

## Report of the Trustees of the Free Public Library of Hampden, 1905-1906.

---

A good library rightly used is a powerful educational and uplifting force.

It supplements the home, the church, and school. The home where good books are read is enriched and ennobled; a reading church is not only stronger, but its influence is greater and its methods wiser; a school not confined to the text-books alone, but using books from the library along the line of work, not only lays a broader foundation, but awakens a spirit of independent research that may be invaluable to the pupil in after life.

Some of our teachers, if not all, have used books from the library; and history and biography, fiction and fable, have contributed to a better understanding of the subject studied and made the work pleasanter and more profitable for teacher and scholar. While there were fewer patrons and fewer books read the past year than the year previous, the average number read by each is greater. There are now nearly 2,000 books in our library, yet there is no printed catalogue.

Only the librarian has a complete catalogue and that is written. Has not the time come when catalogues should be printed and furnished, either one free, to each family, or perhaps sold at a low price? Those who can come to the library have full liberty to inspect and choose the books they wish, but all cannot go and so do not know what books are in the library: such, at least, and all who wish, should have a catalogue, either bought or given, as the town may direct, so that in their homes they may be able to select their books.

Seven hundred catalogues can be printed for \$70. It would cost \$10 to copy and arrange alphabetically a catalogue ready for the printer, making a total cost of \$80.

We trust the town will carefully consider this and decide favorably.

Mrs. Joanna Burleigh Holt of Stafford, a former resident of this town, has left by will the sum of \$500, the income of which is to be expended in the purchase of books. This gift shows her appreciation of the benefits of the library, her kind and thoughtful regard for the town, and will be a lasting memorial.

The town receives the generous gift with grateful appreciation. The donations of all others this year are thankfully received.

Last year a bill of \$17.58 for books, which should have been paid out of the appropriation for that year, was presented for payment on March 20, but as the books and reports were either completed or so near completion that it would derange them to pay the bill then, it was allowed to go over until this year, hence the expenditures this year appear to be \$20.48 above the appropriation, but really are \$17.58 less or \$2.90 above this year's appropriation.

#### SUMMARY.

Appropriation for Library, .....		\$150 00
Paid for books, .....	\$113 97	
“ Rent, .....	25 00	
“ Librarian, .....	30 00	
“ Incidentals, .....	1 51	
	<hr/>	\$170 48
Expended above the appropriation, . .		\$20 48
We recommend for Library, \$100.00.		

Respectfully submitted,

A. B. NEWELL,  
N. M. PEASE,  
J. W. MULRONEY,

*Library Trustees.*

## Librarian's Report.

---

Total circulation for the year, .....	3,667
Book borrowers, .....	194
Volumes in Library, .....	1,910
Purchased, .....	87
Donations, .....	14

Donors of books: Smithsonian Report, Washington, D. C., 1; Massachusetts Volunteer Association, 1; Miss Sarah Walker, 1; H. Warner, M. D., 1; Rev. C. B. Bliss, 10.

Donors of Magazines and Periodicals: Woman's Journal, Boston; Success, Arthur Jones; Record of Christian Work, Mrs. A. S. Leonard; McClure's, World's Work, Outlook, Misses Beebe, Westfield; Our Dumb Animals, Humane Society, Boston.

Respectfully submitted,

MRS. JOHN Q. ADAMS,

*Librarian.*

HAMPDEN, MASS., March 20, 1906.

REPORT

OF THE

Superintendent of Schools

OF THE

TOWN OF HAMPDEN.

---

1905-1906.

## Superintendent's Report.

---

*To the School Committee of Hampden:—*

GENTLEMEN:—To you and to the citizens of the town this report is respectfully submitted.

The change of one-half our teaching force at the beginning of the fall term has been the marked feature of the year, but despite these changes quiet progress has been made.

