

The University of Maine
DigitalCommons@UMaine

Maine Town Documents

Maine Government Documents

1892

First Annual Report of the School Committee of the City of Westbrook 1891-2

Westbrook, (Me.)

Follow this and additional works at: <https://digitalcommons.library.umaine.edu/towndocs>

Repository Citation

Westbrook, (Me.), "First Annual Report of the School Committee of the City of Westbrook 1891-2" (1892). *Maine Town Documents*. 7407.

<https://digitalcommons.library.umaine.edu/towndocs/7407>

This Report is brought to you for free and open access by DigitalCommons@UMaine. It has been accepted for inclusion in Maine Town Documents by an authorized administrator of DigitalCommons@UMaine. For more information, please contact um.library.technical.services@maine.edu.

First Annual Report

OF THE

SCHOOL COMMITTEE

OF THE

City of Westbrook,

1891-2.



WESTBROOK :
MARCUS WATSON, PRINTER.
1892.

FEB 3 1913

School Committee.

ORGANIZATION FOR 1891-2.

Edgar M. Cousins, <i>Chairman</i> ,	Edwin J. Haskell,
William E. Ayer,	Walter V. Knight,
Thurston S. Burns,	Harlan P. Libby,
John A. Clark,	Thomas P. Smith,
Frank H. Cloudman,	Lyman H. Walker.

SUPERINTENDENT AND SECRETARY OF BOARD.

F. E. C. ROBBINS, Deering, Me.

SUB-COMMITTEES.

1. Teachers and Instruction—Burns, Cousins, Ayer, Smith.
 2. Text Books, Supplies and Course of Study—Cousins, Walker, Burns, Knight.
 3. Rules, Regulation and Discipline—Libby, Cloudman, Haskell, Clark.
 4. Janitors, Fuel and Heating Apparatus—Haskell, Ayer, Clark, Knight.
 5. Schoolhouses, Ground, Ventilation and Health—Smith, Cloudman, Haskell and Libby.
 6. Finance and Statistics—Ayer, Walker, Cousins, Burns.
-

SUPERVISORS.

1. High—Smith, Burns, Cousins, Clark, Ayer.
2. Bridge St.—Haskell, Burns, Knight.
3. Cumberland Mills—Cloudman, Ayer, Cousins.
4. Warren—Ayer, Cloudman.
5. Brown St.—Knight, Libby.
6. Saco St.—Burns.
7. Valentine St.—Smith.
8. Pride's Corner—Walker.
9. Duck Pond—Clark.
10. Rocky Hill—Haskell.
11. North—Haskell.
12. Spruce St.—Smith.

56546

Report of School Committee.

As required by law, the first School Committee of the city of Westbrook herein presents its annual report upon the condition of the schools for the past year. At the beginning of the year the committee found itself called to duties which were new to its members, but to which they have gladly given their attention and such wisdom as they possess. One member, Mr. Walker, elected to the committee, has never qualified for the office, though his name appears in the organization of the committee, as given in connection with this report.

The committee was encouraged in entering upon its work by the generous reference to our schools in the inaugural address of our Mayor, and by the co-operation of our City Council in providing for the needs of the schools as these needs were brought to its notice.

SUPERINTENDENT.

The first, and one of the most important duties that came to the committee, was the choice of a Superintendent of schools. To this office Mr. F. E. C. Robbins, of Deering, was elected. Mr. Robbins was a former principal of our own High School, had long experience as a teacher, and was already giving a portion of his time to the superintendency of the schools of the town where he resides. In obtaining his services for half of the time, while he gave the remainder of his time to the schools of Deering, we felt that we were likely to obtain better service from a person thus wholly employed in the oversight of schools, than

by selecting some one who must divide his time between this and some other occupation.

In thus employing a competent person and uniting a large enough field for him to give his whole time to the care of the schools of more than one city or town, we found ourselves in line with the suggestions of our best educators, and with the practice in the states where the best methods obtain.

Our only question in the matter as we close our year, is whether it would not be better still to have the whole of a Superintendent's time spent upon our own schools, and if need be, depend upon him for instruction in certain branches in the High School.

The benefit of having a superintendent fully our own, and always within reach, would largely outweigh the increased expenditure in salary.

We take pleasure in referring to the report of the Superintendent for many important facts regarding the work done and the needs of our schools, also to the tabular report which gives the statistics and expenditures for the past year.

TEACHERS, ACCOMMODATIONS AND SALARIES.

As shown by the Superintendent's report, the committee has been called upon to fill an unusual number of vacancies in the advanced grades of our teaching force. It was certainly not by any choice of the committee that the schools lost the services of such tried and successful teachers as Mr. Berry and Miss Foster of the Cumberland Mills Grammar, of Mr. Nickerson, Miss Wilbur and Miss McClure of the High, and Miss Webb of the Brown St. schools. How these and other vacancies have been filled will be seen by the Superintendent's report.

As four new rooms in the Bridge St. building had been opened but a few weeks when your committee came into office, it was hoped that there would be no need of an increase in accommodations or teaching force for the year. These hopes have not been realized, as it was very soon found that the Brown St. school was so crowded that some relief must be afforded, and the committee was forced to re-open the old North school house, though it was thought that this would only prove a temporary require-

ment. With the beginning of the next term, by a careful readjustment in all our school rooms, and putting as many pupils as possible in each, it was hoped there would be no necessity of using this old school building again. Here we were disappointed, and the school has been open most of the time for the year with a good attendance.

