



TOWN OF WILMINGTON, MASS.

Annual Report

... OF THE ...

School Committee

1901



Lowell Museum

ANNUAL REPORT
OF THE
SCHOOL COMMITTEE
OF THE
TOWN OF WILMINGTON, MASS.
1901



SCHOOL COMMITTEE.

C. EVERETT WEST, <i>Chairman.</i>	Term expires March, 1902.
WARREN EAMES, <i>Auditor</i>	Term expires March, 1902.
W. G. FRAZEE, <i>Secretary</i>	Term expires March, 1902.

TRUANT OFFICERS.

JOHN A. TAYLOR.	LEVI SWAIN
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LOWELL, MASS.
COURIER-CITIZEN COMPANY PRINTERS.
1902.

FINANCIAL STATEMENT, 1901.

RESOURCES.

Appropriation for schools.	\$5,000	00
Appropriation for books and supplies.. ..	500	00
State school fund	404	78
Dog tax returns.	262	77
Rebate on account of Superintendent	175	00
	<u>\$6,342</u>	<u>55</u>

EXPENDITURES.

Teachers and janitors.....	\$4,679	25
Fuel	631	32
Miscellaneous	230	17
Books and supplies	480	45
Balance	321	36
	<u>\$6,342</u>	<u>55</u>

EXPENDITURES ITEMIZED.

TEACHERS AND JANITORS.

Francis A. Hamlin	\$710 00
Grace F Chamberlain	468 00
Blan Alexander	396 00
Sylvia E. Prescott	360 00
Henrietta A. Swain	360 00
Gertrude L. Kivlin	360 00
Mary Edwards	324 00
Marian A. Spaulding	300 00
Laura M. Dority	220 00
M. Leontine McCarthy	190 00
Lucy G. Annable	180 00
Carrié M. Swain	96 00
Isabel C. Bixby	60 00
Florence Colgate	46 00
Florence A. Healey	20 00
Marion Williams	54 00
M. Agnes Maddocks	12 00
John A. Taylor	438 75
John Regan	18 00
Harry Taylor	15 75
George W Hoyt	12 00
William J Allen	12 00
Albert E. Robinson	11 25
Everett Buck	6 00
Mrs. George Allen	6 00
Gertrude L. Kivlin	3 50
	<hr/>
	\$4,679 25

FUEL.

H. B. Eames, coal	\$174 00
F. A. Eames, coal	257 00
John W. Perry, wood	20 26
Alvin C. Phelps, wood	4 50
	<hr/>
<i>Amount carried forward</i>	\$455 76

<i>Amount brought forward</i>	\$455 76
Wm. H. Carter, 2nd, wood	6 75
Warren Eames, wood	110 31
N. B. Eames, wood	6 50
Town Farm, wood	38 50
T H. McMahon, wood	4 50
Oliver McGrane, wood	9 00
	<hr/> \$ 631 32

MISCELLANEOUS.

D F Perkins, dressing blackboards	\$ 7 15
John A. Taylor, sawing wood	2 00
John Kelley, sawing wood	7 05
S. W. Putnam, sawing wood	50
John L. Regan, sawing wood	75
Oliver McGrane, sawing wood	5 00
Oliver McGrane, cleaning vaults	1 50
Frank L. Carter, cleaning vaults	2 00
Warren Eames, cleaning vaults	3 50
Mrs. Mary Kernon, cleaning school-house	2 10
Mrs. Bridget Nee, cleaning school-house	9 00
John A. Taylor, cleaning school-house	17 50
W J Allen, cleaning school-house	2 00
G. L. Allen, cleaning school-house	2 10
F. L. Eames, cleaning clocks	3 00
E. E. Carter, glass, putty, etc.	2 64
Warren Eames, taking census	10 00
Joseph H. McNeil, inspecting boilers	2 00
George L. Perry & Co., settee	2 40
C. B. Osborn, repairs, flagstuffs, etc.	3 00
F. A. Hamlin, graduating expenses	10 00
O. L. Wakefield, filling in diplomas	2 75
G. W. Smith, plastering	2 00
W. H. Carter, sawing wood	1 00
Congregational Church Society, use of church.	10 00
G. A. & A. E. Robinson, labor building lockers	12 00
E. Roxanna Eames, copying school census	2 00
	<hr/>
<i>Amount carried forward</i>	\$124 94

<i>Amount brought forward</i>	\$124 94	
Buck Bros., supplies	14 62	
W B. Eames, repairing books	6 28	
E. E. Carter, lumber and hardware	22 18	
D F Perkins, labor on lockers.	3 85	
George L. Allen, cleaning stove pipes	1 75	
W G. Frazee, postage, freight, etc.	2 80	
Mrs. J L. Regan, cleaning North School	2 00	
S. R. McIntosh, repairs on boiler, etc.	11 00	
Lowell Sun, printing school reports	36 00	
R. L. Folkins, carpenter work	2 75	
W H. Carter, labor on closet	2 00	
		<u>\$230 17</u>

BOOKS AND SUPPLIES.

Houghton, Mifflin & Co	\$ 11 94	
American Book Co.	49 24	
J L. Hammett Co.	126 27	
Ginn & Co.	92 75	
Thompson, Brown & Co.	25 41	
D. C. Heath & Co.	25 17	
Suffolk Engraving Co.	70	
F A. Hamlin	7 80	
Allyn & Bacon	75	
Silver Burdett & Co.	24 40	
A. Storrs & Bement Co.	3 60	
E. E. Babb & Co.	31 33	
L. E. Knott Apparatus Co.	71 94	
Warren Eames, delivering supplies	4 50	
Arthur O Buck, express	1 80	
W G. Frazee, express	2 85	
		<u>\$480 45</u>
Total expenditures		<u>\$6,021 19</u>

REPORT OF SUPERINTENDENT OF SCHOOLS.

To the School Committee:—

Gentlemen—Herewith is submitted my second annual report as Superintendent of Schools.