Since the writing of the last report the following teachers have resigned:—

	RESIGNED.	TERM OF SERVICE.
Miss Flora L. Griswold,	March, 1905	1 year
Miss Harriet Russell,*	June, 1905	1 term
Miss Katie D. Greenleaf,	June, 1905	1 year
Miss Eva S. Dearborn,	June, 1905	1 year

### PRESENT CORPS.

	ELECTED.
Miss Catherine Lennan,	August, 1905
Miss Etta C. Beebe,	Spring, 1895
Miss Maude Aiken,	June, 1905
Miss Grace L. Pease,	April, 1893
Miss Leola Bradway,	July, 1905
Miss Frances L. Stockton,	April, 1904

We have been greatly favored in retaining so many of our teachers for so long a period of time and equally successful in the choice of the newer ones, for, contrary to the general belief, good teachers are very scarce and when, by mischance, one re-

---

\*Died February, 1906.

signs, it is only by the most fortunate combination of circumstances that her place is satisfactorily filled.

The normal schools send out scores of graduates every June, but many of these, though well equipped, prefer, and are better adapted to, classes in a building with a principal to whom they can always appeal for counsel or assistance, to schools where they must rely for the most part upon their own resources.

This year we have been able to secure the services of experienced and efficient teachers, and, as a result, our schools have been well ordered and commendable progress in studies has followed.

Vertical writing which has been in use in our schools for nearly ten years is quite generally replaced by the half slant. The former was much more readily learned than the old Spencerian and the writing was therefore much more legible. For beginners and those who must leave school early and find employment where writing is not constantly demanded it has proved most valuable, but business men have objected to it on account of the length of time and greater space which it requires. It has probably had its day, but it has served a good purpose and has brought about what seems to be a more rational method than either itself or the old slant of about fifty-two degrees.

The medial slant adopted here at the beginning of the winter term is as legible and takes less room than the vertical, while it is more natural and therefore more easily acquired than the Spencerian. This system uses no books. The copies are on slips of paper which can be used many times and spaced paper is provided for practice. By this means we shall be able to use the pages of our old books sacrificing only the single line of copy at the head of the page. The children have adopted the new hand and are doing well. I should be glad to have a reproduction of their writing appear in the next report.

The music and drawing have been especially good. By the Weaver system of teaching music each child is required to stand and sing without assistance the slip which he holds in his hand.

In this way he acquires confidence and power which could never be gained in chorus work. The concentration of thought and the accuracy that this demands will be invaluable to him in after life even though he fail to become a good singer—but there are very few who cannot learn to sing well.

The last report of the State Board of Education shows that nearly ninety-seven per cent of the children of the state are taught drawing under the supervision of a special teacher.

The old objection that few can excel in this subject has been so frequently overthrown by experience that it needs no refutation. We do not expect that any will become artists, but neither do we expect instruction in composition writing to produce authors of merit.

In teaching drawing we endeavor to train to close and correct observation, to educate the muscles to respond accurately to the intelligent commands of the brain, and to lead to the perception and appreciation of the beautiful in nature and in art.

It may be said that knowledge of this subject will not help any child to earn his living. The same may be said of music, but both will increase his enjoyment and happiness and who feels the need of the light and beautiful more keenly than the overworked and heavy-hearted?

Besides, it is not true that it will not be of material aid in gaining a livelihood for, as one rightly says, "The majority of those who go to our schools are to take some part in the making, or shaping or growing of actual physical objects, which can be accurately and clearly described only by drawings and not by words and it is therefore essential that they have some facility in graphic expression or they will lack the means of securing an intelligent, accurate, and thorough understanding of their work in life."

"I do not think its value can be exaggerated because it gives the means of training the young in attention and accuracy, which are the two things in which all mankind are more deficient than in any other mental quality whatever. I con-

sider there is nothing of so great value as the habit of drawing to secure these two desirable ends."

It has seemed fitting that the citizens should see some representation of this department of our school work and a page has been prepared for insertion in this report.

For two years I have sent to every school at the close of each month a typewritten schedule of work to be done in each class during the following month, giving the teachers to understand that this should neither retard nor unduly hasten the progress of their pupils. The outlines have been suggestive rather than compulsory, that is, any class has been free to exceed the assigned amount and no class has been expected to accomplish more than it could do thoroughly.

The plan has been helpful inasmuch as it has been more definite than the course laid down for the year and by it teachers have been enabled to give to each period of time its due proportion of work. Much better results have been obtained since the adoption of this feature.

