

NEW MARKET HISTORICAL SOCIETY  
STONE SCHOOL MUSEUM  
NEWMARKET, N.H.

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DEPARTMENT OF  
**PUBLIC INSTRUCTION.**

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ANNUAL REPORT

OF THE

**SCHOOL COMMITTEE,**

FOR THE

YEAR ENDING MARCH 1,

1881.

## SCHOOL REPORT.

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The School Committee would respectfully submit the following report of the condition of the public schools for the year ending March 1, 1881.

Several items of the report are necessarily imperfect, caused by the fact that the report has to be ready for printing prior to the close of the school year.

Whenever admissible, we have anticipated figures and results.

## STATISTICAL TABLE NO. 1.

District No.	Name of School.	Prudential Committee.	Teacher.	No. of Weeks.	Monthly Wages	Visits by School Committee.	Visits by Prudential Com.
1	High.	George L. Dearborn. Nathan H. Leavitt. Bradford S. Kingman.	H. W. Ring.	30	\$66.67	9	3
	Grammar, 1st Grade.		{ Annie Barter. Mattie W. Haley.	30	40	9	7
	Grammar, 2nd Grade.		Carrie E. Thompson.	30	40	9	6
	Intermediate.		Anna M. Harvey.	30	36	9	5
	Primary, 1st Grade.		Martha S. Towle.	30	36	7	7
	Primary, 2nd Grade.		Alice P. Lord.	30	32	6	3
	Durham Side.		Bessie A. Canney	30	32	6	2
2	Pine Hill.	Joseph Watson.	Frank R. Alley.	18	28	4	0
3	Four Corners.	I. W. Norton.	Lillian M. Hoyt.	23	26	4	1
4	Grant.	Elbridge N. Doe.	Carrie L. Norton. Jennie S. Smith.	18	24	3	1
5	Plains.	B. F. McDaniel.	Bertha A. Buzzell.	21	23	6	0
6	Bay Side.	Ellen K. Knowlton.	Jennie S. Smith.	19	24	5	2

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## STATISTICAL TABLE NO. 2.

Name of School.	Term.	School Commenced.	School Closed.	No. of Pupils.	Boys.	Girls.	Average Daily Attendance.	Reading.	Spelling.	Pennmanship.	Arithmetic.	Geography.	Grammar.	History.	Other Studies
Grammar, 1st Grade.	1	April 19	June 25	31	18	13	28	31	31	31	31	10	31	21	
	2	Sept. 6	Nov. 12	25	12	13	23	25	25	25	25	6	25	20	
	3	Dec. 28	Mar. 4	23	12	11	20	23	23	23	23	6	23	7	
Grammar, 2d Grade.	1	April 19	June 25	44	22	22	39	44	44	44	44	44	44		
	2	Sept. 6	Nov. 12	35	19	16	31	35	35	35	35	35	35		
	3	Dec. 28	Mar. 4	41	20	21	37	41	41	41	41	41	41		
Intermediate.	1	April 19	June 25	44	22	22	42	44	44	44	44	44	44		
	2	Sept. 6	Nov. 12	43	21	22	40	43	43	43	43	43	43		
	3	Dec. 28	Mar. 4	41	25	16	38	41	41	41	41	41	41		
Primary, 1st Grade.	1	April 19	June 25	31	16	15	24	31	31	20	31	31	31		31
	2	Sept. 6	Nov. 12	49	26	23	43	49	49	23	49	49	49		49
	3	Dec. 28	Mar. 4	56	30	26	30	56	56	23	56	56	56		56
Primary, 2d Grade.	1	April 19	June 25	52	26	26	45	52	52						52
	2	Sept. 6	Nov. 12	66	35	31	51	66	66						66
	3	Dec. 28	Mar. 4	64	24	40	45	64	64						64
Durham Side.	1	April 19	June 25	44	16	28	39	44	44	19	23	29			44
	2	Sept. 1	Nov. 12	49	21	28	42	49	49	23	31	29			49
	3	Dec. 28	Mar. 4	40	19	21	36	40	40	23	30	29			40
Pine Hill.	1	April 19	June 25	14	8	6	12	14	14	7	9	9	9		2
	2	Sept. 6	Oct. 29	14	8	6	11	14	14	5	7	7	7	5	7
Four Corners.	1	May 3	June 25	15	7	7	13	15	15	12	14	12	7	4	1
	2	Oct. 18	Feb. 11	14	7	3	8	10	10	7	8	7	4	1	
Grant.	1	May 10	July 2	10	7	3	8	10	10	10	10	5	2	1	
	2	Nov. 7	Jan. 14	10	7	3	8	10	10	10	10	5	2	1	
Plains.	1			22				22	22	10	12	12	1	2	
	2			14				14	14	10	12	12	1	2	
Bay Side.	1	April 26	July 2	14	7	7	12	14	14	10	12	12	1	2	
	2	Sept. 6	Nov. 8	14	7	7	12	14	14	10	12	12	1	2	

