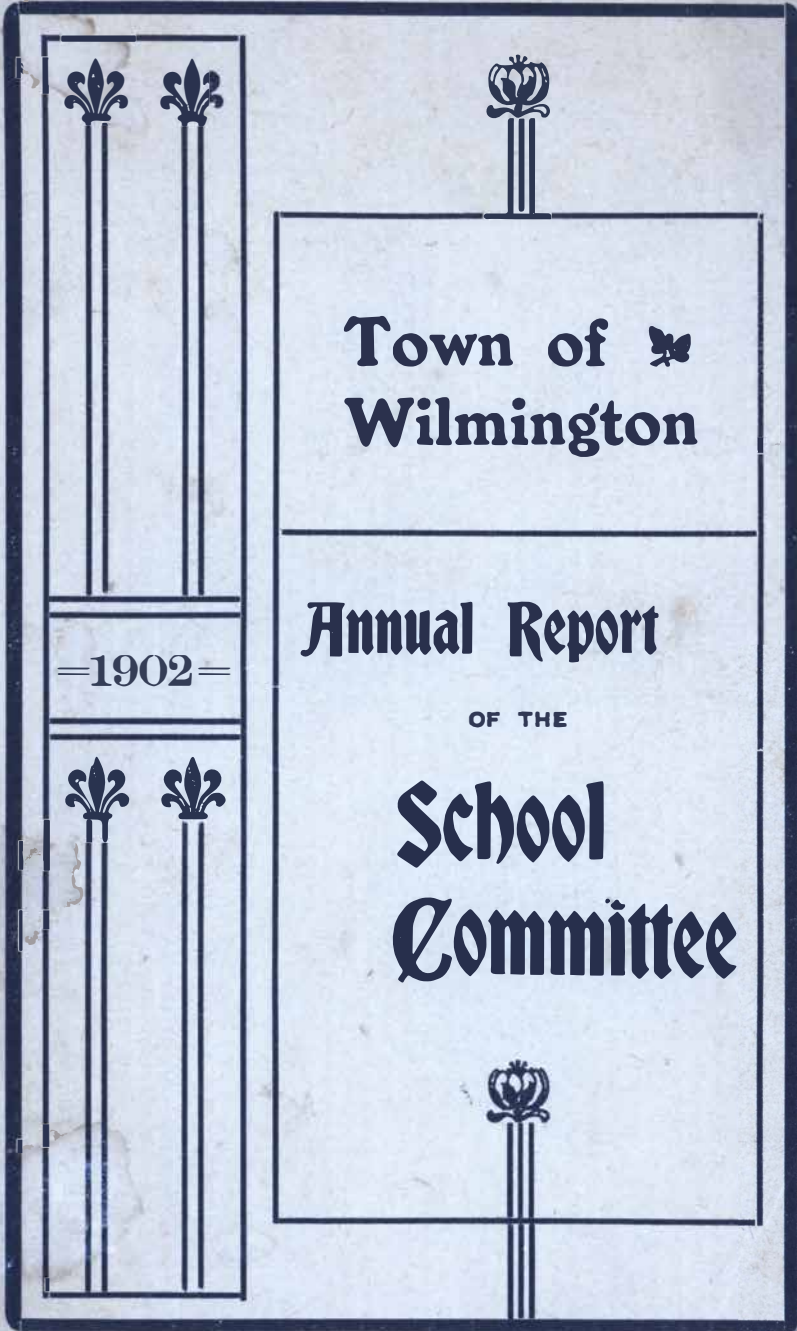



L A R Z



Town of 
Wilmington

Annual Report

OF THE

**School
Committee**

Town Museum

ANNUAL REPORT

OF THE

SCHOOL COMMITTEE

OF THE

TOWN OF WILMINGTON, MASS.

1902.



SCHOOL COMMITTEE.

- | | |
|-------------------------------------|---------------------------|
| CALEB S. HARRIMAN, <i>Chairman.</i> | Term expires March, 1904. |
| CHAS. J SARGENT, <i>Auditor</i> | Term expires March, 1905 |
| W G. FRAZEE, <i>Secretary.</i> | Term expires March, 1903. |

TRUANT OFFICER.

CALEB S. HARRIMAN.

LOWELL, MASS.
 COURIER-CITIZEN COMPANY PRINTERS.
 1903.

SCHOOL COMMITTEE'S REPORT.

1902.

TO THE CITIZENS OF WILMINGTON:—

The committee feel that the schools are in as good condition as they were one year ago, and we hope they are somewhat better.

We have made no radical changes in the system, but have tried to improve the course of study as we found it without pyrotechnical changes.

We have had the usual number of changes in our staff of teachers the past year but have been successful in filling their places, and we are glad to say we are much pleased with our present teachers and our Superintendent.

The committee is in harmonious accord with the working staff in the schools and we feel they are in harmony with us.

The committee are in hope the town will continue the appropriation for a special music teacher, and we would like to add a special drawing teacher to the staff.

We feel well repaid for the effort put forth in introducing a course of free evening lectures at the High School, which have been well attended and much enjoyed by the scholars and the townspeople.

Much of the success of the scheme is due the several speakers who have given their services free and have entered into the spirit of the undertaking with the committee in a very gratifying manner

The financial part of our duties we have tried to conduct in a business-like manner, always with an eye to future needs, never making an extra expenditure without due consideration. While the cost of school maintenance is increasing each year, yet the standard of school work is being raised, and we know of no investment that will show as large a return as money well spent in maintaining the Public Schools of a town or city

We wish to make the following recommendations.