It was also found necessary to put an assistant teacher into the Cumberland Mills Grammar school, to divide her time between the pupils of the two rooms, and thus remove some of the inequality which exists in opportunity for instruction in our two Grammar schools.

During the year, as shown by the Superintendent's report, the opportunity came to us to obtain for a portion of each school day the services of a capable and experienced teacher in writing at a very reasonable salary. The teacher was engaged, and our own observation together with the appreciation of pupils and parents as this has come to us, assures us that the value of his services has been recognized, and we can certainly recommend that such a teacher should be employed to give still more time to our schools in the future.

These additions to the teaching force have added to the cost of instruction. This cost has been still further increased by the additions to salaries, which have been needed in two or three cases to retain some of our best teachers, and in one case as a slight recognition of long and faithful service.

It looks as if our schools would need in the future to make still more advance in salaries in some directions in order not only to obtain such teachers as we need, but also to retain the more desirable of what we now possess and are training in our schools. When other schools are paying more than we for the same services, we cannot expect to retain very long the teachers that we need most.

The important matter of increased accommodations for our schools has been referred to a special committee of our body, whose report will be found herewith.

RULES AND REGULATIONS.

Early in the year a set of rules and regulations for the govern-

ment of our schools was prepared and adopted by the Committee.

A course of study for the grades below the High School was also prepared under the care of the Superintendent in consultation with the teachers. To this course was added the course for the High School which had been arranged within a few years.

These rules and course of study were embodied in a pamphlet printed during the year, and which we commend to the notice of those interested in our schools. The course of study is also given in the pamphlet containing this report.

One of our new rules has been that relating to a regular signal to govern the school sessions in inclement weather. We found that the matter had been left largely with teachers, and with the best of intentions mistakes would be made while there was a lack of uniformity in any given day. Nor did parents have any way of knowing what the decisions of teachers might be. Under the present arrangement, in very inclement weather, the alarm will be given for no school, by one long and two short blasts, at 8 o'clock, upon the steam whistle at Cumberland Mills. The alarm in inclement weather for a single long session will be given in the same manner at 11 o'clock.

These alarms will probably be repeated by the Westbrook Company's whistle. The single long session is not to be held later than 1 o'clock. As the High School has but one session a day, these signals do not apply to that school, it being hoped there will be but few days when the scholars of this grade cannot attend in such numbers as to make a session profitable.

SCHOOL PROPERTY.

In the school property, the principal changes besides ordinary or incidental repairs have been in three buildings, the High, Cumberland Mills Grammar, and Saco Street school houses.

In the first two these repairs and changes have been called for especially by sanitary considerations. In the High School building the closets and urinals in the cellar have been replaced by others of different pattern, which with efficient oversight and care have proved the wisdom and necessity of the change.

In the Cumberland Mills Grammar school building, the cellar

was found to be a pool of standing water and mud, containing the accumulation of decaying wood and waste of a long past, and a continual menace to the health of those in the rooms above it. This cellar has been drained by connection with a sewer and cemented, while the old and dilapidated out-houses in the rear have been removed, and in their stead water closets have been placed between the two halls on the main floor.

We feel that important improvements have thus been made in the sanitary condition of these two buildings.

The Saco St. building has been re-shingled and the out houses rebuilt, while it has been repainted both inside and out.

What has been done for the sanitary condition of the buildings mentioned above we believe should also be done for the other two buildings, having closets and urinals in the cellars, viz: Warren and Bridge St. school houses.

HEATING.

Another need of our school buildings is in the matter of heating.

The Brown St. building is not, and under present conditions, cannot be sufficiently heated in severe weather. There is a spare boiler at the Bridge St. building which ought to be used to give steam heating to this building.

The Committee would also recommend the substitution of radiators for pipes in all buildings where steam is used in heating. By the use of pipes, the pupils when at the blackboard are compelled to stand over the pipes with heated air pouring up into their faces and producing effects which are disastrous, both to mental effort and physical health. Radiators should be placed beneath the windows, thus giving better opportunity for work at the boards, and adding to the circulation of air in the room. It is the opinion of the committee that the cost of the change from piping to radiators would be more than saved in a few years by the saving in coal needed to heat the different buildings.

In the Warren school house there is need of some change in the method of heating, a change which could probably best be accomplished by locating the boiler under one of the northern rather than the most southern room, thus attempting to drive our heat with rather than against our coldest winds.

SCHOOL DISTRICTS.

Another need is the definition of the limits of the districts from which pupils should attend the different schools. In our opinion such a districting should be made early in the new school year and be printed with the reports for another year. Under such a system every pupil's school would be defined by his residence, and the committee would be saved the necessity of listening to applications for transfers, and the scholars from the uneasiness and dissatisfaction that the possibility of such transfers may induce.

TRUANCY.

The important matter of truancy, especially that form of truancy which has the excuse of some form of employment to sustain it, is one that should have the most careful attention from all those who have the welfare of our schools at heart. One remedy would be the employment of a person who should give a part of any or every day to the work, until it was understood that the pupils whose place was in our schools would be looked up when absent, and if necessary, placed where they should be. According to the statutes of Massachusetts, any person who "after notice from a truant officer to refrain from so doing, offers a reward for service to any child in consequence of which reward such child is induced unlawfully to absent himself from school," is liable to a fine of not less than twenty dollars.