In former reports I have endeavored to show how the methods now employed in teaching arithmetic and reading differ from those of former days. In this, I will present the subject of English.

The study of English grammar was formerly deferred until the learner was somewhat advanced in other studies and it was then, for the most part, confined to the parts of speech, their properties, and varied relations. Parsing was important, conjugations and rules of syntax were prominent, but the spoken English was often most faulty.

Composition, which is now begun at an early age and systematically continued throughout the course, was then required from advanced pupils only, and abstruse subjects were often assigned.

The first grade child is now taught that the sentence which *tells* him something must be followed by a period and that a question is not complete without its distinguishing mark.

Poems are learned and not a day passes without their recitation. Pictures are described in his own words and he relates his own observations and experiences.

His spoken language receives constant and careful attention. One can hardly remain an hour in a schoolroom without hearing the admonitions of the teacher concerning the use of *see*, *give*, and *done* and the elimination of the word *got*.

The *second* grade emphasizes the writing of proper names, of addresses, and of dates with the necessary marks of punctuation. Abbreviations are not learned in lists, as formerly, but common ones are written many times in sentences and every day talks on familiar subjects furnish opportunity for correct oral expression.

All language work is divided into two parts, oral and written, and in every grade we endeavor to build on what the children already know, founding the lessons of each day on those of the preceding. Thus the work of every term is, in some degree, a repetition of all that has gone before.

In grade *three* the oral lessons are largely reproductions of stories told by the teacher or read by the pupils. Every school is furnished with books in preparation for the future study of geography and history and stories of the little people of foreign countries and of famous men form the bases of conversations and written exercises.

The writing also includes capital letters, abbreviations, initials of names of persons, the contractions *isn't*, *aren't*, *hasn't*, *don't*, *doesn't*, and friendly correspondence.

The *fourth* grade attends to the use of the comma, (1) following the name of the person addressed, as, James, please close the door. (2) In words of a series, as, The red, the white, and the blue. (3) In the three forms of direct quotation as, (a), His mother said, "I will, if I can." (b), "I will, if I can," said his mother. (c), "I will," said his mother, "if I can."

It also takes the writing of letters, of notes of invitation

with suitable replies, receipts, addressing envelopes, and the apostrophe in singular and plural possessives.

The *fifth* grade continues the work of the fourth and is much like it except in degree. Letter writing is a prominent feature.

Dictation exercises are frequent and much pains is taken with sentences and paragraphs. Pupils are required to condense the meaning of a paragraph into a single sentence and to reproduce what they have read or studied in correctly written papers.

The *sixth* grade strives to increase the child's vocabulary by the use of synonyms, as huge or immense for very large; to teach the spelling of homonyms as *sail* and *sale*, *flour* and *flower*, etc., and dwells upon the choice of verb forms as *see*, *saw*, *lie*, *lay*, *has laid*, *has lain*, *did*, *done*, *sit*, *set*, etc.

Classes in this grade write advertisements, telegrams, and business letters, but technical grammar is not taken until the *seventh* year, when it is begun in a plain and simple way.

The main topics are the different classes of sentences, subject, predicate, object, parts of speech, phrases and clauses. A great deal of time is here given to original, dictated and copied writing.

The formal study is continued in grades *eight* and *nine* and here the work is similar to that of our own school days, although there is far more required in the way of writing and in the study of the best literature and far less in vain repetitions.

The ineffectiveness of the old teaching is shown by the fact that incorrect forms often seem more natural and really sound better to the average child than do correct forms showing that he is accustomed to their use at home, while it is by no means rare to hear adults who once learned the rules of syntax violate them all in conversation.

The aim of the present teaching is to fulfill the intention of

the past—to teach the young “how to speak and write the English language correctly.”

Respectfully submitted,

MARY L. POLAND.

March 5, 1906.

SEPTEMBER 5, 1905, TO MARCH 14, 1906.