The principal need we wish to bring before you is the necessity of more room for the coming year

With the addition to the High School last summer, making the seating capacity of the grammar schoolroom 45 in place of 35 scholars, we hoped would be sufficient for sometime to come but with the opening of the fall term, while there was room enough at the High School, we found the Walker with three rooms crowded to overflowing. By making Miss Alexander's room the 6th in place of 5th and 6th grade, Miss Prescott's the 5th, Miss Buck's the 3rd and 4th, and Miss Edwards' the 1st and 2d, we relieved the pressure in all but Miss Edwards' room, this change giving her 62 small children. The room will seat 45 scholars, and to make a place for the remaining 17 we added two kindergarten tables, made the dressing room into a recitation room and gave her an assistant teacher. This arrangement is working fairly well for a make shift without much outlay of money. In looking forward to next fall we shall have between 60 and 70 scholars in the grammar grades to be seated in the High School building. This can be overcome in two ways. First, by making the attic of the High School into a laboratory at an outlay of between \$300 and \$400, and fitting the room now used as a laboratory into a schoolroom for the 6th and 7th grades and the present room, 7th and 8th grades. This will relieve the Walker building somewhat, but there should be built at the north part of the town a two room schoolhouse to accommodate scholars from the 1st to 6th grades. We can fill two rooms now with scholars in the North district, and as they would go from a school of this sort to the High School building it would relieve the Walker School for sometime to come and save the long walk some of the smaller children are obliged to take each day to the Walker School building. Second, by discontinuing our present High School, sending our scholars to another town or city for their High School education, and using all of the High School building for grammar grades. This method is approved by the State Board of Education, and the towns of Bedford, Lincoln, Burlington and North Reading are using this system for High

School education with success, so all the committees say by their answers to our letters written them for information on the subject.

The cost of maintaining our present High School of 30 scholars is about \$1800 and if the State Board approves of our school we shall receive \$300 from the State, making the net cost of maintenance \$1500, or \$50 per scholar. The cost of tuition at the Reading High School for example is \$40 per scholar or \$1200 for 50 scholars, of this the State will pay half or \$600, add to the remaining \$600, electric car fares of \$10 for each scholar or \$300 making \$900 and the cost of maintaining a 9th grade in the grammar school of say \$600 and we have a cost of \$1500 from a dollars and cents point of view

If we knew the feeling of each voter on this subject, it would be an easy matter to decide between them. Not having the information we leave the matter for your consideration.

We feel that there should be an increase of one week, making 37 in place of 36 weeks of school for the 1st to 6th grades.

We are in need of new blackboards at the Walker School and the building should be painted inside and out.

Our estimate for the year is as follows

General appropriation	\$5,500 00
Books and Supplies and Blackboards	700 00
Music and Drawing	300 00
Superintendent	332 50

The work of the committee as a whole has been very pleasant not that we haven't had perplexing matters to settle, but we have tried to dispose of all such business in a manner that would do the greatest good to the greatest number without regard to our own personal feelings.

Respectfully submitted,

CALEB S. HARRIMAN,
CHAS. J SARGENT,
W G FRAZEE.

FINANCIAL STATEMENT, 1902.

RESOURCES.

Appropriation for schools	\$4,600 00	
Appropriation for books and supplies	500 00	
Appropriation for music	200 00	
State school fund	817 44	
Dog tax returns	246 81	
Rebate on account of Superintendent	175 00	
	\$6,539 25	

EXPENDITURES.

Teachers and janitors	\$5,196 25	
Fuel	575 25	
Miscellaneous	139 36	
Music	104 08	
Books and Supplies	499 52	
Balance	24 79	
	\$6,539 25	

EXPENDITURES ITEMIZED.

TEACHERS AND JANITORS.

F. A. Hamlin	\$840 00	
Lucy G Annable	462 00	
M. Agnes Maddocks	288 00	
Helen M. Albee	192 00	
Blan Alexander	408 00	
Sylvia Prescott	360 00	
Marion A. Spalding	296 00	
Mary Edwards	336 00	
Martha Robinson	80 00	
Eunice Young	18 00	
Florence Buck	18 00	
Marion Williams	108 00	
Laura M. Dority	240 00	
Henrietta A. Swain	360 00	
Gertrude L. Kivlin	360 00	
Carrie M. Swain	288 00	
John A. Taylor	461 25	
John Reagan	12 00	
Harry Taylor	14 25	
Gertrude L. Kivlin	12 75	
Mrs. Geo. Allen	18 00	
Annie J. Surrent	6 00	
Everett Buck	12 00	
Warren E. Hale	6 00	
	<hr/>	\$5,196 25

FUEL.

Fred A. Eames, coal	\$ 25 00	
Fred A. Eames, coal	6 00	
Town Farm, wood.	40 00	
Fred A. Eames, coal	6 00	
H. C. Barrows, wood	32 25	
Fred A. Eames, coal	144 00	
	<hr/>	\$253 25
<i>Amount carried forward</i>		

<i>Amount brought forward</i>		
Wm. H. Carter, 2nd, wood	\$253 25	\$5,196 25
Fred A. Eames, coal	39 00	
Town Farm, wood	72 00	
H. C. Barrows, wood	5 50	
	205 50	
	<hr/>	\$575 25

MISCELLANEOUS.

