	0	0	0	27
6. Number of pupils between 7 and 14 years, Sept. 1899.		4	4	8	32	44	19	29	15	10	11	176
7. Number of pupils under 7 years, Sept. 1899.		0	0	0	0	0	39	14	4	21	3	81

* One post graduate.

ROLL OF HONOR.

The following named pupils were neither absent nor tardy for the time designated:

For One Year

Sadie Buck, Enid Aldrich, Edith Murray, Helen Carter, George Rogers, Walter Strong, Guy Holt, John Kenney, Hazel Waite, Gertrude Granfield, Rose Porter, Marion Perry, Thomas Regan, Bertha Swain, Annie Kenney (tardy once

For two terms:

Jessie Cole, George Perry, Alice Swain, Bessie McMahon, Flora McKittrick, Winfield Holt, Levi Gilson, Harry Wiggin, George McKittrick, Bertha Foley, Ora Holt, Harold Eames, John R. Babine, John Clinton Horton, Marion A. Perry, Alice E. Prentiss, Annie F Nichols, John Henry Porter, Hattie A. M. Snelling, Wm. J McGowan, Edith Gault, Susanna Granfield, Gladys Taylor, Susan Babine.

For One Term

Philip Buzzell, Clara Cooley, Ethan Gilson, Alta Wilson, Lillian Allen, Sarah Allen, Florence Adams, Fred Allen, Wm. J Allen, Melville Blackwood, James Graves, Alice Wall, Irena Rowe, Adrian Babine, Rose Croteau, Kate Croteau, Earnest Eames, Mary Doyle, John Doyle, Phebe Frost, Hattie Nickerson, May O'Donnell, Annie White, Arlinnie Bean, Harold Nichols, Frances Gault, Bertha Miller, Sarah Neilson, Arthur Babine, Kate Regan, Mildred Eames, Alice Foley, Wilfred Robillard, Robert Buck, Willie Hoyt, George Hoyt, Norman Buck, Kenneth Hill, Guy Nichols, Paul Hill, Marguerite Bedell, Elsie Buck, Addie Dailey, Hattie Heaton, Hazel Kincaid,

Sadie Lane, Ethel McDonald, Merle Taylor, Harry Blaisdell, Herman Buck, Augustine McMahon, Frank Muse, Helen Ames, Everett Buck, Beulah Eames, Lizzie Rooney, Jennie Bisbee, Gaius Harmon, Jean Hill, Florence Hill, Amy Parrott, Maude Swain, Florence B. Taylor, Louise G Spaulding, Sarah Haley, Earnest Swain, Florence Tingley, Lilla Hoyt, Viola Snelling, Harold Rogers, Edith Dow, Dora Heaton, Chester Horton, Arthur Porter, Mary Surette, Gertrude Tite, Bertha Bancroft, Marjorie Buck, Percy Kidder

WILMINGTON HIGH SCHOOL GRADUATION.

CLASS OF 1899.

[JUNE 22, 1899.]

Motto :— " Honors Wait at Labor's Gate."

PROGRAMME.

OPENING HYMN	
PRAYER	Rev H S. Dow
SALUTARY—"Then and Now,"	Maud Irene Swain
ESSAY—"The Influence of Music,"	Mary Rose Babine
CHORUS—"I Would That My Love."	
ESSAY—"Mary Lyon,"	Lilla Mae Fuller
CLASS HISTORY	Fred Mortimer Carter
CHORUS—"Hunter's Farewell."	
ESSAY—"Superstition,"	Maud Malpas Carter
DECLAMATION	Emma Hamilton
CHORUS—"I Know a Bank."	
ORATION—"Decadence of Spain,"	Alfred Emerson Preble
CHORUS—O Come to the Meadow "	
CLASS PROPHECY	Mary Alice McMahon
VALEDICTORY—"Honors Wait at Labor's Gate,"	M. Lena Doucette
REMARKS AND PRESENTATION OF DIPLOMAS,	Arthur O. Buck, Secretary of School Committee

CLASS ODE	Written by Maud Malpas Carter
BENEDICTION	Rev Elijah Harmon

CLASS ODE.

Our school days now are o'er,
Dear Classmates we must part
While thoughts of by gone days
Fill every heart.
Years have gone quickly by,
But still the future waits
For us to do our part.
Farewell ! Classmates.

Finished is every task
And now with many a tear,
We think of one that's gone,
Our teacher dear.
And we hope that our page
Will be as fair and bright
That we may meet above.
Farewell to-night.

GRADUATES.

MARY ROSE BABINE,
MAUDE MALPAS CARTER,
LILLA MAE FULLER,
ALFRED EMERSON PREBLE,
FRED MORTIMER CARTER,
MARGARET LENA DOUCETTE,
MARY ALICE MCMAHON,
MAUDE IRENE SWAIN

In Memoriam.

WHEREAS, Almighty God, in His infinite wisdom and discretion, has chosen to take from our midst, by grievous disease, our Principal of Schools,

William L. Jones,

a faithful, upright worker in his chosen profession, and a man of kindly heart and sympathetic manner, who has endeared himself to our Board, our teachers, pupils and citizens, we wish to bear testimony to his many virtues, and express to his bereaved father, relatives and friends, our heartfelt sympathy in this, their bereavement, and give our assurance that their loss is also our loss, and their grief ours as well.

ARTHUR THOMAS BOND,
WARREN EAMES,
ARTHUR OTIS BUCK,
School Committee.

Mr. Jones died at 4.30 P. M., May 5, 1899.

Resolution adopted by the School Committee of Wilmington, Mass., on May 5, 1899.

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