It is desirable that the annual report should explain briefly to the citizens of the town what the schools have accomplished during the year and what line of policy is to be pursued for the coming year, so that each voter may have a fair working knowledge of the present status of the schools and the ends toward which they are working.

The healthy growth of any school system is comparatively slow. The advance is by degrees so slight that it is often impossible to tell, observing from day to day, whether or not progress is being made; but lengthening the interval of observation and comparing one year with another, if there is progress it should be apparent; if the condition of the schools today is more promising for their future development than it was one year ago, we should be able to show that it is so.

In order to secure good work in the schools it is necessary that the work of the different grades should be assigned, having in view a definite end to be attained, and also the capabilities of the children who are to do the work. It must not be made too difficult, lest the pupil be discouraged. It must not be made too easy, lest he lose his interest and fall into idle habits. The difficulties of a given subject must be presented one at a time, and in such order that they can be successfully met by the student of average ability. The course must include all subjects required by law to be taught, and must introduce each in its appropriate place. It must have in view the interests of the bright pupil

as well as of the dull pupil, and must be so arranged as to allow him to advance as fast as he is able. It must also be arranged so that if a child has to leave school before the course is completed, he will not have been taught some things and left in utter ignorance of others which are of equal importance, but will have been taught the elements of all the statutory subjects as far as he is capable of understanding them at the time of his withdrawal from school.

Finally, the work of the schools should lead to certain definite ends. It should aim to give the pupil a certain mastery over a few subjects and the power to use his knowledge of those subjects for practical purposes, it should also give him an interest in many subjects, which shall inspire him with a thirst for more knowledge than the school has given him, and keep his mind active and growing as long as he lives.

Given an outline of work of this nature, it should not be subject to frequent changes, but should be allowed to prove its worth by some years of trial, only such modifications being made as the advance in educational thought and local conditions demand.

The course of study which you have recently adopted is intended to meet these requirements. Without claiming for it any unusual excellence, it is believed that it will afford a sound basis for successful school work, and that, properly carried out, it will place the work of your schools in line with that of other progressive communities.

We are already shaping our work to meet the new requirements, and by the close of the year all necessary changes should have been made without disturbing the work of the schools.

Some changes in text-books have been necessary to meet the new conditions, but not many, and these have consisted as much in retiring unnecessary books as in adding new ones to the list. Heretofore, three different series of geographies were in use in the various schools, and four series of arithmetics. We have withdrawn all but one series in each subject, believing that definiteness and uniformity in our teaching would result.

As we did not seem to be meeting the state requirements in the subject of physiology text-books have been provided in that

subject for the seventh and eighth grades and for the High School. Another year it will probably be best to furnish them for the sixth grade as well, that, in connection with the oral instruction given in the lower grades, will keep the subject before the pupils during their entire course, which I take to be the intent of the law

We have made a beginning in nature study, which I trust will result in a closer observation and larger interest in the natural objects around them by the pupils of our schools.

Some new and attractive reading matter has been added to our list during the year, and more should be added the coming year, with a view to forming the reading habit as well as merely teaching the children to read.

New music books have been provided for the Grammar Schools and some material for drawing; but the work in music and drawing is not upon a satisfactory basis, and there is little hope that it will be until these subjects can be placed in charge of special teachers. Most of the towns around us have provided for such special instruction in their schools, and it does not seem to me that our schools should be longer lacking in this respect.

To say nothing of the educational value of these two subjects, the added enjoyment that the trained voices of the young people would give to your church and social gatherings, and the fact that the training of the artistic sense gives an added money value to every article that is made with the hands, should insure provision for the best of instruction in these two subjects in the schools.

I would respectfully ask the committee to consider if it is not possible to secure some special instruction in these subjects the coming year. The expense need not be large, and I feel sure that it would bring a more satisfactory return, both to pupils and parents, than the same amount of money expended in any other way.

Reference was made in last year's report to some of the difficulties confronting the High School. Whatever the reason may be, it seems to be a fact that High School education has not been popular in this town. The normal size of the school seems to be about thirty pupils (just now it is a little less than that).

It should have at least forty-five pupils, and the question of how to make the High School work so attractive that all pupils who can and ought, will avail themselves of its advantages has occupied much of our time and thought during the past year. While we do not claim to have removed all the difficulties, yet we have fixed upon a plan that we trust may commend itself to the patrons of the school.

Admitting at the outset that it is an open question whether a town of this size can profitably maintain a High School or not, we have assumed (and, I think, correctly) that it is the wish of this town to maintain its own school, and not send its High School pupils to other towns for their education.

Acting under this assumption, we have endeavored to so arrange the work of the High School that it shall meet the legal requirements imposed upon all Massachusetts High Schools, that it shall offer to the pupil the instruction which the law requires it to offer, and at the same time meet the wants of those pupils whose school course will end with the High School.

The legal requirements which we must meet are briefly these: The school must be adequately equipped, and taught by a principal and such assistants as are needed. It must maintain one or more courses of study at least four years in length, which shall prepare its pupils for admission to state normal schools, technical schools and colleges. Its school year must consist of at least forty weeks, exclusive of vacations.

When it is remembered that the requirements for admission to the various colleges, technical schools and normal schools include the subjects of English, Latin, French or German, Arithmetic, Algebra, Geometry, Physiology, Physics, Botany, Chemistry, Geography, United States History, English History, Greek and Roman History, Civics, Music and Drawing, it is not difficult to see that with only one, or even two, teachers not much time can be given to any but the required studies. However, we have been able to make some provision for those pupils who are not preparing to enter other schools. By grouping our required studies into one general course, uniform for all pupils through the first three years, during the fourth year of the course we can

allow the pupils to elect their own studies largely, choosing the languages, sciences, commercial subjects or a review of the common school studies, whichever may seem most desirable to them.