John Reagan, sawing wood	\$ 75	
John A. Taylor sawing wood	2 50	
C. B. Osborn, lock, keys and labor	5 75	
W L. Kincaid, cleaning clocks	3 35	
O. W. Hill, printing	5 00	
Geo. L. Allen, cleaning stove pipe.	2 00	
J Allen, sawing wood	1 00	
Sarah E. Spalding, cleaning S. School	3 75	
John A. Taylor cleaning Walker and High Schools	11 25	
Mrs. L. Surratt, cleaning Walker and High Schools	9 40	
Mrs. Chas. White, cleaning Walker and High Schools	80	
Mrs. Maggie Doucett, cleaning Walker and Schools	5 40	
Mrs. Maggie Surratt, cleaning Walker and High Schools	2 20	
Catherine Murphy cleaning East School	1 65	
Warren Eames, taking census	14 00	
E. Roxanna Eames, copying census	3 00	
Mrs. Joseph E. Surratt, cleaning North School	3 00	
Mrs. Geo. Allen, cleaning West School.	2 00	
Joseph Surratt, cleaning stove pipe	1 50	
H. Allen Sheldon, cleaning vaults	6 00	
McKenney & Waterbury, lamp	3 50	
Buck Bros., supplies	15 63	
F W Barry Beale & Co., record book	9 00	
<i>Amount carried forward</i>	<hr/>	\$112 43 \$5,771 50

<i>Amount brought forward</i>	\$112 43	\$5,771 50
W G Frazee, postage	75	
R. L. Folkins, six umbrella holders	22 00	
Walter W Rowe, electrical supplies	4 18	
	<hr/>	\$139 36

BOOKS AND SUPPLIES.

J L Hammett & Co.	\$348 93	
Ginn & Co	1 00	
Whitall Tatum Co	44 89	
Perry & Harriman	1 39	
Kenney Bros. & Wolkins	26 67	
Edward E. Babb & Co	36 38	
C. S. Harriman, express	3 18	
H. E. Bowman.	13 98	
L. E. Knott Co.	8 40	
E. E. Carter	1 56	
F A. Hamlin	8 45	
C. J Sargent, express	50	
Warren Eames, cartage	1 00	
Lincoln Dillaway & Co	3 19	
	<hr/>	\$499 52

MUSIC.

Ella Hunt, salary to Dec. 31 1902	\$ 50 00	
Ginn & Co., books	54 08	
	<hr/>	\$104 08
<i>Total</i>		<hr/> <hr/> \$6,514 46

REPORT OF SUPERINTENDENT OF SCHOOLS.

TO THE SCHOOL COMMITTEE.

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

The year as a whole has been a prosperous one, and its close finds the schools in good condition and doing good work. We have kept what we have gained and have endeavored to continue in the way of improvement. Some conditions have arisen during the year that have influenced our work and promise to affect it in the future. To these I beg leave to call your attention briefly in the course of my report.

In the matter of attendance our record has been sufficiently good to indicate a reasonable appreciation on the part of the public, of the importance of prompt and regular attendance at school and a commendable zeal on the part of the pupils. Doubtless our percentage of attendance would have been somewhat better if it had not been for several stormy days when the school signal could not be given, and it seemed necessary for many pupils living at a distance to remain at home.

The question of no-school signals will always be one of some little difficulty, as no one can tell with absolute certainty at its beginning whether or not a day will be suitable for school attendance. Then, too, it is inevitable that there should be differences of opinion among parents as to whether the schools should be closed upon a given day or not. We cannot expect that the one having charge of the school signal will always sound it in accordance with our judgment, any more than that *we* would be able to conduct the matter in such a manner as to give universal satisfaction. It is to be presumed that the person having the matter in charge will use his best judgment, and that is all that can reasonably be required of him. If he is too liberal in the use of the signal, that is a fault easily reme-

died if he is too conservative, the parent's right to keep his child at home on unsuitable days would not ordinarily be questioned.

TEACHERS.

We have been able, for the most part, to retain the same teachers who have served the town acceptably in the past.

Early in the year Miss Dority returned to take charge of the North School, which she had relinquished for a needed rest. Miss Annable was transferred to the High School at the beginning of the fall term, and the eighth grade was placed with the seventh in charge of Miss Albee, elected to fill the vacancy caused by the resignation of Miss Maddocks. In the Walker building when the fall term opened, the number in the primary rooms was so large that it was necessary to employ another teacher and Miss Robinson was elected to the position. Later in the term Miss Spaulding resigned to accept a position in Stoneham, and Miss Buck was elected to fill the vacancy. These are all the changes that have occurred during the year, and we have reason to be gratified that we have been able to hold our teaching force so well together, for frequent changes are to be avoided. Other things being equal, it is the teacher who knows her pupils well, who has known them long, who knows their home conditions and their outside interests and occupations, who can do most for them. For this reason, a teacher's usefulness should increase with each added year of service.

SCHOOL ACCOMMODATIONS.