If our general statutes do not cover this ground, it seems to your committee that a similar ordinance for our own city might meet this evil.

TERM OF OFFICE.

Our remaining suggestion relates to the term of office of the School Committee.

Under our present city charter the whole committee is elected for one year. By a new election a wholly new committee may be chosen. This may not only give the schools at any time into the hands of a committee with as little experience as we possessed at the beginning of our term of office, but it also stands in the

way of plans for improvement in our schools, which may extend over a longer period than the year in which such plans are adopted. Under our town system the state laws require that the committee of three be elected for three years each, insuring at the same time that two of the number shall hold over at any given election. Our other cities have some similar provision as regards their school committee. A simple way of reaching the result by us would seem to be to elect each member of the committee for two years, and as there are two members from each ward let one be chosen at each election. This would ensure that half the committee should hold over from year to year.

Your Committee lays down its office with a renewed sense of the importance of the work to be accomplished in our common schools, and the wisdom of that interest and expenditure on the part of our people which shall make them as efficient as possible.

Respectfully submitted,

E. M. COUSINS, Chairman,
For the Committee.

Westbrook, Feb. 29, 1892.

Superintendent's Report.

To the School Committee of the City of Westbrook:—

GENTLEMEN:— I have the honor to submit the following report of the public schools of this city for the municipal year now closing. Much of what I have to say is already familiar to you, being essentially a recital of your own official acts and introduced here simply for the information of citizens who may read the report.

In the beginning I would call attention to the statistics as given on page 23. The school attendance for the winter term has been affected considerably by sickness. On the other hand, during the spring and fall terms the general health was good and pleasant weather prevailed. The statistics of those two terms, therefore, show very well the condition of the schools as regards attendance under favorable circumstances. The average per cent. of attendance for all the schools, compared with the total number registered, was 81 in the spring term, and 83 in the fall term. Making all due allowance for sickness and other unavoidable causes of absence, this showing is not altogether satisfactory, although the fact that so many families move into or out of the city in the course of a year has a bearing in the case. I think that the teachers make a strong effort to keep up the attendance, and that what law there is in regard to truancy is enforced as well perhaps, as could be expected. As far as I can learn most of the absences from school, whether necessary or unnecessary, are at any rate with the knowledge and consent of the parents. Under such circumstances, if the letter of the law has been complied with, the appeal must be to the parents themselves rather than to the school authorities.

During the year there have been several changes in teachers and in schools. The vacancy in the Cumberland Mills Grammar School, caused by the resignation of Mr. H. L. Berry, was filled for the Spring term by the election of Mr. J. W. Brackett. Miss

Lillian Webb, of the upper grade in the Brown St. School, obtained a leave of absence for the Spring term and her sister, Miss Eva A. Webb, was temporarily assigned to the position. Miss Eva Webb's place as teacher of the lowest grade in the Bridge St. School was taken by Miss Eva M. Roberts. Mr. A. L. Hill was elected principal of the Pride's Corner School in place of Mr. H. P. Walker who declined to serve longer in that capacity. The mixed school which had been held in the upper room of the Valentine St. building under charge of Miss Rose A. Conry, was discontinued at the beginning of the Spring term and the pupils sent to other schools according to convenience. The school which had been conducted in the lower room by Miss Minnie I. Hodsdon and which had become much too large for successful handling, was divided into two grades, the higher being transferred to the upper room with Miss Hodsdon as teacher, and the second division remaining in the room below under the care of Miss Conry.

Early in the spring term it was seen that something should be done to relieve the crowded condition of the Brown St. Primary School, and the matter was referred to the Supervisors of that school for action. As the best available means of relief the old North School house, which had lain idle for a few months, was again brought into service and those pupils of the primary grade who could most conveniently attend there were transferred to it from the Brown St. school. Miss May Hadlock was employed as teacher during the spring term. Although the school was established as a makeshift for the term, it has been thought best to continue it during the year. While it is true that the building presents a rather sorry appearance in comparison with others in the city, it has not been uncomfortable, and the pupils who have attended there have been better accommodated in every way, I think, than they would have been had they remained to swell the number in the Brown St. School.

Owing to the resignations of the former teachers the High School began the fall term with an entirely new corps of instructors. Mr. J. W. Brackett of the Cumberland Mills Grammar School, Miss A. H. Foster, of the Cumberland Mills Intermediate

School, Miss May Allen, of the fourth grade in the Bridge St. School, Miss Lillian Webb, of the Brown St. School and Miss Lois Knight, of the Spruce St. School also resigned their positions at the end of the Spring term. Early in the fall, with a view to putting these schools as nearly on a par as possible, as regards advantages, with the same grades in the Bridge St. School, it was decided to employ an assistant who should divide her time between the Cumberland Mills Grammar and Intermediate schools. The position thus created was assigned to Miss Hattie L. Shenault, of the third grade in the Warren School. The filling of the vacancies caused by the resignations mentioned above, and by the transfer of Miss Shenault, occasioned various changes in the assignments of teachers who had before been connected with the schools as well as the employment of several new teachers. All the changes are indicated in the "Tabular View of the Schools" which accompanies this report, and they need not be further particularized. Soon after the beginning of the school year, Mr. E. M. Deering, formerly teacher of penmanship in Biddeford, was engaged to give instruction in that branch each forenoon in the schools of this city.