As soon as we are able to do so, it is our intention to advance the elective period one year, so that the pupils will then pursue a prescribed preparatory course for two years after that they may continue their preparatory course, with such elective studies as the requirements of the various schools permit, or they may devote their two last years to a commercial course, the details of which can not now be presented, but which will include the usual commercial studies, and whose object will be to prepare pupils to make a successful start in business life. In this way I believe that we can make our High School, even though it is a small one, meet acceptably the needs of this community; and that, with good teachers in charge, the quality of its work need not suffer by comparison with that of many larger and more pretentious schools. It is not the size nor the equipment of a school that determines its quality but the spirit that pervades it.

During the past year a considerable addition has been made to the equipment of the school for the teaching of physics: an addition that was much needed, as the school was almost wholly lacking in facilities for laboratory work. In view of the fact that a knowledge of physics is required for admission to every normal and technical school and to most of the colleges, and that it plays such an important part in every industrial occupation of the world, it seemed necessary that we should provide for the proper teaching of the subject.

In general, the High School is in good condition and doing very satisfactory work. As the grammar classes are of good size, I look for a steady, healthy growth in the number of its pupils.

Owing to the lengthening of the school course from three to four years, there would regularly be no graduating class the coming June. If, however, there are any pupils in the present senior class who entered the school with the understanding that they were to graduate in three years, and who wish to withdraw

at the close of the present year, diplomas should be granted them, although it is hoped that all will remain for the fourth year

For further details of the work of the High School, you are referred to the Principal's report, which is appended.

Some changes have occurred in the corps of teachers during the past year. At the close of the Spring term Miss McCarthy and Miss Dority resigned, and at the close of the Fall term Miss Chamberlain's resignation was also received. By these resignations we lost three of our most valuable teachers, teachers whom we could ill-afford to lose, and whose places it was difficult to fill acceptably. Miss Spaulding was transferred to the Walker Primary to fill the vacancy caused by the resignation of Miss McCarthy. Miss C. M. Swain was elected to teach the West School, Miss Bixby the North, and Miss Maddocks the Center Grammar School. After a few months' service, Miss Bixby was obliged to resign on account of illness, and Miss Williams was chosen as her successor. Miss Annable was also elected as teacher of the eighth grade and assistant in the High School.

In selecting teachers it is inevitable that mistakes should be made. Many candidates have seemingly all the qualities necessary to make them successful teachers, and yet they do not prove to be successful,—they are not profitable teachers to employ, simply because they do not bring the right spirit when they enter upon their work. They look upon it merely as a commercial transaction, where for so many dollars they are to render five hours of service five days in the week, and, that service rendered, their responsibility and interest end, while the teacher whom we want, and whose loss we regret, devotes her whole heart and soul to her work. She comes with the purpose of doing her pupils a real service, and, independent of school days and school hours, she strives to help and encourage them by every means that she can employ.

We have endeavored to secure good teachers for the vacancies that have occurred during the past year and I trust that we have been successful. The efficiency of our corps of teachers will be maintained and if at any time we make a mistake in selecting teachers, the mistake will be rectified as early as possible.

Notwithstanding considerable bad weather during the year, the attendance of the pupils has been good. No troublesome cases of discipline have occurred, and nothing has happened to interrupt the quiet work of the schools. This is a good sign,—indicating judicious management on the part of the teachers.

The Walker building has been somewhat (though not seriously) crowded during the last two terms. It is not probable that there will be any great increase in numbers there at present, and we can probably accommodate all who belong in that district for some time to come.

The number at the North School last year was so large that it seemed probable that it would be necessary to establish another school in that vicinity soon. During the present year the number has diminished, and the urgent need of larger accommodations is not at present felt. It occurs to me, however, in view of the fact that this decrease may be only temporary, and that the distance between the North and the Walker buildings is so great, that it might still be well to erect a two-room building in the North District, and keep the pupils there through the first six grades, and then they could go direct to the High School building. I leave this matter for your consideration.

In conclusion, the condition of the schools at the close of the year is generally satisfactory. The teachers are earnest and faithful; the pupils diligent and regular in their attendance, and the best of feeling prevails between teachers and pupils.

During the year we have accomplished much, though, like all foundation work, it doesn't make much show. We have outlined a schedule of work for the schools, from the lowest grade through the High School, that is continuous and without awkward breaks; a schedule that is based not upon theory, but upon our own study of the needs and condition of these particular schools. We now know with some definiteness what we are expected to accomplish in each study of the course. We have also arranged what seems to be a feasible plan for making our High School serve the needs of the whole community, instead of that small portion of it which sends its pupils to the normal schools and colleges. To make our plan successful, the High

School assistant should be relieved of the care of the eighth grade and allowed to devote her whole time to the High School.

Having determined, then, clearly what we want to do, our next and most important business is to do it. We want our pupils better fitted for the High School when they enter it, better fitted for the struggle of life when they leave it, better fitted to live, to appreciate and enjoy life, all the way through their course, and if our careful preparation shall in any degree produce these results, as I hope and believe it will, it will not have been made in vain.

Respectfully submitted,

W N. CRAGIN,

Superintendent of Schools.

Wilmington, Mass., Jan. 24, 1902.

REPORT OF PRINCIPAL OF THE HIGH SCHOOL.

To the Superintendent and School Committee:—

Gentlemen—The development of a strong public sentiment in favor of High School education is of necessity a slow process. Especially is this true in a small town where the graduates seek avocation elsewhere, and give to other towns the benefit of their education.

Some need to see no special demonstration of the value of High School education; but those to whom a thing is "nil" in value, until they see proofs of practical benefit, are slowly convinced. They seek for proofs in dollars and cents rather than in ability, integrity, and more useful and intelligent citizenship. They see a few men do well without this education, and do not realize how much more they could do with it, nor how many failures might do well had they the enormous advantage which a good education insures.