During the last school year the number at the Walker building was large enough to occasion a little inconvenience at times in two of the schoolrooms, but we were able to accommodate the pupils without any great difficulty, at the opening of fall term however we found a very considerable increase in the membership to be provided for, and, while we have succeeded in providing for them all for the present, yet the condition bids fair to be worse in another year, and it seems necessary that some additional provision should be made for the increas-

ing numbers. A glance at the present enrollment in the various schools may aid in understanding the present condition and in predicting the probable situation at the opening of another year

Number of pupils in the High School	30
Number of pupils in the Eighth grade	15
Number of pupils in the Seventh grade	26
Number of pupils in the Sixth grade	41
Number of pupils in the Fifth grade	41
Number of pupils in the Fourth grade	47
Number of pupils in the Third grade	35
Number of pupils in the Second grade	67
Number of pupils in the First grade	59
Total,	361

To accommodate these 361 pupils, we have in use ten school-rooms, which gives an average of 36.1 pupils to a room. Excluding from the calculation the High School and the four outlying schools in the North, South, East and West districts, we have for the first Grammar School and the four schools in the Walker building a total enrolment of 224, or an average of 44.8 pupils to a room. This number we have been able to provide for by putting the two lower grades into one room, increasing the seating capacity of the room by introducing kindergarten tables and chairs, and by engaging an assistant teacher for the room. This arrangement we can continue for the remainder of the school year but with the opening of another year in September, a new distribution of the grades will be necessary, and the present arrangement may no longer be feasible. Especially, if there is any considerable increase in the number of pupils, will the difficulty be increased.

Of course it is impossible to predict with certainty what the conditions will be when the fall term opens. Families may move out of town, pupils fourteen years of age may withdraw from school, new families may move in, and various other facts may modify our attendance figures, but disregarding all these which we can only guess at, let us suppose that all pupils now in school will remain in school for another year, that each one

will be regularly promoted with his or her class in June, and that the same number of beginners will enter the first grade as entered last year and we shall have in our center schools the following numbers to provide for.

High School	43
First Grammar (VII and VIII grades)	67
Second Grammar Walker Building VI grade	41
Third Grammar Walker Building, V grade	47
First Primary Walker Building, III and IV grades.	47
Second Primary Walker Building, I and II grades	58

If these numbers should be realized, it is evident that we should be unable to accommodate all the pupils belonging in the seventh and eighth grades in one room and that the three lower rooms of the Walker building would be crowded to their utmost capacity

It is probable that the number in the higher grades may be somewhat reduced, but it is not probable that there will be any material change in the enrollment below the fourth grade. It is as likely to be greater as smaller. When we examine the records of past years we find that the school attendance of this town shows a considerable and reasonably steady increase. In 1890 the total enrollment was 235. Ten years later it had risen to 347 a gain of nearly fifty per cent. Last year it was 356, and this year, if the fall enrolment bears the same ratio to the year's enrollment as it did last year the number will be 393.

These figures show a considerable annual increase in the school population, and any provision for the immediate needs of the schools should take this annual increment into account.

As we are at present situated, the two points at which the stress of numbers is most likely to be felt for some years to come, are the seventh and eighth grades at the High School building and the lower grades, up to the fifth, at the Walker building.

It would be possible to solve the problem of relief in the seventh and eighth grades by taking the room now used by the High School for a laboratory and making it into a school-

room but there are some objections to this,—First, the High School must have a laboratory and it is doubtful if another suitable room can be fitted up in the building certainly not without a considerable expense. Second, it would necessitate dividing the grades more than is desirable. Third, the presence of younger pupils is not desirable in the High School building. Fourth, it is needed for a laboratory and recitation room by the High School. Partly fitted up already for work in physics and chemistry with slight additional expense it could be made to meet all requirements for instruction in the sciences.

Under the law passed at the last session of the legislature, the town of Wilmington will become entitled to receive from the State the sum of \$300.00 annually toward the support of its High School, provided that it shall satisfy the requirements of the law in relation to High Schools. Among these requirements are these Its school year must be forty weeks in length, it must offer at least one four-years course of study it must employ at least two teachers for their full time it must be suitably equipped to give laboratory instruction in the sciences. As laboratory equipment is emphasized in the State requirements, I should be sorry to see anything interfere with the good beginning that we have already made in this line, and as it is the only room in the building that seems suitable for this purpose, I should feel that the High School could not afford to give it up, especially as it is almost certain to require it for recitation purposes in a few years anyway. If we are to secure the approval of our High School by the State authorities, we cannot afford in any way to curtail its facilities for work. If this room were taken for the Grammar School it would only afford a partial and temporary relief; the condition at the Walker building would still remain as it is now It seems to me that to relieve the crowded conditions of both the High School and Walker buildings, two school-rooms are needed, to be located at some point between the High school building and North Wilmington, one to be similar in character to the outlying schools, comprising the first four grades, the other to be made up of the fifth, sixth and seventh grades. These schools

would not only relieve the pressure of numbers in both buildings, but would materially decrease the distance which pupils are now obliged to travel in going to and from school.

There may be some better solution, but none has occurred to me and, for the want of a better I recommend this one to your consideration.

MUSIC AND DRAWING.

During the year the town voted a special appropriation for the teaching of vocal music in the schools, and Miss Ella M. Hunt of Reading, was elected director of music for the schools of Wilmington, beginning her work during the fall term. Miss Hunt has had a good many difficulties to contend with, her pupils being in all stages of advancement and unaccustomed to any uniform teaching. She has entered upon her work with zeal, however and though at this early date it is impossible to speak of results, yet the pupils, for the most part, show a good degree of interest, and I trust that the subject of music may under her direction, take the place in our school system which it has long occupied in the schools of other places, as one of the most important as well as enjoyable features of the public school curriculum.