SCHOOLS.	Total Enrollment.	Total Membership.	Average Membership.	Average Attendance.	Per Cent. Attendance.	Tardy Marks.
No. 1, Advanced.....	26	25	22.3	20	89	64
“ 1, Primary.....	26	24	19.3	18.5	95.5	32
“ 2, Advanced.....	19	18	17.8	16.9	93	27
“ 2, Primary.....	19	15.4	15.2	14	93	21
“ 3.....		9	8	8	94.8	
“ 4.....	12	11	9	8	78	12
Total.....		102.4	91.6	85.4	90.5	

Neither absent nor tardy for three terms, Eleanor Burleigh; for two terms, Esther Burleigh, Mary Wall; for one term, Mildred Bennett, Charles Burleigh, Raymond Burleigh, Louise Burleigh, Edna Carew, Florence Carew, Grace Casey, Helen Casey, Michael Casey, Gertrude Lyons, James O'Brien, Helen Redden, William Sessions, Henry Vinerski.

## Report of the Supervisor of Drawing.

---

*Miss Mary L. Poland, Superintendent of Schools:—*

Four years have now passed since we commenced our work in drawing in the Hampden schools.

In that time there have been few difficulties to contend with, the chief ones being the large number of grades in a room, and the frequent change of teachers in the two rooms for advanced pupils.

In the advanced school in the village, the spirit of the class, as a whole, has never during that time been better than now, and the work is correspondingly good. I have been much pleased with what has been accomplished there the past two terms.

In the other grammar school, though it would have been in many ways an advantage if one teacher could have been retained during the whole time, we have been especially fortunate, through many changes, in always having teachers whose work in drawing has been especially excellent.

The ability and interest of the regular teacher have more influence on the attitude of the children toward the subject, and the consequent results, than any other one thing.

The Hampden teachers without exception are showing a very gratifying amount of interest at the present time, as those in the two primary rooms have always done. The teachers in those two rooms have continued the excellent work commenced by them four years ago, and those in the two mixed schools are also doing very satisfactory work.

We have this year again inserted a sheet of children's drawings with the report. The necessarily small number shown makes it impossible to give a very clear idea of what is done in



- |                              |                  |
|------------------------------|------------------|
| 1. CHRISTMAS TREE,           | CHARLES AGARD    |
| 2. ILLUSTRATION—A WINDY DAY, | GORDON AVERY     |
| 3. BITTERSWEET,              | ELEANOR BURLEIGH |
| 4. YELLOW DAISY,             | FRANK PERRY      |
| 5. DESIGN FOR HANDKERCHIEF,  | ANDREW REDDEN    |
| 6. THANKSGIVING SOUVENIR,    | AGNES GUNTHER    |
| 7. SURFACE DESIGN,           | IDA WARREN       |
| 8. PAIL,                     | ALICE BRENNAN    |

this line, but an attempt has been made to show as large a variety as possible and, as was not the case two years ago, every school is this time represented.

Respectfully,

ALICE F. WILLARD.

March, 1906.

## Report of the Supervisor of Music.

---

A regular graded course of study of music has been followed as closely as possible during the past year, and faithful work has been done by both grade teachers and pupils.

Naturally we cannot expect the results from rooms containing four or more grades that we would from those of only one or two, but progress has been made, and the individual system used gives each child a chance which he might not otherwise have. We know of no other method of teaching music so well adapted to the various conditions found in different school-rooms.

There have been changes in the teaching force, but the newcomers have taken up the work in an earnest and responsive manner, and the town of Hampden is to be congratulated upon having an exceedingly efficient corps of teachers. The Supervisor realizes that it is only by co-operation, working together with the same end in view, that the best results are obtained.

We desire that the pupils in our charge shall be so equipped musically at the end of the grammar school course that they can appreciate and enjoy good music, sing a number of good songs, and sing, at sight, any simple melody or a second or third part in a chorus.

Vocal music is now taught as a regular branch of study in all the schools of two hundred and seventy of the three hundred and fifty-four towns and cities of Massachusetts. These two hundred and seventy towns contain ninety-four and five tenths per cent of all the schools in the state, and ninety-six and eight tenths per cent of all the pupils.

We quote from a recent "Report on the Teaching of Music in the Public Schools of Massachusetts to the Committee on

Music of the State Board of Education” by George M. Martin, Secretary.