The proportion of changes has been larger than desirable, but this has been due in a great measure to causes which were unavoidable. While as a rule the best results are obtained by keeping good teachers in the same schools term after term, this principle is not without its limitations. A teacher who has remained in one school for a considerable time may feel that a change, involving new conditions and experiences, will tend to broaden her knowledge of the work, and to increase her efficiency. Or it may appear that a teacher is better fitted for some other grade than the one in which she has been employed. Again, one who has done good work may properly be transferred to another place of greater responsibility when occasion arises. But I wish, just here, to protest against any feeling that the one thing to be desired by the teacher is "promotion," and that promotion consists in being given a higher grade. While each grade has its peculiar requirements, it is a truism that the lower the grade the more imperative is the need of skilled teaching. In fact, the one place where

everything depends upon the knowledge of methods, good judgment and ingenuity of the teacher, where emphatically the teacher is the school, is the lowest primary division. In this connection I would venture to suggest that differences in salaries of teachers ought to be based upon other considerations than differences in grade.

Including the special instructors in music and in penmanship, thirty-six teachers are now employed in the schools of the city. Of the thirty below the High School grade all but four were residents of Westbrook before their employment in the schools. Sixteen have been pupils of the High School and ten are graduates of the school. Seventeen are graduates of the Gorham Normal School and two have taken a partial course in that institution. The average experience of the thirty teachers is fifteen terms, the average length of service in Westbrook being eleven terms. Ten have taught in other places.

With teachers of intelligence and of experience, a majority of whom have had some special training for their work, many of whom have been retained in the same positions for several years, and all of whom, so far as I am able to judge, are trying to do their best, the schools ought to show gratifying results. And while it is true here, as probably in every other city and town, that there is room for improvement, I think that it may be fairly said that the school work as a whole is well done.

In compliance with the request of the Committee the Course of Study for the Schools below the High School grade has been revised. The course adopted several years ago had become practically obsolete owing to the changed conditions of the schools, and the result was a lack of uniformity in the work of similar grades and some uncertainty on the part of the teachers as to what was expected of them. To aid in the preparation of a new course the teachers of the city were brought together in a series of meetings during the Spring term, and the work of the different grades was carefully gone over, step by step. The combined experience of the force was drawn upon, proposed changes were fully discussed, and in the end every important feature of the new plan, as formulated, received the teachers' approval. The plan thus

outlined provides for nine years' work below the High school. It was adopted by the committee and went into operation at the beginning of the school year (fall term). The course is printed with this report and it may be supposed to speak for itself. It cannot be claimed that it is in all respects an ideal arrangement or one that will require no modification, but I think it is very well adapted to the present condition and needs of the schools. While the plan of each year's work is sufficiently definite to secure a reasonable degree of uniformity, it is elastic enough to admit of individuality of method on the part of the teacher. The manner of designating the classes below the High School by letters from A to I, all classes of one grade throughout the city being represented by the same letter, will no doubt be found convenient by school officers and parents. For instance: the parent whose child is in the "E" class in any school in the city will understand that in the ordinary course of things, the child must pass through four classes more before reaching the High School. The new plan provides that some of the work which has heretofore been left for the High school, shall be done in the Grammar grade. For this and other reasons I think that in the near future some changes should be made in the High School course.

At the close of the spring term a class of fourteen was graduated from the High School. Thirty-seven pupils were admitted to the school from the grammar grade, after passing an examination in arithmetic, grammar and U. S. history. Upon this examination the minimum rank for admission was fixed by the committee at sixty per cent., but most of the candidates secured a much higher rank. In regard to admission to the High school at the end of the present school year, it has been decided to make the experiment indicated in the following extract from the minutes of the Board:

"Voted, that the principals of the Grammar schools be instructed to keep a careful record of the rank of the pupils of the A class for the coming year; that the pupils must obtain an average rank of at least seventy per cent. in order to be considered candidates for admission to the High School: that such members of the class as obtain an average rank of at least ninety per cent. may be admitted to the High School without an examination." This plan

seems to be fair to all, and it very properly puts a premium on constant attendance and uniform good work throughout the year. I do not doubt that it will have, and indeed already has had, a good effect.

The question of promotion in the lower grades is a somewhat perplexing one. Certainly, classes ought not to be advanced indiscriminately and as a matter of course at the end of the year. But, at any rate in the lower schools, it would be impracticable for the Committee or Superintendent to give examinations which should determine the fitness or unfitness for promotion of each member of a class. The teacher ought to be the best judge in the case, and I think that upon her decision the promotion should in the main depend. I can suggest nothing better than that, near the end of the school year, the teacher make out a list of the pupils whom she will unhesitatingly recommend for promotion, these pupils to be advanced without further question. Among those not so recommended there may be some concerning whose ability to advance the teacher is in doubt. Such cases may be referred to the Committee or Superintendent for investigation and final decision.

There have been practically no changes in text books during the year. The march of events has left the geographies now in use in the city considerably in the rear. I think that some other books, brought nearer to date, and with subject matter better arranged and more attractively presented, should be put in their place as soon as practicable.