It has been a matter of regret to me that we could not have that useful, practical and beautiful subject—drawing placed in charge of a special teacher also. Most of the towns about us have already done so, but the matter of expense has so far seemed to stand in our way I have not felt like urging the extra expense upon a public who contribute willingly to the support of their schools, but who yet feel, no doubt, that their taxes are sufficiently burdensome. In view of some unusual expenses for the past year, perhaps the time is inappropriate for urging it now still, as the need of such special teaching grows more and more apparent each year, as we are required by law to teach the subject, as its practical value is everywhere conceded, and as the results obtained and the interest awakened under the direction of a specialist are infinitely greater than anything that we can secure without such direc-

tion, I feel that the matter should not be allowed to rest until we have provided for the *satisfactory* teaching of this important subject.

A piece of good fortune has fallen to us in the fact that Miss Cross, a very accomplished teacher of drawing, has offered for a time to give weekly lessons in drawing to the pupils of the High School building. The interest which the few lessons which she has given has created, is the best possible guarantee that good work will result from her teaching. Is it not possible in some way to secure her services for a weekly, or even fortnightly lesson in all our schools, so that all our pupils may profit by the advantage that is temporarily enjoyed by the pupils of the High School building?

SCHOOL WORK IN GENERAL.

During the past year we have attempted no work that was strictly new believing that there is less need of doing something new than of doing the old things well. With this thought in mind, we have not attempted to produce show work, and have not sought for novelties in order to appear progressive, but we have labored diligently and consistently to make our pupils better readers, better writers, better spellers, better able to perform the ordinary computations with numbers rapidly and correctly to give them a better knowledge of the history of our country and of the duties of citizenship of the surface structure of the earth and the commercial and industrial activities of its people, of the laws of health, and of the various forms of life about them and finally to inculcate and encourage in them the principles of courtesy industry, honesty, and the kindred virtues that make good men and women.

These things we regard as the essentials of education and as such they have received our chief attention. That we have accomplished all that we hoped, is not claimed. There are failures and partial failures to record in all these efforts as well as successes but at least we have worked consistently with definite objects in view and we *have* made progress. In the schools as a whole, the work of the pupils is better the indivi-

dual and school spirit is better the conduct is better than it was one year ago, and the appreciation of the teachers of the work that they are doing and of their opportunities to serve the community I feel sure, has also grown.

No changes in text-books have been made this year, in the lower schools, and no change is contemplated in the near future. The books in use are for the most part satisfactory and we shall continue to use them till there is good reason for a change. We shall perhaps have to add an elementary physiology to our list the coming year in order to strengthen our teaching of scientific temperance, and from time to time we shall need changes in reading matter as new and attractive books appear but the text-book list should not undergo any great change for some years. Better work can be done with familiar books than with new ones whose contents are not thoroughly known to the teacher

THE HIGH SCHOOL.

We have been fortunate in being able to retain the same Principal of the school for three successive years. The school had need of the guidance of a man with a definite purpose and persistency enough to carry it out. Three years ago it was not doing, and was not able to do, the amount and quality of work required by law of a Massachusetts High school. Today it is able to provide the instruction required, and the pupils are able to do the required work.

The course of study is fixed pretty definitely by the requirements of the law which obliges the High School to prepare its pupils for admission to the colleges, normal and technical schools but we have realized that many of our pupils do not care for this preparation, and have offered certain commercial studies as electives. It is our intention to offer as good a business course as possible, at the same time holding ourselves in readiness to offer the preparatory course required by law

Hitherto we have required that all pupils entering the High School should pursue the study of Latin, I believe that

this requirement should no longer be made, but that pupils, who are not preparing for college, should be allowed to pursue some other study in its place if they so desire.

The laboratory equipment of the school has been considerably strengthened during the year, and, with a moderate expenditure the coming year it should be sufficient to meet all ordinary requirements.

I have assumed that the town wishes to maintain its own High School, and that it wishes to maintain as good a one as it can afford (it certainly cannot afford to maintain a very poor one). To maintain a good school we need good teachers, ample room and adequate equipment. That we have good teachers, I believe we have sufficient room for the present, though I believe we shall need it all and another year will make our equipment satisfactory. The moral tone of the school is good, the relations existing between teachers and pupils are pleasant and harmonious and I commend the school to the confidence and support of the public.

Further details will be found in the Principal's report, which is appended.

In conclusion—I feel that the year that has just closed has been one of legitimate and reasonable growth. No serious discord of any sort has occurred to interrupt the quiet work of the schools. Teachers and pupils, parents and school officials have worked together in harmony and the result has been a good year for the schools.

I am glad that the members of the school committee have found time to visit the schools more frequently this year than in years past. It shows an interest which teachers and pupils are quick to feel and to which they quickly respond. I wish that more parents might form the habit of more frequently visiting the schools. They are always welcome their presence is an inspiration to teacher and pupil, and we need their help.

Respectfully submitted,

WM. N CRAGIN,

Superintendent of Schools.

Wilmington, Mass. Jan. 16, 1903.

TO THE SUPERINTENDENT AND SCHOOL COMMITTEE:—

Gentlemen,—As we enter upon a new year of school life I feel that the omens for the High School are propitious. The attendance has increased materially so that thus far this year, although the average membership has been a trifle less than in '97 and '98, the average attendance has been greater than in any year since 1890, the last for which I can find complete record.