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## STATISTICAL TABLE NO. 3.

HIGH SCHOOL.

DISTRICT NO. 1

PRINCIPAL, H. W. RING.

Whole number of pupils..... 24  
 Average daily attendance..... 19  
 First term commenced April 19, 1880, closed June 25, 1880.  
 Second term commenced Sept. 6, 1880, closed Nov. 12, 1880.  
 Third term commenced Dec 28, 1880, closed March 4, 1881.

### STUDIES PURSUED.

Class.	Term.	No. of Pupils	Boys.	Girls.	Latin.	Botany.	Natural History.	Civil Government	Geology.	General History.	Physics.	Composition & Rhetoric.	English Literature.	Astronomy.	Arithmetic.	Grammar.	Geometry.	Book Keeping.	Physiology.	Algebra	& Reading Spelling.	Chemistry.	Surveying.
Senior.	1	8	4	4	2	8			6	8			8	8	6						8		
	2	8	4	4	2				6	8			8	8	6						8		
	3	8	4	4	2				6	8			8	8	6						8		
Middle.	1	1		1							1	1				1	1				1		
	2	1		1							1	1				1					1		
	3	1		1				1			1										1	1	
Junior.	1	10	4	6		10									10					10	10		
	2	10	4	6	2	10									10					10	10		
	3	8	4	4	2													8	8	8	8		

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## STATISTICAL TABLE NO. 4.

Whole number of enrolled pupils in town..... 475  
 Number of boys in town, as returned by Selectmen, between the ages of five and fifteen..... 150  
 Number of girls in town, as returned by Selectmen, between the ages of five and fifteen..... 154

The committee does not know of any children in town between the ages of four and fourteen, not attending school, and he does not know of any persons between the ages of fourteen and twenty-one years who cannot read and write.

Amount of school money raised by town..... \$3,500.00

Pupils having no absences for the school year to Feb. 21:

DISTRICT No. 1. { HIGH SCHOOL—Flora B. Treadwell.  
 1st GRAMMAR—Ada M. Critcherson, Orin B. Randall, Charles Caswell, Edward M. Tasker.  
 2d GRAMMAR—Herbert B. Smart, Lonie Caswell.  
 INTERMEDIATE—Grace Wetherell, Willie Drew, Harry Hamilton, Herbert Davis.  
 1st PRIMARY—Robert Saunders.  
 DURHAM SIDE—{ Gertie Tuttle, Willie C. Pride, Sammie Tuttle, Joseph Hamell, Alice M. H. Farber, Mabel Kennison.

PINE HILL—Edward E. Winkley, Fred L. Mathes, Edwin J. Watson.

FOUR CORNERS—Cora A. Haines.

PLAINS—Jennie M. Young.