“Some members of the State Board of Education have felt that music was one of the essentials of education. They have realized that the ability to hear is as universal a gift as the ability to see, and have noted that, while training is provided in observation and in reproducing impressions created by observation, the wisdom of training the kindred sense of hearing is far less generally admitted. There are members of the Board of Education who believe that the ear has a no less useful office in life than the eye. Through the spoken word, by the living voice, we come into the closest possible communion with our fellows; and when the common elements of sound existing in the world all about us are raised and glorified by the art of music, an avenue of life is open which knows no end. Especially in a materialistic age does the art of music become of great importance, in providing food for the growth of that spiritual life without which a free Commonwealth cannot exist.”

Respectfully submitted,

MARY ELIZABETH HOWARD,

*Supervisor of Music.*

WILBRAHAM, February, 1906.

REPORT  
OF THE  
SCHOOL COMMITTEE  
OF THE  
TOWN OF HAMPDEN.

---

1905-6.

# Report of School Committee.

## SCHOOL COMMITTEE.

JOHN N. ISHAM,	Term expires 1908
A. B. NEWELL,	Term expires 1907
M. H. WARREN,	Term expires 1906

## ORGANIZATION.

A. B. NEWELL, *Chairman.* M. H. WARREN, *Secretary.*

## TRUANT OFFICERS.

MATTHIAS CASEY, J. W. MULRONEY.

The following sums were appropriated by the town for school purposes:—

Town appropriation for schools, . . . . .	\$1,300 00	
Dog fund, . . . . .	106 48	
School supplies, . . . . .	200 00	
Permanent repairs, . . . . .	100 00	
Music, . . . . .	100 00	
Drawing, . . . . .	100 00	
Superintendent, . . . . .	50 00	
High school tuition, . . . . .	100 00	
		<hr/>
Total by the town, . . . . .		\$2,056 48
Received from state school fund, . . . . .	\$1,056 85	
State Board of Charity, . . . . .	138 00	
Lyman school, . . . . .	11 00	
School superintendent, . . . . .	234 38	
High school tuition, . . . . .	155 00	
		<hr/>
Total from the state, . . . . .		1,595 23
Available for school purposes, . . . . .		<hr/>
		\$3,651 71

## EXPENDITURES—TEACHERS' WAGES.

## SCHOOL No. 1.

Primary.	Spring.	Fall.	Winter.	Total.
Miss Etta C. Beebe,	\$130 00	\$124 00	\$136 00	\$390 00

## Advanced.

Miss Harriet Russell,	128 00			
Miss Catherine Lennan,		136 40	149 60	414 00

## SCHOOL No. 2.

## Primary.

Miss Grace M. Pease,	117 00	111 60	129 20	357 80
----------------------	--------	--------	--------	--------

## Advanced.

Miss K. D. Greenleaf,	117 00			
Miss A. M. Aiken,		111 60	129 20	357 80

## SCHOOL No. 3.

Miss Eva G. Dearborn,	104 00			
Miss L. M. Bradway,		99 20	108 80	312 00

## SCHOOL No. 4.

Miss F. L. Stockton,	97 50	99 20	108 80	305 50
----------------------	-------	-------	--------	--------

---

\$2,137 10

## INCIDENTALS.

## SCHOOL No. 1.

Paid as follows:—

C. A. Burleigh, janitor,.....	\$22 40
Raymond Burleigh, janitor,.....	19 75
Bridget Lyons, washing rooms,.....	5 00
Warner Chapin, sawing wood,.....	10 38
H. E. Sessions, wood,.....	7 00
Thresher Bros., wood,.....	7 00

Meekins, Packard & Wheat, table, .....	\$5 00
N. M. Carew, wood, .....	13 13
M. H. Warren, work, .....	8 00
W. S. Hunt, sundries, .....	45
M. Casey, truant officer, .....	50
J. Q. Adams, work, .....	6 15
A. A. Jones, work, .....	2 00
	<hr/>
Total, .....	\$106 76