I believe that there is no question in regard to the good results already attained by the employment of a special teacher in penmanship. As another forward step in the same general direction, I think that drawing should now be introduced as a regular study for all the schools. If it is impracticable to have special instruction in that branch, I have no doubt that the regular teachers can carry on the work to advantage. Some of them I believe, already have a considerable knowledge of the subject, and there are systems of drawing which can be taught successfully even by those who have had no previous training of the kind. A part of the time now devoted to penmanship might be given to drawing not only with

out loss, but with a distinct gain, as regards the former subject, if we may accept the testimony of those who have had ample experience in the matter.

In closing this report allow me to express my appreciation of the consideration which I have received at the hands of the Committee and of the teachers of the city throughout my year of service in the schools. Respectfully submitted,

F. E. C. ROBBINS.

Westbrook, Feb. 15, 1892.

High School Report.

To the Superintending School Committee:—

GENTLEMEN:—It is my pleasure to respectfully submit the following report of the Westbrook High School:

During the year ending March 12, 1892, one hundred and sixty-six pupils have been registered in this school, showing an increase of 12 per cent. over the previous year.

Fifteen of this number graduated in the class of 1891. Forty-two are members of the entering class.

The highest number enrolled during any term of the current year was 125.

The highest number enrolled during any term of the previous year was 117.

This increase in enrollment is gratifying, since it shows that the appreciation of higher education keeps pace with the growth of the city. The average attendance during the year has fallen but little below the number enrolled and most of the absence has been caused by sickness.

The course of study has recently been revised and advanced. However, the scholars have readily conformed to the changes and are doing excellent work in the various branches.

The school now offers thorough English and Scientific training as well as business and college preparatory.

At the commencement of the school-year, a new corps of teachers was elected, the former teachers having been called to other positions.

At the close of the Fall term, another change was made by the resignation of one of the assistants.

Although such changes necessarily interrupt the working of a school, yet, the extent and thoroughness of the work accomplished bespeak the earnest and successful endeavors of both teachers and pupils. It is gratifying and important to have the parents actively interested in the advancement of their children. This

is especially imperative since the scholars are expected to do much of their studying at home. Could the parents find time to visit the school oftener, it would give the teachers much pleasure and could not fail to fill the pupils with a deeper sense of their responsibilities.

Steps have been taken to establish a school library. This movement cannot be too highly appreciated.

A well selected course of reading for outside work is of great value to any school curriculum, since it tends to elevate the moral side of the nature and creates a desire for good rather than evil literature.

It is earnestly desired that several good books of reference shall be supplied in this library.

Although we have several excellent pieces of apparatus in our laboratory and chemicals to work many simple experiments, yet, the growing demands of the school require additional outlay in this direction.

The repairs in the basement have removed all causes for complaint and aid in making the building one of the most healthful and pleasant school structures.

Permit me, in closing this report, to extend the thanks of teachers and pupils to the Class of 1891 for the beautiful etching, "Edge of the Forest," which they have placed upon our walls.

I wish, also, to express my thanks to you, gentlemen, for your interest and support in all the affairs of this school.

Very Respectfully Submitted,

R. A. PARKER, Principal

Westbrook, Me., Feb. 15, 1892.

REPORT OF SPECIAL COMMITTEE.

APPOINTED TO INVESTIGATE AND MAKE RECOMMENDATIONS IN
REGARD TO INCREASED SCHOOL ACCOMMODATIONS.

Upon taking charge of the schools, the fact at once presented itself to the Committee that there was not school room enough to properly accommodate the number of pupils presenting themselves. We were at once compelled to use the upper room in the old North School House, (the lower room being totally unfit for use) a building which had, a number of years ago, been condemned. We have been obliged to continue this school during the whole year, but this does not make the building any the more suitable for school purposes, in fact, it is impossible to make proper comparison of a teacher's work in such a building as this, with other teachers, who have the excellent rooms and means at command, as now furnished by the city.

A number of plans and means of relief present themselves to the Committee, all of which have many points to commend and also many to criticize. We will, however, present three of the most desirable.

1st. Build an addition to the Grammar School building at Cumberland Mills.

2nd. Repair and put in proper shape the North School building.

3rd. Construct a new four room building somewhere in the vicinity of the juncture of Rochester and Seavey streets.

In regard to the first plan the grounds are somewhat limited, but we do not find any vital objection to building an addition to the present building, even of equal size to that house. It certainly could be made so that the architectural beauty would be an improvement over the present situation. Again we find the advan-

tages of the old building far inferior to any other in the city, and in making the proposed addition the old part could be put in the most approved condition with small expense.

Of the three plans presented, the repairing and putting in proper shape of the North School House would be the least expensive. We are not prepared to give any idea of the estimated expense of such repair, but as the city already own quite an amount of land around this building and such contemplated repair would not mean the remodeling of the old building, this expense would certainly be much less than any other scheme proposed.

The third plan would be the most expensive, but would be quite as desirable as any. Land in this section is not held at an extreme high figure, and we would recommend a four room wooden building instead of an expensive brick structure.

In considering these plans directly with reference to the school work and location we will say in regard to the first: We find a great advantage of four, or even more rooms in any building over two, as the system and general management which can be carried out with the larger number of rooms is of great value. It has been true in the past that pupils entering our High School have, as a general rule, been better prepared coming from a system of schools which have been as far as practicable, under the direction of one general manager. On the other hand, however, a building in this location seems to be out of the center of population, and the growth of the city tends in a direction away rather than towards this section.