BAY SIDE—Nellie M. Drew, Eliza A. Edgerly, Ella F. Drew, Albert H. Edgerly, Eben G. Kent.  
 Pupils having no absences for the last two school years: Ada M. Critcherson, Edward M. Tasker, Edward E. Winkley, Nellie M. Drew, Eliza A. Edgerly, Herbert B. Smart.

Pupils having no absences for the last three school years: Nellie M. Drew, Eliza A. Edgerly, Ada M. Critcherson, Herbert B. Smart.

Pupils having no absences for the last four school years: Herbert B. Smart.

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## STATISTICAL TABLE NO. 5.

*Rank of the Schools in District No. 1, in which tests are given, with 100 as the maximum.*

HIGH SCHOOL, Average for the year.....	80
1ST GRAMMAR, Average for the year.....	79
2D GRAMMAR, Average for the year.....	89
INTERMEDIATE, Average for the year.....	88

*Scholars ranking highest in their respective classes during the year, with 100 as the maximum.*

HIGH SCHOOL	}	1ST CLASS—Mamie B. Fullerton, average for the year.....	.87	<sup>3</sup> / <sub>5</sub>
		2D CLASS—Etta Davis, average for the year.....	.78	<sup>1</sup> / <sub>5</sub>
		3D CLASS—Fred F. Tuttle, average for the year.....	.81	<sup>3</sup> / <sub>5</sub>
1ST GRAMMAR	}	1ST CLASS—Ada M. Critcherson, average for the year.....	.98	
		2D CLASS—Bertha Allen.....	.96	
2D GRAMMAR	}	1ST CLASS—Edith B. Kelsey, average for the year.....	.98	
		2D CLASS—Lonie Caswell, average for the year.....	.99	
INTERMEDIATE—1ST CLASS—Grace Wetherell, average for the year.....			.99	

The last test of the closing term of the school year is necessarily not included in the above averages.

In presenting the foregoing statistical report relative to the present condition of the public schools, your committee is greatly pleased to be able to congratulate you on the evident prosperity which has attended your schools during the past year, and the favorable auspices under which the next school year will open. The school year just closed was commenced under circumstances alike unfavorable to the scholars, teachers, and committee, and with which you are doubtless familiar.

That an organized school system should have an authoritative head, is as self-evident as the fact that a ship should have a rudder; and that disorganization and insubordination did not reign supreme at the commencement of the school year, must be attributed to the willingness of the Prudential Committees and teachers to assume responsibilities not granted by law, but which were of inestimable value to the schools, and for which our most hearty thanks should be returned.

The line of action followed by your committee in the government of the schools and in the execution of the laws and regulations relative thereto, was founded on the opinion that such laws and regulations were made for a purpose; that they were designed for the good of the greater number; that no person, party, nor organization, had a right to ask or expect an exception in the enforcement thereof; that all rules and regulations for the guidance and government of any system or organization are useless and an encumbrance when not properly executed; that system and order are as indispensable to the full development and success of our present school system, as they are to the development and success of any business enterprise; and that a grade or standard, founded on the principle of the greater good to the greater number, should not be changed or lowered for the convenience or benefit of the few. Standing on that platform, it has been our

endeavor to have every child of Newmarket under the jurisdiction of the school laws of the State, attend school as required by law, believing that universal and compulsory education is the foundation of our republican institutions, and should be enforced, if necessary, by taxation; to have strict order and impartial discipline maintained in the government of the schools; and to keep and sustain the grade and standing of the several schools as inaugurated at the commencement of the graded system.

What success has attended our efforts a criticising public must determine.

#### SCHOOL-HOUSES.

The school-houses of the several districts are, with, perhaps, one exception, in a passable condition, and sufficient for the present demands of the schools. The school-house on Durham side has been moved back to its former site, thoroughly repaired and refurnished with modern appliances, and now presents a very tasty and inviting appearance. Owing to an increase of scholars, every seat has been filled during the greater part of the year; and if the present improvements being made by the New Market Manufacturing Company should bring additional scholars to the school, as is now anticipated, more ample accommodations will have to be provided by the district. The other schools of like grade, in District No. 1, are also full, and no transfers from Durham side are admissible, excepting such scholars as may be qualified for advancement to a higher grade.