Fifty years ago the expense of education coming directly from the individuals made them appreciate its worth. Now, free to the individual, paid by a general tax, its value is not appreciated, and scholars are allowed to leave the free public school. We, as Yankees, can scarcely comprehend a thing which is of intrinsic value and at the same time free. We are at once suspicious that if free it must be worthless or unnecessary. Thus, the two greatest gifts to mankind—free schools and religion—are sadly misvalued, and their free blessing unappropriated. Education was not made free solely that boys and girls could earn more money (though this should follow). A pure religion is not of value for the money it brings to its possessor. Both are of value because they make better, nobler, more useful individ-

uals, towns, states and nations, and bring a personal joy and satisfaction and self-respect attainable in no other way. This is a value not so generally or carefully considered, and scholars of immature years cannot be expected to realize or estimate such values. It, therefore, becomes necessary for the parents to decide for them. Is it not almost universally true that those men and women who are held in the greatest respect make one of the following statements "I wish I had better improved my school opportunities," or "I wish I could have had the present school privileges?" Will not children of today grow up to say the same? To a great degree the child's future is in the parents' hands. The average child had rather slide easily along than climb by hard work. The parent can allow the one and land him in the slough of despond and comparative failure, or can stimulate the latter and see him rise to a place of security and success.

Now one of the first evidences by which the casual observer judges a school is by its numbers. In this respect we are a failure, and here is where I feel that the influence of the parent is most imperative. How can we expect a young boy or girl to prefer hard, continuous work to pleasure and leisure, or how can we expect they can see the mighty results on their whole life, and choose their fate with intelligence? The sifting process which a High School always expects has been going on in ours, and during the past term we have lost several pupils, two on account of ill health, while the others were almost universally those who would not have continued to graduate from any course. In one or two cases there was a loss to the school of a bright, intelligent pupil, capable of completing a good course. I could but feel that the parents failed to realize the future welfare of the child.

In regard to the size of the High School at present, two facts should be kept in mind: first, the class which left the High School last year was unusually large, making an excessive drain secondly, the classes entering in 1899 and 1900 were exceptionally small when they entered. Thus, we have only one normal class in school. In spite of these unfavorable facts, the following figures show that the numbers are not peculiarly small, in fact, 1897—1899 only exceed the present average.

Figures show average attendance for school year.

Year	No. of Scholars.
1891 — 1892,	13 +
1892 — 1893,	14
1896 — 1897,	18 +
1897 — 1899,	27 +
1900 — 1902,	22 +

It has been said that the scholars have to work harder this year than ever before. This may be true. I hope it is, because never as yet have we covered the ground which a High School in good standing is supposed to cover in same length of time. The class entering in 1900 is, I think, maintaining a good average, as I hope the present class will do. We are by State law directed quite definitely as to what we shall accomplish. It is the purpose of the new course to fulfill this demand. This necessitates hard work, though I think the pupil who is fitted to be in his or her grade can accomplish the work reasonably well without excessive effort. I have been able to discover nothing to take the place of work, and the scholar who is unwilling to exert personal effort can succeed neither in school nor in any other phase of life. A fair knowledge of past work, constant attendance, and honest daily effort is sufficient to insure a good course; let any one of the three be lacking and the task becomes burdensome or even crushing.

I do feel that scholars come to the High School with minds immature to comprehensively pursue such studies as the course must provide, and that a ninth grade is the only feasible remedy. That extra year may develop a maturity of mind which will make High School work a pleasure instead of a burdensome task. The school is better equipped today than ever before, and is preparing itself to offer a more satisfactory course to its supporting citizens.

I want to mention in particular the attitude of the High School scholars to each other and to their teachers. This is far more universally commendable than in the average school, and there is no evidence of malicious activities. None of us are perfect, yet the town may well congratulate itself on the wholesome conduct and bearing of the High School scholar.

In closing, I wish also to call attention to my relation with the other teachers and to the Superintendent and each member of the committee. It is very seldom that one's relation with scholars, parents, other teachers, superintendent and committee can be entirely pleasant, yet I can say that, to me, the relation has been pleasant, and wholly void of friction. To each of the above I would express my appreciation and gratitude for their support.

Respectfully,

F A. HAMLIN,

Principal of High School.

Wilmington, Mass., Jan. 24, 1902.

COURSE OF STUDY.

GRADE I. READING.

Teach from the blackboard, using script only, the words that occur in the first part of the reader that is to be used first, grouping them into many short sentences, which shall be different from those occurring in the reading book.

When a small vocabulary has been acquired, begin to teach the sound elements, following closely the method outlined in the Ward System. Continue the instruction in phonics throughout the year

Insist upon good expression from the first, and give particular attention to correct pronunciation, distinct utterance and quality of tone.

Do not teach the names of the letters till the latter part of the year

SPELLING.

By sound only, at first, later, as the letter names are learned, pupils may learn to spell the simple words which they have frequent occasion to use.

LANGUAGE.

The first exercises in language should be conversations for the purpose of finding out what the pupils already know, what they are interested in, and what ability they have already acquired to express their thoughts. To this end the conversations should be directed to the objects and incidents with which they are most likely to be familiar

The language to be taught the first year is chiefly oral language, and the first purpose should be to induce the children to talk freely and without fear

Teach the names and qualities of objects, also teach pupils to express their thoughts in complete sentences, and to reproduce orally short stories told to them.

During the latter part of the year the children may copy words and short sentences. Teach them that the initial capital and the closing mark are never to be omitted.

Devote a few minutes each day to the teaching of choice memory selections.

WRITING.

Copying words and sentences. Drill on the form of the small letters. Do not attempt to secure beautiful writing from children of this grade, but try to fix the correct forms of the letters, using large copies, and encouraging the children to make their letters large and full. If possible, let their first writing be done upon the blackboard.

ARITHMETIC.

Teach combinations and separations of numbers from one to ten.

Halves of 2, 4, 6, 8, 10; thirds of 3, 6, 9, fourths of 4, 8.

Begin to familiarize pupils with simple concrete units—as foot, inch, pint, quart, hour, minute.

Teach objectively, delaying the use of figures till the latter part of the year, when the signs $+$, $-$, \times , \div , and $=$ may be taught.

PHYSIOLOGY AND HYGIENE.

Talks with the children about the human body; its parts—head, trunk, limbs, and their uses. The general framework of the body Care of the body—cleanliness, bathing, etc.