The putting in proper shape of the North School House would, undoubtedly, help matters for some years, for the Brown and Bridge street houses do not seem adequate for the accommodation of all the scholars in that section. The situation is not, however, all that could be desired, and again the building would not admit of such extended repairs as would make it compare favorably with other school buildings owned by the city.

The location and all other things considered would tend to make the plan of building a new house at the upper end of Lamb or Seavey street the most advisable, as such a building could be made to embrace all the modern improvements, and is in the line

which we think most desirable, viz : That school houses for primary scholars should be located at such places as the growth of that section demands. It being the idea that such buildings should be so placed that it would not be necessary for young pupils to travel long distance. This section of our city has been rapidly built up of late, and the present outlook for the future certainly warrants the erection of such a house.

In connection with this plan, we would say that the following change of system or arrangements of schools has been suggested, although it does not meet with the approval of the entire committee : Use the present Warren School House as a Grammar School building, putting the two upper classes of both sections of the city in that one building. This would just about accommodate them and is well arranged for such classes. This would relieve the Cumberland Mills Grammar School building of one room, which could be used for the Intermediate School, and the Bridge Street building of two rooms, which would accommodate all the pupils in that section for some years, without using the North School House at all. The new house recommended at the upper section of Lamb street would take all the pupils that now attend the Warren School, in which section the majority now live.

The advantage of pupils entering our High School under one management can be very readily seen, again we are now paying the salaries of the two Grammar School Principals, amounting to \$1,400.00, and a less amount paid to one man would necessarily place a person of good ability at the head, and the location of the house is all that could be desired to suit both sections of the city.

Respectfully submitted,

W. E. AYER,

T. S. BURNS,

F. H. CLOUDMAN.

Course of Study.

FIRST YEAR.

I CLASS.

READING.—In the case of pupils who do not speak English, the first lessons should be almost wholly language work. When the children have learned the names of the common objects and pictures at hand, and understand the ordinary directions of the teacher, they may be taught from the blackboard and chart the printed words corresponding to the pictures and objects. Short phrases and sentences follow as on the chart.

As soon as the pupils recognize some forty or fifty words, singly and in short sentences, the sentences with which they are familiar in print may be taught them from the blackboard in script. After that the script is to be used constantly and the pupils are supposed to recognize and read that as readily as the print. They are gradually taught the letters composing the words which they know and their most common sounds. Later, oral spelling and copying on slates are to be introduced. The reading book is to be put into the hands of the pupils as soon as in the judgement of the teachers they require it. At the end of the year it is supposed that Harper's First Reader, Part I, or its equivalent, has been completed.

NUMBER.—During the year numbers from one to ten, inclusive are to be taken substantially by the Grube method. Each number is taught separately, with continual and varied illustrations by objects, and with all the combinations—addition, subtraction, multiplication and division. No combination is to be made greater than the number taught. The pupils learn to write the numbers, and are expected to understand and to use at least the signs plus, — and=.

WRITING.—Pupils learn to form all the small letters.

MISCELLANEOUS EXERCISES.—

SECOND YEAR.

H CLASS.

READING.—Harper's First Reader or its equivalent, completed, with much reading from the blackboard and copying. Special attention given to articulation and proper expression.

SPELLING.—Oral and written, words and sentences selected from reading lessons.

NUMBER.—Grube method continued to 20, with use of all the signs in tables. By the first of the year the pupils begin to add numbers in single columns, the results of the additions, at first, being no greater than the highest number which they have taken by the Grube method. The work is gradually extended, until by the end of the year they can add readily and correctly a column whose sum is not more than 50. About the beginning of the second term, or later if desirable, the pupil is taught to "carry." At the end of the year the pupils are supposed to be able to read numbers to 1000, and to add columns of three places. Simple work in subtraction with the figures of the minuend greater than the corresponding figures of the subtrahend, is to be carried along with addition, and toward the last of the year the pupils are to be taught to "borrow."

Throughout the year there should be exercises mentally and sometimes upon the slate, with practical examples (for instance, those involving buying, selling, making change, etc.,) but always *with numbers within easy comprehension of the children.*

WRITING, OBJECT LESSONS, HYGENE, Etc.,

THIRD YEAR.

G CLASS.

READING.—Second Reader completed,

SPELLING.—Oral and written, from reading book or speller,

NUMBER.—At the end of the year the pupils are supposed to write numbers to 100,000,000; to add and subtract numbers as far as millions; to have learned the multiplication tables (com-

bined with division;) to multiply with multipliers of two figures, and to understand simple exercises in U. S. money.

Throughout the year there should be continual practice in *concrete work*; i. e., with practical examples of such a nature that the pupil must decide for himself whether to perform them by adding, subtracting, multiplying or dividing. These exercises may gradually increase in difficulty, but they should at no time involve numbers beyond the pupils' understanding.

LANGUAGE.—Simple exercises in expression, making of sentences, copyiug from reading books and writing from dictation.

GEOGRAPHY.—Natural divisions of land and water, with constant reference to the hills, rivers, islands, etc., with which the pupil is himself familiar. The idea of a map developed—the pupils taught to draw plans or maps of schoolroom, grounds, their own homes, etc. Local Geography—Westbrook—working out from the pupil's own locality, and taking only such facts as he is likely to comprehend. Special attention to the points of the compass; constant practice in pointing N. S. E. and W., noting the direction of streets, noting the direction of the wind as shown by weather vanes, etc.