## SCHOOL No. 2.

John W. Casey, work, .....	\$2 50
Daniel O'Brien, sawing wood, .....	4 00
S. P. Chapin, wood, lumber, .....	14 08
J. O'Brien, janitor work, .....	36 25
Hampden Lumber Co., lumber, .....	2 37
Mrs. D. O'Brien, washing rooms, .....	3 00
J. L. Gottsche, sundries, .....	4 42
J. W. Mulroney, 9,700 lbs. coal and drawing, ...	36 23
W. S. Hunt, sundries, .....	1 00
J. N. Isham, pump handle, .....	50
M. Casey, truant officer, .....	1 00
W. W. Leach, work, .....	3 55
Forbes & Wallace, window shades, .....	3 50
	<hr/>
Total, .....	\$112 40

## SCHOOL No. 3.

N. M. Carew, wood, .....	\$12 00
R. H. Pease, janitor, sawing wood, .....	23 20
Thresher Bros., wood, .....	3 50
J. L. Gottsche, sundries, .....	2 29
	<hr/>
Total, .....	\$40 99

## SCHOOL No. 4.

M. L. Mills, work, .....	\$3 00
Mrs. M. Mills, washing schoolrooms, .....	2 50
Roscoe Mills, janitor work, .....	5 00
C. I. Burleigh, repairs on schoolhouse, .....	3 05
William House, wood, sawing, .....	11 00
G. T. Ballard, cash for incidentals, .....	2 00
Ruby Patric, janitor, .....	7 40
Annie M. Siegel, janitor, .....	3 40
F. J. Kenworthy, lock, key, .....	45
C. N. Whitaker, wood, sawing, .....	14 00
J. Q. Adams, work, .....	50
W. S. Hunt, sundries, .....	28
A. B. Newell, work, .....	90
	<hr/>
Total, .....	\$53 48
Total cost of incidentals, .....	\$313 63

## PERMANENT REPAIRS.

## SCHOOL No. 1.

Paid as follows:—

W. S. Hunt, sundries, .....	\$1 85
William Gardner, painting, .....	2 00
J. W. Duffie, painting, .....	1 00
	<hr/>
Total, .....	\$4 85

## SCHOOL No. 2.

T. M. Walker, painting materials, .....	\$2 85
W. S. Hunt, oil, paint, .....	35 23
William Gardner, painting, .....	26 50
J. W. Duffie, painting, .....	26 00
R. Pease, lumber, .....	3 29

J. W. Casey, work,.....	\$10 20
John N. Isham, work and materials,.....	11 50
Bacon & Donnovan Engine Co., pump,.....	8 00
	<hr/>
Total, .....	\$123 57

## SCHOOL No. 3.

W. S. Hunt, paint,.....	\$1 00
William Gardner, painting blackboards,.....	2 50
	<hr/>
Total, .....	\$3 50

## SCHOOL No. 4.

C. I. Burleigh, repairs and materials,.....	\$13 29
W. S. Hunt, oil and sundries,.....	6 80
J. Q. Adams, work, materials for outbuilding,....	19 00
	<hr/>
Total, .....	\$39 09
Total for permanent repairs,.....	\$171 01
Appropriation, .....	100 00
	<hr/>
Deficit, .....	\$71 01

## SCHOOL SUPPLIES.

Silver, Burdett & Co., school and music readers,..	\$18 50
Ginn & Co., music readers,.....	4 40
A. F. Willard, paints, brushes, rulers,.....	4 84
Milton Bradley Co., 3½ dozen scissors,.....	4 38
Wadsworth, Howland & Co., brushes,.....	2 25
M. E. Howard, expressage,.....	1 15
F. L. Kenworthy, expressage,.....	8 35
Benjamin H. Sanborn, writing copies,.....	9 00
H. R. Johnson, envelopes,.....	75

City of Springfield, school supplies,.....	\$1 00
H. Rude, books and supplies,.....	157 96
Stella M. Day, care of books and supplies,.....	30 00
Total, .....	<u>\$242 58</u>
Appropriation, .....	200 00
Deficit, .....	<u>\$42 58</u>

#### CONVEYANCE OF SCHOLARS.

Paid as follows:—

Lucien Winslow, .....	\$45 33
F. J. Kenworthy,.....	9 75
Total, .....	<u>\$55 08</u>

#### HIGH SCHOOL TUITION.

Town of Westfield, John C. Beebe,.....	\$25 00
City of Springfield, Mina A. Sessions,.....	15 00
Total, .....	<u>\$40 00</u>
Appropriation, .....	100 00
Unexpended, .....	<u>\$60 00</u>