Repairs have been made during the past year on the school-house in District No. 4, but much more should be done to make the house comfortable, convenient, and suitable for school purposes.

The ancient and defaced benches should give place to

modern chairs and desks, and the general appearance of the school-room should be made pleasant and inviting.

In District No. 5 a new school-house is greatly needed; and it is the opinion of your committee that the residents of the district cannot invest a few hundred dollars more advantageously than in building a new and modern school-house. We learn by the eye as well as by the ear, and unsightly and disfigured surroundings do not tend to cultivate habits of order and cleanliness.

It might be well, perhaps, for the parents of scholars, and parties at all interested in matters of education in Districts Nos. 4, 5, and 6, to visit the school-house in District No. 3, and note the gratifying results of a few hundred dollars judiciously expended, and follow the example so worthily set.

#### SCHOOL APPARATUS.

Some new apparatus has been furnished the schools during the past year, including a microscope and an astronomical chart for the high-school room, and much more can be used advantageously. Terrestrial and celestial globes, geographical, chemical, zoological, botanical, geometrical, geological, mechanical, and other charts, diagrams, etc., now considered by our best educators as great helps to both teacher and student, and which are quite generally used in our high schools, should be introduced here as soon as practicable. The fund known as the Literary fund—about \$150 annually—may be expended for school apparatus, according to the following resolution adopted by vote of the town March 9, 1880:—

“*Resolved*, That the apportionment of the Literary fund, annually made to the town of Newmarket, be divided ratably for said town, and be used by said districts in the mainte-

nance of common schools, or in purchasing apparatus for school-rooms.”

By using a portion of the Literary fund annually for school apparatus, in a few years our schools would be supplied with all necessary appliances in that direction.

#### SCHOLARS.

The attendance of scholars during the year has been larger than for several years previous; and the regularity of attendance — with the exception of the primary department — has also greatly improved. Under the graded system, the importance of a regular and punctual attendance cannot be over estimated, and it is the opinion of your committee that a little effort on the part of parents in this particular would give very satisfactory results.

#### COMPULSORY ATTENDANCE OF SCHOLARS.

On the subject of compulsory education your committee has opinions well established and confirmed, and although they may not accord with the opinions of parties affected pecuniarily by the enforcement of the school laws, they are possibly in harmony with the friends of education, the best educators of the present day, and those who believe that a common and universal education of the masses is a safer foundation on which to build republican ideas and institutions, than the accumulations of millionaires, the result, in many instances, of a species of bondage and oppression, second only in their direful effects to that of human slavery. Between capital and labor, as represented by physical force, there is no conflict; between capitol and labor as represented by intelligence, education, thought, and study, there has been an irrepressible conflict since the time when man was told to

earn his bread by the sweat of his brow, and which will continue to be waged so long as the love of gain is the ruling passion of mankind. An ignorant person is powerless in the hands of capital; but when clothed with the power of knowledge and education, he can rise above the clutches of an adversary which would crush him down for selfish ends. Therefore it behooves every true friend of the best interests of society to see to it that our laws bearing on the subject of universal education are executed, and that the agents of the law are supported by a strong public sentiment. It is the opinion of your committee that every child within the jurisdiction of the school laws of the State, should attend school as required by those laws; and nothing but the physical or mental condition of the child should be a barrier in the way. That every parent and interested party may become familiar with the laws relative to compulsory education, they are herein inserted:—

#### GENERAL LAWS OF NEW HAMPSHIRE.

SECTION 11. No child under fifteen years of age shall be employed in any manufacturing establishment, unless he has attended some public school, or private day school, where instruction was given by a teacher competent to instruct in the branches taught in common schools, at least twelve weeks during the year preceding.