This increase is partly due to the offering of the Practical or Business studies for this year. We did not recommend this as a substitute for a better or full course, nor can it be, yet, we felt it was better than *no* course and might be profitably pursued by those for whom the full course was not feasible. We now feel convinced of this. Some who have taken this course have better ideas of the duties of citizenship and are better able to handle their own or other accounts. The increase in mental activity and ability in some cases since 1901 is very noticeable, and seems weighty evidence against taking children from school before their mind has grown to equal the rapid growth of body. One year after acquiring this ability of mental control and energy is worth three of those previous. The condition, of which business men complain, that scholars of today lack the common sense knowledge of applying simple principles, is due in a large per cent to the fact that now many pupils leave school before reaching this stage, while a generation ago, young men and women of quite mature minds were still studying arithmetic, and of course doing so comprehensively. But although we can see proof of the benefit of this course we would recommend it to no one who can by any means take the better.

There is considerable evidence of the realization of the necessity of application and many of the pupils are learning to work more or less systematically and faithfully. Those outside of the schoolroom, especially the Superintendent and School Committee, are apt to know particularly of individual failures and deficiencies, and it may be well to say here that the majority of the pupils are not lacking in energy or ability or endeavor. It would be a pleasure to let the citizens know

of the progress and development of the pupils and particularly of some who, against many and various obstacles, are pursuing good courses and maintaining good attendance and are of course developing and making themselves capable of entering the struggle of life on a higher level and with a stronger and firmer foundation. Although, to be sure, we do have failure and disaster, yet it will be well to remember that the percentage of failure in school is small, when we consider the amount of failure in life among the men and women of mature years.

In conducting the work of the school, quality is always placed paramount to quantity—a definite comprehension of something to a blind smattering of many things—yet we do not by any means ignore quantity in fact, we are compelled by the requirements we now try to meet, to consider it earnestly and carefully. We are between two fires at present, one of which, the requirements of the State Board, is inexorable, but the other, the custom of the school, I trust is not unalterable. We feel that the requirements placed upon the fitting school are severe, and especially is this true when only twelve grades are allowed in which to meet them. On the other hand, the school has never felt a compulsory pressure of meeting these requirements and has adopted the principle of work till we stop rather than “do the work before we stop.” To abandon this attitude and begin the year by planning somehow to do what is required, and by dividing our work and time accordingly start with a definite purpose in mind is quite an innovation. Also the custom of doing work assigned or not as fancy may take, or of doing part and concluding the whole is too long or not worth while, feeling sure that if not learned in one day there are others coming in which it can be done, this custom is not easily replaced by the idea that each and every day has its own particular part of the years’ work and if neglected or lost (and not made up) is a link gone from the chain completed only with the year. Yet we are approaching this point of view and the better scholars realize that each day’s duty while not in itself very arduous or grievous, is of vital importance and often is the key to the work of many days which it

lost, or never found, robs them of many times the single days' benefit. (We would that parents might realize this more fully).

That we are improving under this method can easily be shown by many indisputable facts. I mention a few asking that it be kept in mind that the amount of work in no branch has lessened in amount, nor we hope, deteriorated in quality. First, the classes in Mathematics, both Algebra and Geometry have taken one-third more in the year than was formerly done. Second, more than triple the previous amount of work in History is taken. Third, the school now offers a course in Sciences many times more practical and efficient. Fourth, in Latin, the classes now do in four terms a trifle more than some of the better classes of '98 did in two years, and for the course in proportion. We might mention other points but this will suffice to show that the school is not idle or at a standstill.

This year's work promises to surpass that of previous years in its quality and, in many branches, in its quantity.

In order to meet this increase in demand in both quantity and quality it has been found that some pupils must have time and help more than can be given during school hours. It has seemed best to arrange so that a teacher will be at the building every Tuesday and Thursday for an afternoon session, whenever any scholars desire help more than can be given during regular hours and at times, scholars whose work is deficient, may be required to attend these sessions if in the mind of the teacher the deficiency can be overcome and degrading prevented by this extra time and assistance. As this is a thankless task and a great addition to the teacher's burden, attendance will not be *demand*ed of any except those who must be assisted or degraded. To any who realize their need and *desire* outside help, teachers gladly give of their time and interest.

The laboratory equipment of the school has continually and systematically improved and is very materially increasing the efficiency of the school. This branch of education is demanded more and more, and is emphasized more by the State Board and will still need very careful consideration and development. We have also made some addition in works of

reference, a phase in which we have been nearly destitute. As our equipment enlarges and we are ready to fit for any ordinary institution we anticipate an increase in size, as the knowledge of increased efficiency becomes established.

There has been now and again some inquiry as to the nature of the discipline of the school-room. It is the aim of the school to keep in mind the purpose for which it is maintained, to preserve dignity and respect, yet to conceal the almost unlimited power with which the school authorities have been vested, in the glove of courtesy and charity to pupil and parent whom we desire to accommodate and please. I would say here that we have one general ideal which, if scholars will remember and conduct themselves accordingly is our only regulation for the room. This is for each pupil something as follows,— I am here for a purpose, realized by my parent if not by myself, and in respect to myself and parent I should give my attention to the business on hand and in no way hinder others in doing the same, nor by any irregularities steal the time which the teacher should give in promoting this purpose.' Of course, as in life out of the school-room, some pretty easily forget the ideal but quickly remember and attend to their duties again. Occasionally there is an individual scholar whose concept of any purpose for himself or others is so meagre that his own time is unemployed in study and he therefore wastes not only his own but the time of his mates and his teachers, for the old saying in regard to idle hands is more truth than poetry. In such pupils, we endeavor to infuse some realization of the importance of self-development, self-respect, respect for schoolmates and teacher and the maintenance of the honor of the school, to show him the dormant abilities in his nature and to somehow either by positive or negative treatment, waken a desire for progress and self-development. Very seldom do these endeavors entirely fail, although sometimes we have to resort to the old customs of enforcing on a pupil's mind the fact that his conduct is unsatisfactory. As to the little particulars of whispering, turning around, laughing etc. etc., there is no rule—there can be none except to be unjust or be