NATURE.

For Fall study—plants, their fruits and seeds. In the winter, let the talks be about animals, and in the spring, birds and plants will furnish the most interesting subjects. The lessons should be very informal, in the case of plants touching only the common facts of name, color, shape, odor, locality, time

of flowering, etc., and in the case of animals, the obvious peculiarities of our common domestic animals, their habits and uses.

Teach kindness to animals, and reverence for both plant and animal life.

PHYSICAL EXERCISE.

Make frequent use of motion songs and marching.

MORALS AND MANNERS.

Talk to the pupils briefly and often about respect to elders, obedience, industry, honesty, truthfulness, kindness, politeness, etc. Illustrate by anecdotes and incidents which happen in the school.

The teacher should be at all times a living example of the virtues which she teaches, and should insist that the children practise these virtues in their daily conduct.

MUSIC.

See special course.

DRAWING.

See special course.

GRADE II. — READING.

Reading from the last half of first readers and the first half of second readers. Follow closely the Ward System throughout the year. Write new words upon the blackboard for study, and do not allow the pupils to read the new lesson until these words are thoroughly understood and can be called readily at sight.

Give careful attention to position, expression, pronunciation, enunciation and quality of tone.

SPELLING.

Both oral and written. Lists of words to be selected from the various lessons assigned to the pupils. In oral spelling, let the words be pronounced by the pupil before spelling, and the division into syllables indicated by a short pause. In written spelling, do not begin words with capitals unless the word itself requires a capital.

LANGUAGE.

The conversations of the previous year should be continued, and the pupils led to observe the characteristics and uses of familiar objects, and to state in correct language the things which they have observed.

Oral reproduction of short stories told or read by the teacher
The sentence—declarative and interrogative.

Teach the closing marks as parts of the sentence.

Teach the principal rules for the use of capital letters, as names of persons and places, days of the week, months of the year, the pronoun I, abbreviations.

Teach the correct use of the pronouns as subject and object of the verbs is and are, was and were. Require the pupils to write many sentences illustrating this use.

Insist upon correct spelling, using in the language lesson only such words as the pupils have learned to spell.

Memory gems.

WRITING

Copying words and sentences from the board, with continued careful drill upon the form of the small letters and capitals.

Let the copies still be large and full.

The object is not yet to secure a good handwriting, but to give the pupils a clear and definite idea of the forms of the various letters.

ARITHMETIC.

Teach numbers from 10 to 30.

The fractions 1-2, 1-4, 1-8, 1-3, 1-6, 1-12.

Denominate numbers—cents, nickels, dimes, quarter and half-dollars, inches in a foot, feet in a yard, gills in a pint, pints in a quart, quarts in a gallon. Units of time—minute, hour, day, week.

Let the work be largely oral, and see to it that the combinations are perfectly learned. Give much practice in actual measurements with rule and yard-stick and liquid measures.

PHYSIOLOGY AND HYGIENE.

Talk with the children about the human body, its parts and their uses, its general structure, the care of the body, cleanliness, clothing, care of the teeth.

NATURE.

Connect the lessons in this subject as closely as possible with the daily experience of the children. To this end, if the lesson is upon plants, select plants that the children have already seen and may see on their way to and from school, rather than unfamiliar specimens. Teach the parts of a plant and their uses—root, stem, leaves, flowers and fruits. Teach the habits, structural peculiarities and uses of animals, selecting such as come under the daily observation of the children. Stories illustrating the habits and intelligence of animals. Names of familiar birds.

Teach kindness to animals, and reverence for all forms of life.

PHYSICAL EXERCISE.

Frequent short exercises, not to occupy more than ten minutes each day

MORALS AND MANNERS.

As in first grade.

MUSIC.

See special course.

DRAWING.

See special course.

GRADE III. READING

Reading from the last half of second readers and the first half of third readers.

Occasional exercises in sight reading from books of second reader grade.

Regular drill in phonics.

Require pupils to reproduce in their own language the thought of the selections read.

Give careful attention to correct position, good expression, distinct utterance, and quality of voice.

SPELLING.

Oral and written; words taken from all lessons.

LANGUAGE.

Dictation exercises.

Reproduction of stories, observation lessons, etc., first orally, then written.

Description of pictures, familiar scenes and objects.

Further rules for the use of capitals, plural and possessive forms.

Letter writing.

Memory gems.

WRITING.

Copying sentences from the board.

Continued drill in the formation of letters.

Demand neat work of all pupils.

ARITHMETIC.

Combinations of numbers to 100.

Written work in the four fundamental rules.

Reading and writing numbers to 1,000.

The fractions previously learned and 1-5, 1-7 and 1-9 in addition. Easy reductions, taught objectively at first, also addition and subtraction of small fractions.

The decimal point. Elements of percentage.

GEOGRAPHY

Observation and study of the various forms of land and water that may be seen in the immediate vicinity, as springs, brooks, brook-basins, rivers, hills, slopes, valleys, plains.

Do not teach definitions at first.

Use the sand table freely, but do not let it take the place of the observation of the natural objects.

Home geography—distance and direction as applied to familiar places in town. Principal streets, buildings, etc. Industries, occupations, steam and electric railroads. The earth as a whole.

PHYSIOLOGY AND HYGIENE.

The human body, its parts, their movements and uses, the joints and muscles. The effects of alcoholic stimulants and narcotics should be taught from this point, in every grade.

NATURE.

Observation of the parts of plants and animals, and their uses. Leaf forms, parts of a flower, seeds and fruits. Vapor, rain, clouds, snow

A few common minerals, as quartz, mica, coal—their qualities and uses.

Animals and birds—peculiarities of structure.

Names of familiar birds, time of migration.

Stories illustrating usefulness and intelligence of animals.

Teach kindness to animals, and reverence for all forms of life.

Weather record.

PHYSICAL EXERCISE.

The Swedish System, ten minutes daily

MORALS AND MANNERS.

As in Grade I.

MUSIC.

See special course.

DRAWING.

See special course.