The idea of distances (short) developed.

WRITING.—

GENERAL EXERCISES.—Object lessons, temperance, hygiene, etc.

FOURTH YEAR.

F. CLASS.

READING.—Second Reader and first half of Third.

SPELLING.—Oral and written. Harrington's Speller through page 56.

NUMBER. Division long and short. U. S. Money. Constant review of preceding work. Mental work covering substantially the ground as in "Colburn's First Lessons" through section IV.;

also continued practice in concrete written work but confining this as before to numbers within the pupil's comprehension.

LANGUAGE.—Reproduction of short stories. Dictation exercises. Hyde's Language Lessons as a guide.

GEOGRAPHY.—Working out from the city, develop the ideas of county and of state. Map work with special regard to making clear the meaning and use of the map. The pupil is expected to be able not only to point out on the map some of the more important rivers, lakes, cities, etc., of the state, but to have as clear an understanding as possible of their actual characteristics, their direction from this place, how they would be reached from Westbrook, etc. *Imaginary visits* to places mentioned should be an important feature of the work.

During the later part of the year develop the idea of the world as a whole, and of continents. Frequent reviews of elementary facts.

WRITING.

MISCELLANEOUS WORK.

FIFTH YEAR.

E. CLASS.

READING.—Third Reader Completed.

SPELLING.—Oral and written.

NUMBER.—Review work in the four fundamental rules with many practical problems; simple work involving weights and measures, bills, etc. Elementary work in fractions; with constant illustrations on the part of both teacher and pupils; without rules or formal explanation of processes; using only fractions of small denominators, and confining the work to that which can be plainly illustrated and readily understood. Mental work as in Colburn's Lessons as far as section VIII.

LANGUAGE.—Work of preceding year continued and enlarged. Hyde's Lessons as a guide.

GEOGRAPHY.—Substantially the ground covered by the Elementary Geography through U. S.

WRITING.—

MISCELLANEOUS WORK.



SIXTH YEAR.

D. CLASS.

READING.—Fourth Reader. Constant practice in use of dictionary.

SPELLING.

ARITHMETIC.—Fractions continued; teaching all the operations, but avoiding complicated work. Simple work in decimals. Constant review of fundamental rules with practical examples. Mental work as in Colburn's Lessons through section VIII.

LANGUAGE.—Hyde's Lessons, Book Second, as a guide, with much practice in writing.

GEOGRAPHY.—Elementary Geography completed.

WRITING.

MISCELLANEOUS EXERCISES.

SEVENTH YEAR.

C. CLASS.

READING.—Text book prescribed.

SPELLING.—Written exercises daily.

ARITHMETIC.—Begin advanced book at fractions. Fractions, decimals, weights and measures, as far as percentage. Mental work continued.

GEOGRAPHY.—Advanced book as far as Europe.

LANGUAGE.—Practice in writing letters and compositions, in correcting errors, etc. Analysis of easy sentences, and sentence building. Hyde's Lessons, Book Second, as a guide.

WRITING.

MISCELLANEOUS EXERCISES.

EIGHTH YEAR.

B. CLASS.

READING.—Text book prescribed.

SPELLING.

ARITHMETIC.—All subjects as far as ratio, leaving the more difficult applications for the review. Constant review of preceding year's work.

LANGUAGE.—Text book in Grammar, first half. Analysis of

sentences, parsing and work in syntax. Constant practice in writing.

GEOGRAPHY.—Completed and reviewed.

WRITING.

MISCELLANEOUS EXERCISES.

NINTH YEAR.

A. CLASS.

READING.

SPELLING.

ARITHMETIC.—Text book completed and reviewed. Much work from outside the text book.

LANGUAGE.—Text book in Grammar completed.

Special attention given to syntax, with much drill in correcting the more common errors of speech. Continued practice in writing.

U. S. HISTORY.—Completed.

GEOGRAPHY.—One day each week.

GENERAL EXERCISES.

Calendar of School Year.

Fall term commenced Sept. 14, 1891.

Fall term ended Dec. 18, 1891.

Winter term commenced Jan. 4, 1892.

Winter term ends March 11, 1892.

Spring term commences March 28, 1892.

Spring term ends June 17, 1892.

Schools were closed Thursday, Friday and Saturday of Thanksgiving week.

TABULAR VIEW OF THE SCHOOLS.