broken. Occasionally 'whispering' is a saving of time and labor to all, and does not disturb again it is out of place and condemnable, 'turning around' may be necessary or may be entirely out of order laughing may be saucy disturbing, worthy of very severe penalty or may be proper natural, and irresistible for any who are compos mentis. The school-room is not a prison or house of correction or death chamber but the day-home of active, bright, easily influenced minds, and I believe in brief that it should be the purpose of the school to develop the spirit of liberty self-respect, and regard for others, to thrust into the back ground and starve the spirit of license, self-negligence, or selfishness. If a pupil be found in whom you can discover nothing to which you can appeal which almost never happens or if the response to the appeal is very minute, it is then the home which decides the issue and to the credit of our homes be it said, the home influence is almost universally such as tends to aid the school.

There are cases where the home influence fosters a spirit of license and a dislike for all regulation, and the pupil who has to suffer the consequences not only in school but through life, is to be pitied more than blamed. But if after all patient endeavors there is a persistent failure to comply with requirements, then patience ceases to be a virtue and there must be called a halt when a change of attitude or the penalty must follow. But it is very gratifying to note how many see the justness and wisdom of our ideal and endeavor more or less earnestly to be loyal to it.

In conclusion I wish to say that whatever of progress or success or improvement may be noted should be partially attributed to my assistant whose faithfulness and loyalty I heartily appreciate.

As Principal of the High School building, I will say that while probably no man experienced in public education would approve of having the grades and the High School in the same building yet under the competent control of the eighth grade teacher the objection to the present condition is reduced to the minimum. Her promptness in consultation and readiness for united action has been duly esteemed.

To the gentlemen of the board for their kindness, appreciative attention and promptness, I would express my gratitude. To the Superintendent in particular whose patience is proverbial and whose advice I have found increasingly helpful to me during the past year as I have learned to value my privilege of consulting him, I would express my thanks and appreciation. The opportunity to consult one of discretion, sound judgment and wide experience, from whom you can receive upon your question or problem the careful attention of a practical commonsense, is of inestimable value. I feel that as teachers and School Board and parents come closer in touch with our Superintendent, his experience will be of personal advantage as well as of public benefit and will guide toward a sound, safe, progressive school policy

Respectfully,

F A. HAMLIN

Principal of High School.

Wilmington, Mass., Jan. 16, 1903.

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	11
Number of pupils between the ages of 5 and 15 years (census of 1902), boys 180, girls 177. Total	357
Number between the ages of 7 and 14 years, boys 122, girls 135	257
Total number of pupils enrolled	356
Number under 5 years of age	2
Number over 15 years of age	28

STATISTICS FOR THE SCHOOL YEAR ENDING JUNE, 1902.

SCHOOL.		Total Membership.	Average Membership.	Average Attendance.	Per Cent. of Attend. ance.	Tardy.	Visits by Members of Committee.	Visits by Supt. of Schools.	Visits by Parents and Others.
High School Building.	High School.	27	20.41	19.85	.9620	40	6	16	25
	1st Grammar	21	18.39	17.32	.9381	76	5	17	7
	2d Grammar	21	18.75	17.64	.9387	8	5	15	5
Walker Building.	3d Grammar	46	42.67	39.04	.9101	54	6	17	26
	4th Grammar.	48	43.43	40.42	.9295	26	6	18	16
	1st Primary	40	37.93	35.54	.9369	63	7	19	38
	2d Primary ..	41	31.40	29.14	.9162	20	5	17	38
North School		43	36.86	34.59	.9384	192	6	15	28
South School		34	28.26	23.93	.8780	34	5	12	58
East School..		21	18.39	16.82	.9144	6	2	12	39
West School ...		14	12.69	12.24	.9637	19	2	11	19
Totals....		356	309.18	286.53	.9268	538	55	169	299

FALL TERM, 1902.

SCHOOL.		Total Membership.	Average Attendance.	Per Cent. of Attendance.	Tardiness.	Visitors.
High School Building.	High School ..	31	28.87	9414	28	12
	First Grammar	41	36.46	9140	11	3
Walker Building.	Second Grammar	41	36.84	9378	13	12
	Third Grammar	41	39.02	9604	15	3
	First Primary ..	46	40.23	9388	12	3
	Second Primary ..	62	53.23	9452	8	6
North School		38	33.33	9174	34	4
South School		35	29.87	9328	20	28
East School.		17	16.75	9852	2	15
West School		18	15.65	8694	14	6
Totals.		*370	330.25	9342	157	92

* Nine names should be deducted for duplicate enrollment, leaving the total membership 361.

Appropriations and Expenditures, 1890 to 1903.