GRADE IV — READING.

Reading from third and fourth readers. The easier selections may be read at sight, the more difficult ones should be carefully studied.

Require oral reproduction of the passages read.

Occasional exercises in silent reading, the pupil giving orally the substance of what he has read.

Weekly drill in phonics.

Supplementary reading in connection with geography and history

Insist upon good position, manner and expression.

SPELLING.

Oral and written; words taken from all lessons.

LANGUAGE.

Dictation exercises.

Reproduction of stories, observation lessons, etc.

Description of pictures, places visited and incidents witnessed.

The different kinds of sentences, name and action words, singular and plural forms, possessive forms.

Letter writing. Memory gems.

WRITING.

Give much attention to position and penholding. Movement exercise before each lesson. Insist upon neat work.

ARITHMETIC.

Addition, subtraction, multiplication and division. Notation and numeration of numbers to 10,000.

Addition, subtraction and multiplication of common fractions.

Addition, subtraction, multiplication and division of decimal fractions.

Long and square measure, avoirdupois weight, miscellaneous table. Reduction measurements.

GEOGRAPHY

Continue the work of the previous year in the study of natural forms of land and water.

Teach the making and reading of maps.

The great land and water areas of the earth.

The homes of the races of men.

The earth—its size, shape and motions, zones, day and night, heat and cold.

The continents—relative size, coast line, principal highlands, great river systems.

Study of North America.

The United States and countries of South America. Map sketching.

HISTORY

Prepare the way for the study of history by making the pupils acquainted with historical personages and events by means of stories read and told.

PHYSIOLOGY

Circulation of the blood, respiration, digestion. The nourishment and care of the body Good ventilation. Effects of alcohol and narcotics.

NATURE.

Connect the study of plants, animals, minerals and the phenomena of the air, with the work in geography

Comparison of typical animals, different species of plants, familiar kinds of trees—deciduous and evergreen.

Weather record. Soils and common minerals.

PHYSICAL EXERCISE.

The Swedish System, ten minutes daily

MORALS AND MANNERS.

As in grade one.

DRAWING.

See special course.

MUSIC.

See special course.

GRADE V READING.

Reading from one or two standard reading books, with thorough drill upon enunciation and expression.

Silent reading. Require the pupils to give in their own language the substance of what they have read.

Supplementary reading in connection with geography, history and nature.

SPELLING.

Oral and written, words selected from all lessons. Give special drill upon words that are often spelled incorrectly

LANGUAGE.

Description of persons, places and incidents.

Letter writing.

The sentence—kinds, parts, subject and predicate. Singular and plural forms, possessives, use of the ordinary marks of punctuation.

The parts of speech—nouns, pronouns, adjectives and verbs.

Comparison of adjectives.

Transitive and intransitive verbs.

Predicate nouns and adjectives.

The paragraph.

Memory gems.

WRITING.

Insist upon good position, movement exercises before each lesson. See that correct forms of all letters are fixed.

Require all written work to be neatly done.

ARITHMETIC.

Reading and writing of numbers, exercises in the fundamental operations.

Factoring.

Multiplication and division of common and decimal fractions.

U. S. money—bills.

Denominate numbers.

Measurements.

Interest.

GEOGRAPHY

The continents—relative size, coast line, relief, drainage, political divisions.

Review the United States, giving particular attention to surface, drainage, climate, products, industries and trade centers.

The leading countries of South America, Europe, Asia and Africa, considering briefly their

1. Location and extent.

2. Surface and climate.

3. Products and industries.

4. People.

5. Commercial centers and trade routes.

Australia and the Pacific Islands.

Map sketching.

HISTORY

Readings from American history
Biographical studies of eminent Americans.

PHYSIOLOGY

A more detailed study of the human body and its parts.
The principal functions of life—digestion, respiration, circulation.
Emergency lessons.
Effects of alcohol and narcotics.

NATURE.

Plants and animals studied in connection with geography,
their adaptations to climatic conditions and uses to man.
Study of the essential parts of both flowering and flowerless
plants.
Temperature, winds, rainfall, weather record.
Metals—useful and precious.

PHYSICAL EXERCISE.

The Swedish System, ten minutes daily

MORALS AND MANNERS.

As in grade one.

MUSIC.

See special course.

DRAWING.

See special course.

GRADE VI.—READING.

Readings from one standard reader, with careful drill in
expression.

Silent reading. Require pupils to give in their own language
the substance of what they have read.

Selections from the writings of Hawthorne and Longfellow,
with instruction on the lives and writings of Hawthorne and
Longfellow

Supplementary reading in connection with geography,
history and nature.

SPELLING.

Oral and written, words to be selected from all lessons.
Special drill upon words often spelled incorrectly.

LANGUAGE.

Narrative and descriptive writing.
Reproductions, oral and written.
The paragraph—use of punctuation and diacritical marks.
The parts of speech and their uses.
Case and gender forms of nouns and pronouns.
The sentence—simple and compound.
Verbs—singular and plural forms, regular and irregular
Letter writing.
Memory gems.

WRITING.

Movement exercises before each lesson.
Require all writing to be neatly done.

ARITHMETIC.

Cancellation, factoring, common divisor and multiple.
Multiplication and division of common and decimal fractions.
Denominate numbers.
Measurements.
Percentage, interest.
Ratio, proportion.

GEOGRAPHY

Form, size and motions of the earth. Surface of the earth—
highlands and lowlands; upheaval of mountains.

The earth's surface as affected by water and atmospheric
agencies.

The seasons, zones and heat belts; winds, rainfall, ocean
currents.

The distribution of plants and animals.

The races of men—their government, religion, industries.

North America—

Historical facts as to discovery and settlement.

The Indians.

Physical features.

Character and distribution of animal and vegetable life.

The United States—

Surface, outline, drainage, climate.

People and government.

Products and industries.

Commercial centers and routes.

Map sketching.

HISTORY

During the year read an easy American history entire, and, as time permits, study interesting topics connected with the discovery, colonization and territorial expansion of the country

Current events.