#### MUSIC.

Paid Miss M. E. Howard,.....	\$100 00
Appropriation, .....	<u>100 00</u>

#### DRAWING.

Paid Miss A. F. Willard,.....	\$90 00
Appropriation, .....	100 00
Unexpended, .....	<u>\$10 00</u>

## SCHOOL SUPERINTENDENCE.

Paid as follows:—	
Miss Mary L. Poland, salary,.....	\$286 24
Expense of hiring teachers,.....	9 49
G. G. Ware, 6/33 expense of typewriter,.....	18 64
East Longmeadow, share of United District,.....	5 25
	<hr/>
Total, .....	\$319 62
Received from state for superintendent,.....	234 38
	<hr/>
Net cost, .....	\$85 24
Appropriation, .....	50 00
	<hr/>
Deficit, .....	\$35 24

Town of Hampden, in account with Stella M. Day, agent for school supplies for the year ending March 20, 1906:—

By inventory, March 20, 1905,.....	\$56 93	
Books and supplies of H. Rude,.....	157 96	
Silver, Burdett & Co.,.....	9 60	
Wadsworth, Howland & Co.,.....	2 25	
H. R. Johnson,.....	75	
	<hr/>	\$227 49

To books and supplies furnished schools:—

No. 1 Advanced,.....	\$46 15	
No. 1 Primary,.....	27 14	
No. 2 Advanced,.....	36 88	
No. 2 Primary,.....	12 85	
No. 3, .....	20 41	
No. 4, .....	32 67	
Cash for supplies,.....	1 22	
Inventory of stock on hand,.....	50 17	
	<hr/>	\$227 49

Summary of appropriations and expenditures for school purposes:—

Town appropriation for schools, . . . . .	\$1,300 00	
Dog fund, . . . . .	106 48	
School supplies, . . . . .	200 00	
Permanent repairs, . . . . .	100 00	
Music, . . . . .	100 00	
Drawing, . . . . .	100 00	
Superintendent, . . . . .	50 00	
High School tuition, . . . . .	100 00	
	<hr/>	
Total by the town, . . . . .		\$2,056 48
Received from state school fund, . . . . .	\$1,056 85	
State Board of Charity, . . . . .	138 00	
Lyman school, . . . . .	11 00	
School superintendent, . . . . .	234 38	
High School tuition, . . . . .	155 00	
	<hr/>	
Total from the state, . . . . .		1,595 23
		<hr/>
Available for school purposes, . . . . .		\$3,651 71

EXPENDITURES.

Teachers' wages, . . . . .	\$2,137 10	
Incidentals, . . . . .	313 63	
Permanent repairs, . . . . .	171 01	
School supplies, . . . . .	242 58	
Conveyance of scholars, . . . . .	55 08	
Superintendent's account, . . . . .	319 62	
Music, . . . . .	100 00	
Drawing, . . . . .	90 00	
High School tuition, . . . . .	40 00	
	<hr/>	
Total expense, . . . . .		3,469 02
		<hr/>
Balance unexpended, . . . . .		\$182 69

The school buildings in town are in good condition. Slight repairs have been made in Nos. 1 and 3; more general repairs in No. 2, the schoolhouse having been painted and a new pump furnished; also, a new outbuilding has been made in No. 4. The coming year the schoolhouse in No. 1 should be painted; other repairs of the school buildings will be small.

The schools have been in session thirty-eight weeks the past year. For a more detailed account of the condition of the schools, their work and methods, the committee refer you to the reports of the superintendent and teachers of music and drawing, which we heartily indorse.

Your committee would recommend the following appropriations for school purposes the ensuing year:—

For schools, dog fund and . . . . .	\$1,100 00
Music, . . . . .	100 00
Drawing, . . . . .	100 00
Repairs, . . . . .	100 00
School superintendent, . . . . .	50 00
High School tuition, . . . . .	50 00
Books and supplies, . . . . .	200 00

Respectfully submitted,

A. B. NEWELL,  
M. H. WARREN,  
JOHN N. ISHAM,

*School Committee.*