BASED ON TOTAL ENROLLMENT

Year.	Total Resources.	Total Enrollment.	No. of Weeks.	Expenses Per Scholar.	Balance 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 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
1902 .. .	6,539 25	356	36 and 40	18 29	24 79

TEACHERS AT PRESENT ON OUR PAY ROLL.

NAMES.	WHERE FITTED.	POSITIONS.	
Francis A. Hamlin.	Bowdoin College.	Principal High School	\$900 00 per year.
Lucy G. Annable.	McGill Normal..	Assistant High School	480 00 " "
Helen M. Albee.	Bridgewater Normal.	VII. and VIII. Grades.	12 00 per week.
Blan Alexander.	Private Training..	VI. Grade. ..	12 00 " "
Sylvia Prescott...	Quincy Training. ..	V Grade. . .	10 00 " "
Florence Buck.	Woburn Training	III. and IV Grades .	9 00 " "
Mary Edwards.	Lowell Normal.	I. and II. Grades.. .	10 00 " "
Martha Robinson	Salem Normal	Asst. I. and II. Grades.	8 00 " "
Laura M. Dority.	Castine Normal.	North District .	10 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 1903

	WINTER TERM.		SPRING TERM.		FALL TERM.	
	Opens.	Closes.	Opens.	Closes.	Opens.	Close.
High and VIIth and VIIIth Grades...	Dec. 29, 1902.	March 20.	March 30.	June 19.	Sept. 8.	Dec. 23.
All other Schools	Dec. 29, 1902.	March 20.	March 30.	June 19.	Sept. 21.	Dec. 18.
	12 Weeks.		12 Weeks.		High & VIIth and VIIIth Grades. 16 Weeks. Other Schools, 13 weeks.	

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

VACATIONS—All Schools, March 20 to March 30, one week. High and VIIth and VIIIth Grades, June 20 to Sept. 8, 11 weeks. All other Schools, 13 weeks, June 20 to Sept. 21. Thanksgiving Day and day following.

ROLL OF HONOR.

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

FOR ONE YEAR.

Margaret Allen.
Edith L. Murray
Robert D. Carter
Guy Holt.
Marguerite A. Bedell.
Marion C. Cole.
Ethel F McDonald.
Winfield L. Osbon.
Gertrude M. Tite.
Mildred Colgate.
Lillian J Allen.
Chester E. Dodge.
Vera F B Hale.

Beulah E. Eames.
Rose E. Porter
Winfield Holt.
Olive L. Wilber
Hazel Waite.
Constance B Folkins.
Rose McMahan.
Leon C. Rowe.
Bertha F Bancroft.
Arthur B. Sheldon.
Sarah K. Allen
Hubert B. Eames.

FOR TWO TERMS.

Enid Aldrich.
Annie A. Shaw
Guy E. Nichols.
John J Kenney.
Mildred E. Buck.
Philip B Buzzell.
Edgar A. Shaw
George E. Hart.

Clarence W. Buck.
Harry L. Wiggin.
Marion A. Perry
Helen A. Ames.
Herman E. Buck.
Ora Holt.
Norman S. Buck.
Chester T Horton.

Percy P Kidder
 Ethel G. Strong.
 Gladys M. Taylor.
 Mary E. White.
 Willie Tite.
 Leo Dailey
 Joseph Surette.
 Henry Doucette.
 Paul R. Allen.
 May F Collins.
 Robert E. Buck.
 Cyril R. Buck.
 George A. Foley

Herman H. Rowe.
 Joseph W Strong.
 John H. Porter
 Arthur W Porter.
 Roy Bedell.
 Nellie Frotton.
 Amos Babine.
 Adrian Babine.
 Jessie M. Carter
 Emma J. Stokes.
 Everett Buck.
 Roger S. Buck.
 Donald West.

FOR ONE TERM.

Helen W Carter
 Amy G Parrott.
 Sarah A. Haley
 Benjamin Marr
 Jean M. Hill.
 Ellis Doucette.
 Susanna Granfield.
 Harry E. Taylor
 Rosanna Croteau.
 John R. Babine.
 Viola M. Besse.
 Eugene J Croteau.
 Christine Granfield.
 Harold R. Rogers.
 Philip M. Carter.
 Mary M. White.
 Winnie F McMahan.
 John C. Horton.
 Louise Croteau.
 James D White.
 Ernest Graves.

Herbert Graves.
 Lillian R. Hoyt.
 Nina L. Kincaid.
 Esther A. McDonald.
 Gertrude Granfield.
 Otis H. Blaisdell.
 Edith F Gault.
 Thomas J Regan.
 George W Hoyt.
 Arlinnie I. Bean.
 Adeline Dailey
 Kate Croteau.
 Nellie E O'Donnell.
 Janet E. Allen.
 Gladys M. Lowe.
 Warren P Blaisdell.
 Harry G Bedell.
 Lester H. Swain.
 Millicent C. Purves.
 Flora J Babine.
 Annie M O'Donnell.

Blanche Taylor.
Myrtle Baxter.
Frances O'Donnell.
Joseph White.
Clarence Doucette.
Walter Babine
Rodney Buck.
Janet Allen.
Edna E. Foley.
Sarah C. Neilson.
Grace Gowing.

Olive Gilson.
Eddie Croteau.
Mamie Surette.
Susan Babine.
Katheryn Regan.
Percy Doucette.
Katherine Nee.
Hilda M. Buck.
Lillian P. Hall.
Hazel B. Taylor.