PHYSIOLOGY

Structure of the bones and skin, the muscles, further study of the circulation of the blood, respiration and digestion.

Effects of alcohol and tobacco upon circulation and digestion.

NATURE.

Plants, animals, minerals and atmospheric phenomena, in connection with geography

Special study of plant growth and structure.

General classification of animals.

Stones useful for building purposes.

The three states of matter

Weather record.

PHYSICAL EXERCISE.

The Swedish System, ten minutes daily

MORALS AND MANNERS.

As in grade one.

MUSIC.

See special course.

DRAWING.

See special course.

GRADE VII. — READING.

Reading from one standard reading book for special drill in expression.

Read—Myles Standish or Evangeline, Grandfather's Chair, Snow Bound, Rip Van Winkle, and Legend of Sleepy Hollow

Study the lives and writings of Longfellow, Hawthorne, Whittier and Irving.

Supplementary reading in connection with geography, history and nature.

SPELLING.

Oral and written, words to be selected from all lessons.

LANGUAGE.

Punctuation and paragraphing.

Review of the parts of speech.

Analysis of simple sentences.

Original composition.

Letter writing.

Memory gems.

WRITING.

Movement exercise a part of each lesson.

Require neatness in all written work.

ARITHMETIC.

Measurements.

Percentage—discount, commission, interest, insurance, profit and loss, taxes.

General review

Elements of algebra and geometry

GEOGRAPHY

1. The United States—study in detail.

2. Massachusetts—

Position.

Size—comparative and absolute.

Outline and physical features.

Climate, soil and natural productions.

Occupations of the people.

Railroads.

Counties, cities and towns.

History and government.

3. New England—after similar outline.

4. The Dominion of Canada.

5. Mexico, the Central American States and West Indies.

6. South America—physical features, plant and animal life, leading political divisions.

Map sketching.

HISTORY

Begin regular study and recitation from text-book. Teach by topics.

Period—from earliest discovery to the close of the Revolutionary War

Current events.

PHYSIOLOGY

The nervous system and special senses.

General review of the subject with text-book.

Effects of alcohol and tobacco upon the nervous system.

NATURE.

Food plants; their distribution.

Other useful plants.

General classification of plants.

Study typical forms, and compare.

Useful minerals—iron, copper, coal, etc.

Calcareous rocks.

The properties of matter.

PHYSICAL EXERCISE.

The Swedish System, ten minutes daily.

MORALS AND MANNERS.

As in grade one.

MUSIC.

See special course.

DRAWING.

See special course.

GRADE VIII. — READING.

Evangeline or Myles Standish, The Spy or Pilot, Vision of Sir Launfal, Sketch Book.

Study the lives and writings of Longfellow, Cooper, Lowell and Irving

Supplementary reading in connection with geography, history and nature.

SPELLING.

Words selected from all lessons.

LANGUAGE.

Analysis of sentences—simple, complex and compound.

General review of English grammar.

Original composition.

Recitations.

Business letters.

ARITHMETIC.

Elements of algebra and geometry

Percentage.

Forms and uses of business paper

Simple accounts.

The metric system.

General review.

GEOGRAPHY

1. The leading physical features, plant and animal life, and peoples of Eurasia, Africa, Australia and the Pacific Islands.

2. The principal countries of the world. It is suggested that their commercial relations should determine, largely, the order in which these countries should be studied, and that products and their exchanges, occupations and peoples (including their government, history and customs) be emphasized rather than physical features, though the latter should not be neglected.

The text should be supplemented by much reading from books of travel, geographical readers, magazine articles, etc.

HISTORY

Teach by topics.

Period—from the close of the Revolutionary War to the present time.

Current events.

CIVICS.

Teach the leading facts of local, state and national government.

PHYSIOLOGY

Review of the subject with text-book.

Effects of alcohol and narcotics.

NATURE.

Principal groups of plants, review of general structure and essential parts of plants.

Plant analysis, collecting and mounting.

Special study of insects.

The more obvious facts of atmospheric pressure, heat, sound, light and electricity

Sedimentary, igneous and metamorphic rocks.

PHYSICAL EXERCISE.

The Swedish System, ten minutes daily

MORALS AND MANNERS.

As in grade one.

MUSIC.

See special course.

DRAWING.

See special course.

WILMINGTON HIGH SCHOOL.

COURSE OF STUDY.

FIRST YEAR.

5. Algebra.
5. Latin.
2. English (Composition, Am. and Eng. Authors).
3. History (Greek and Roman).
1. Physiology.

SECOND YEAR.

5. Geometry
4. Latin.
2. English (Composition and Rhetoric—Readings).
1. History (English).
4. Physics and Botany

THIRD YEAR.

4. Latin.
2. English (study of English masterpieces).
4. French.
4. Botany and Physics.
2. History (special topics relating to Am. History).

FOURTH YEAR.

4. English (History of English Literature—Grammar).
4. History and Civics.
4. Latin.
4. French.
4. Chemistry
4. Book-keeping, Commercial Law and Geography
4. Review of common school studies.

Elective.

The figures at the left indicate the relative amount of time that is given to each study.

In the fourth year, the first two studies are required, and the pupil may choose any two of the electives that he prefers.

In addition to the work indicated above, pupils are required to prepare work in current events and rhetorical as directed by the Principal.

STATISTICS.