SCHOOLS.	TEACHERS.	Whole Number Registered.			Average Attendance.			Salary Per Year.
		Spr...	Fall..	Win..	Spr...	Fall..	Win..	
High	F. H. Nickerson* } Prin.	111	125	122	105	119	115	\$1,100 600 550 400 400 350
	Ralph A. Parker†† }							
	Maude B. Wilbur* } 1st							
	Ellen A. Winslow†† } Asst.							
	M. N. McClure* } 2nd							
	F. L. Larrabee†† } Asst.							
	M. L. Tobey* } 3d							
	Julia H. Johnson† } Asst.							
	Maude H. Dudley† }							
Bridge St. Gram., Intermediate and Primary.	1st grade C. W. Wentworth, Prin...	23	31	31	22	27	29	700
	2nd " Alma V. Fellows.....	41	34	35	36	29	29	300
	3d " Jennie F. Pennell.....	33	45	46	30	41	38	425
	4th " May Allen* }	51	31	31	47	27	27	324
	Addie P. Gowen†† }							
	5th " L. M. Griggs.....	36	31	29	33	28	27	324
	6th " Addie M. Quinby.....	32	34	38	26	30	31	300
	7th " Cora B. McRae*.....	32	53	46	28	42	39	300
Eva A. Webb††.....								
8th " Eva M. Roberts.....	80	61	55	52	42	42	300	
Cumb. Mills Gram. and Int'm.	1st gra.. } J. W. Brackett* } Prin...	42	49	44	33	45	41	540 700 300 324
	B. E. Sinclair†† }							
	Hattie L. Shenault†† } Asst							
	2nd " } Alice H. Foster*.....	56	58	53	46	52	44	
Mrs. E. E. Jackson††.....								
War- ren Prim- ary.	1st gra.. } Mrs. E. E. Jackson* } P...	40	41	38	31	30	21	300 324 300 300
	Thirsa P. Davist† }							
	2nd " } L. M. Adams.....	28	51	50	23	45	36	
	Hattie L. Shenault* }							
3d " } Julia E. Brown†† }	42	52	49	38	43	34		
Julia E. Brown* }								
4th " } Helen S. Shenault†† }	94	54	44	61	96	28		
Helen S. Shenault†† }								
Brown St. Prim.	1st grade Eva A. Webb* }	44	39	31	38	29	26	324 300 300
	Cora B. McRae†† }							
	2nd " Mitta V. Jones.....	36	37	35	31	33	31	
3d " Julia H. Doyle.....	79	61	50	52	51	41		
Main St. Prim.	1st grade Lillian G. Pennell* }	46	38	34	41	32	28	300 300 300
	Alice J. Libby†† }							
	2nd " Alice J. Libby* }	49	45	34	41	35	24	
Lillian G. Pennell†† }								
Saco St. Prim.	1st grade Addie P. Gowen* }	37	40	37	34	32	31	300 300 300
	Winifred I. Griggs†† }							
	2nd " Winifred I. Griggs* }	58	44	45	40	31	37	
Alice D. Stackpolett }								
Val. St.) Prim.)	1st grade Minnie I. Hodsdon.....	33	30	32	29	26	27	300
	2nd " Rose A. Conry.....	45	57	49	36	47	42	300
North St. Primary	May S. Hadlock* }	33	25	21	22	20	15	300 216
Ethel M. Winslow†† }								
Rocky Hill.....	Helen S. Shenault* }	21	28	26	19	21	18	300
May S. Hadlock†† }								
Pride's Corner....	A. L. Hill.....	33	29	27	25	21	16	540
Duck Pond } Gram } Pfin	M. J. Small.....	13	13	14	11	11	12	360
	A. L. Hardy.....	19	19	18	15	17	16	300
Spruce Street.....	Lois Knight* }	8	8	7	6	7	6	300 252
Carrie M. Pratt†† }								
Music	Mrs. W. N. Files.....							324
Penmanship.....	E. M. Deering††.....							300

* SPRING TERM. † FALL TERM. ‡ WINTER TERM.

School Summary.

Whole number of scholars in the city, 2452.
Increase over last year, 132.
Whole number registered in Spring term, 1295.
Average number attending in Spring term, 1049.
Whole number registered in Fall term, 1263.
Average number attending in Fall term, 1049.
Whole number registered in Winter term, 1171.
Average number attending in Winter term, 951.
Number of different pupils attending during the year, 1478.
Length of school in weeks, 36.

Graduation of 1891.

Graduating exercises of the Westbrook High School held at Warren Church, Westbrook, Thursday evening, June 25th, 1891.
Music by Chandler's Orchestra.

Music.

Prayer.

Music.

1. Salutatory and Essay, The Independent Voter,
Frank H. Swan.
2. Essay, Stage-coach and Locomotive,
Lizzie M. Swett.
3. Class Declamation, Eulogy on Grant,
Clinton Cash.
4. Vocal Solo, That Melody Divine,
Annie L. Morris.
5. Discussion, Resolved,—That a Classical Education is a
better Preparation for Life than Scientific,
Aff. Mary G. Bacon.
Neg. Harry K. Griggs.

Music.

-
6. Declamation, Extract from Webster's First Bunker
Hill Address,
Leander M. Boothby.
7. Class Poem, The Indian Prophecy,
Grace I. Bolton.
8. Class Oration, Our Antagonist our Helper,
Charles S. Carleton.
9. Declamation, Extract,
George Smith.
10. Class Recitation, The Pilot's Story.
Edwina M. Richardson.
- Music.
11. Class History,
Elvin A. Leighton.
12. Oration, Blaine as Secretary of State,
Walter W. Smith.
13. Class Prophecy,
Marietta B. Roberts.
14. Valedictory and Essay, Gradatim,
Hannah L. Dana.
- Music.
- Presentation of Diplomas.
- Benediction.

GRADUATES.

Mary G. Bacon.	Leander M. Boothby.
Grace I. Boulton,	Charles S. Carleton.
Hannah L. Dana.	Clinton Cash.
Annie L. Morris.	Harry K. Griggs.
Edwina M. Richardson.	Elvin A. Leighton.
Marietta B. Roberts.	Walter W. Smith.
Lizzie M. Swett.	Frank H. Swan.
	George Smith.