SECT. 12. No child under the age of twelve years shall be employed as aforesaid, unless he has attended school aforesaid at least six months during the year preceding, or has attended the school of the district in which he dwelt the whole time it was kept during such year.

SECT. 13. The owner, agent, or superintendent of any manufacturing establishment, or any person connected there-



with, who shall employ in such establishment any child under the age of fifteen years, without having a certificate signed by a majority of the school committee of the town or city in which the child resides, or by such person or persons as they may designate for that purpose, that such child has attended school, as required by sections eleven and twelve of this chapter, shall be fined, not exceeding twenty dollars for each offence.

SEC. 14. Every parent, guardian, master or other person, having the custody, control, or charge of any child between the age of eight and fourteen years, residing in any school district in which a public school is annually taught for the period of twelve weeks or more, within two miles by the nearest travelled road from his residence, shall cause such child to attend such public school for twelve weeks at least in every year, six weeks at least of which attendance shall be consecutive, unless such child shall be excused from such attendance by the school committee of the town, or the board of education of such district, upon its being shown to their satisfaction that the physical or mental condition of such child was such as to prevent his attendance at school for the period required, or that such child was instructed in a private school or at home for at least twelve weeks during such year in the branches of education required to be taught in the public schools, or, having those branches, in other more advanced studies.

The foregoing laws are quite good so far as they go; but it is very generally admitted that children under 15 years of age should attend the public schools the full school year; and to that sentiment your committee responds with a hearty amen.

## DISCIPLINE.

To maintain strict and equitable discipline in our public schools is a duty obligatory on teachers and committees; and no school can be successfully taught without discipline, and *good* discipline, with all that the term signifies in its broadest application. The maintenance of such discipline often calls for all the reserve force, both mental and physical, of our best and most experienced teachers; and they should have reason to feel that they are supported by parents and public sentiment in this direction. The following rules or sentiments on the question of discipline, briefly outlined, are respectfully submitted by your committee:—

(1.) A teacher should maintain such order and discipline as will insure close attention to studies and respect for the rules of the school.

(2.) The authority of the teacher in matters of discipline should never be questioned by scholars or parents, when within the limits of the statutes; and if there is a difference of opinion relative to its application, it should not be expressed in the presence of scholars.

(3.) Do not form an opinion on the word of a scholar; first hear the other side. "One story is good until another is told." Although parents may greatly sympathize with their children in matters of this kind, such sympathy should be held in abeyance to duty, and the best interests of all parties concerned. This matter is the source of very much of the trouble experienced in governing our public schools.

(4.) Rules of government for children in the home-circle are inapplicable, and entirely inadequate for the school-room. This statement covers much ground, and might be elaborated in several directions to the profit of many parents.

(5.) Scholars should be made to obey the rules of the school-room, if possible, by appealing to their better natures; otherwise, apply the lash, and do it vigorously. Between child and teacher, in this matter, there should be only one child.

(6.) Every little matter of discipline arising in our schools should not be enlarged upon, and become a theme for public discussion between *men*; leave little matters with little minds.

(7.) A teacher without force of character to command order and discipline, should resign and seek some other calling. The school-room is no place for such a person, although he may be a living encyclopædia.

(8.) The foregoing sentiments have no personal significance whatever.

#### TEXT-BOOKS.

There never has been a time "within the remembrance of the oldest inhabitant" when the subject of text-books in our public schools, and especially of a contemplated change thereof, did not loom up in such portentous proportions as to call forth the most powerful shafts of the critic, lamentations, loud and deep, from the penurious, cause committees to tremble and sigh over the inappreciableness of human nature. Happily (or otherwise) this momentous question is being solved in such a manner as to leave the critic without an occupation, place the penurious above pecuniary loss, calm the fears of committees, and remove the subject from public attention.

The present condition of the book trade permits old books to be exchanged for new, on even exchange; and undoubtedly the spirit of competition will lead to a desire to excel in the general characteristics of text-books, thus removing