Number of school buildings in use	6
Number of school rooms in use	10
Number of male teachers employed	1
Number of female teachers employed	9
Number of pupils between the ages of 5 and 15 years (census of 1901)	324
Number of pupils between the ages of 7 and 14 years	235
Number of pupils enrolled under 5 years of age	7
Number of pupils enrolled over 15 years of age	25
Number of pupils enrolled between 5 and 15 years of age	323
Total number of pupils enrolled.	360

STATISTICS FOR THE SCHOOL YEAR ENDING
JUNE, 1901

SCHOOL.		Total Membership.	Average Membership.	Average Attendance.	Per Cent of Attendance.	Instances of Tardiness.	Visits by School Committee.	Visits by Supt. of Schools.	Visits by Par- ents & Citizens.
Walker Building.	High School Building.	High School .	26	22	21	.95	44	4	20
		1st Grammar.	42	37.67	35.67	.9470	28	2	18
		2d Grammar	37	34.69	32.91	.9582	23	3	21
		3d Grammar	42	38.12	35.92	.9425	17	3	20
		1st Primary	48	39.46	37.23	.9435	17	2	22
		2d Primary	40	29.70	26.27	.8848	9	2	20
	North School ..	46	35	31.5	.9000	166	2	14	12
	South School	43	33.28	29.48	.8868	90	1	14	113
	East School.	22	18.9	17.62	.9244	5	1	14	30
	West School... ..	14	12.75	12.08	.9468	47	2	13	22
Totals		360	301.57	279.68	.9274	446	22	176	296

FALL TERM, 1901

SCHOOL.		Total Membership.	Average Attendance.	Per cent. of Attendance.	Tardiness.	Visitors.
High School Building.	High School..	25	22.96	.9715	22	
	First Grammar..	21	18.94	.9624	19	6
	Second Grammar.	20	18.88	.9603	4	13
Walker Building.	Third Grammar.	44	39.2	.9186	11	19
	Fourth Grammar.	48	43.25	.9541	7	42
	First Primary..	40	37.5	.9405	12	20
	Second Primary	31	27.69	.9239	3	11
	North School.	37	33.79	.9447	56	16
	South School.	31	26.6	.9000	6	31
	East School.	18	17	.9462	0	7
	West School.	12	11+	.9489	11	9
Totals		327	296.51	.9423	151	174

Appropriations and Expenditures, 1890 to 1902.

BASED ON TOTAL ENROLLMENT

Year.	Total Resources.	Total Enrollment.	No. of Weeks.	Expenses Per Scholar.	Balance Un-expended.
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 and 40	14 93	5 53
1899	6,204 39	366	36 and 40	16 81	51 09
1900	6,034 75	347	36 and 40	17 38	69 22
1901	6,342 55	360	36 and 40	16 73	321 36

TEACHERS AT PRESENT ON OUR PAY ROLL.

NAMES.	WHERE FITTED.	POSITIONS.	
Francis A. Hamlin.....	Bowdoin College.	Principal High School.	\$800 00 per year.
Lucy G. Annable..	McGill Normal.	VIIIth Grade and Asst. High School.	450 00 " "
M. Agnes Maddocks.. ..		VIIth and VIIIth Grades.	12 00 " week.
Blair Alexander.....	Private Training.	Vth and VIth Grades.	11 00 " "
Sylvia E. Prescott.. .	Quincy Training.	IVth and Vth Grades.	10 00 " "
Marion A. Spalding.. ...	Framingham Normal.	IIInd and IIIrd Grades.	9 00 " "
Mary Edwards	Lowell Normal.	Ist Grade.	9 00 " "
Marion Williams	Chelsea Training.	North District.	9 00 " "
Henrietta A. Swain	Salem Normal.	East District.	10 00 " "
Gertrude L. Kivlin... ..	Bridgewater Normal.	South District.	10 00 " "
Carrie M. Swain.. . . .		West District.	8 00 " "

SCHOOL CALENDAR FOR 1902.

	Winter Term.		Spring Term.		Fall Term.	
	Opens.	Closes.	Opens.	Closes.	Opens.	Closes.
High and VIIth and VIIIth Grades..	Dec. 30, 1901	Mar. 21.	Mar. 31.	June 20.	Sept. 2.	Dec. 19.
All other Schools....	Dec. 30, 1901	Mar. 21.	Mar. 31.	June 20.	Sept. 15.	Dec. 5.
	12 Weeks.		12 Weeks.		High and VIIth and VIIIth Grades, 16 weeks. Other Schools, 12 weeks.	

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

VACATIONS—All Schools, March 21 to March 31, one week. High and VIIth and VIIIth Grades, June 21st to Sept. 2nd, ten weeks. All other Schools, twelve weeks, June 21st to Sept. 15th. Thanksgiving Day and day following.

Walter Strong.
 Clarence Carter.
 Mary Regan.
 Ellis Doucette.
 Helen M. Eames.
 Bertha F. Miller.
 Alice M. Foley.
 Winfield L. Osbon.

Marjorie E. Buck.
 Vera F. B. Hale.
 Roger S. Buck.
 Thomas V. Babine.
 Lillian Allen.
 Susie Babine.
 Ernest Eames.

GRADUATING EXERCISES OF CLASS OF 1901,
W H S.

PROGRAMME.

Music.

Prayer Rev. Walter H. Rollins.

Salutatory and Essay, "Wilmington—Past, Present and Future."
Charles H. Buck.

Essay, "The Influence of Music." Louisa J Walker

Music.

Essay, "Progress of Free Education." Clarence E. Carter.

Essay, "The Kindergarten." Alva M. Caswell.

Music.

Essay, "Plea for a Business Course." Harlan H. Kidder

Class History. Maude H Ames.

Music.

Oration, "The Young Man of 1901." Myron A. Eames.

Prophecy. Mary E. Regan.

Music.

Essay, "The Business Woman of the 20th Century"
Nellie F Cole.

Class Will. Katherine A. Granfield.

Music.

Valedictory. Louise T. McMahon.

Presentation of Diplomas.

Class Ode. Words by Mary E. Regan.

Benediction. Rev Wilbur M. Nelson.

CLASS ODE.

The shadows from the azure sky
Are falling one by one,
The glit'ring stars all seem to say
The parting time has come.
The winds are whisp'ring through the trees
With many a mournful sigh;
All nature seems to act its part
To help us say "Good-bye."

The golden links of friendship true
Have bound us heart to heart.
These bonds shall not be broken now
Tho' we are forced to part.
As future years fly o'er us all
May they leave no bitter sigh,
But show Life's duty nobly done—
Dear class-mates, now Good-bye.

— M. E. R.