

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

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REPORT

OF THE

SCHOOL BOARD

AND

Treasurer of School District

OF THE

TOWN OF NEWMARKET,

FOR THE

Fiscal Year Ending April 12, 1899,

AND

School Year Ending August 1, 1899.

NEWMARKET, N. H.:

ADVERTISER PRINTING ESTABLISHMENT,

1899.

SCHOOL BOARD.

	<i>Term expires</i>
GEORGE O. HODGDON,	1900
IRVING T. GEORGE,	1901
BRADFORD S. KINGMAN,	1902

FRANK H. PINKHAM, *Treasurer*,
Elected March, 1899.

IRVING A. CASWELL, *Truant Officer and Janitor*.

CORPS OF TEACHERS.

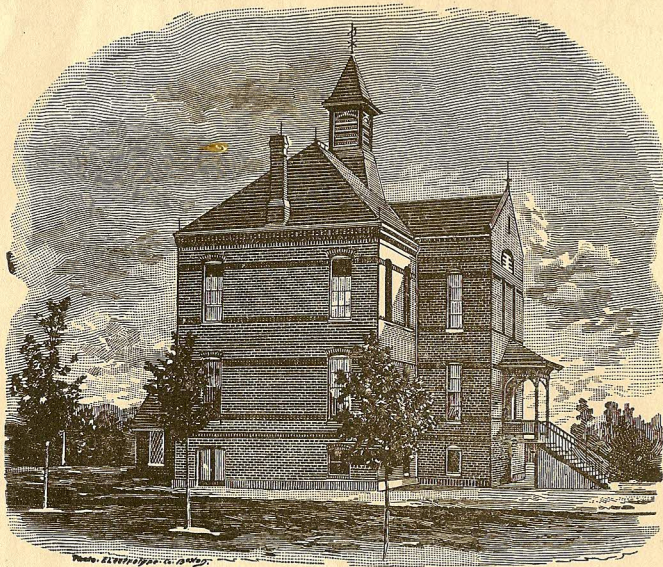
High School,	J. B. MERRILL.
First Grammar,	SARA J. HOLLAND.
Second Grammar,	CHARLOTTE A. THOMPSON.
Intermediate,	ANNA M. HARVEY.
First Primary, South St.,	MARY F. BURNS.
Second Primary, South St.,	JENNIE S. SMITH.
First Primary, North Side,	FLORENCE C. LEAVITT.
Second Primary, North Side,	MARY A. MATHES.
Plains,	JENNIE M. YOUNG.
Four Corners,	BERTHA B. BOWERS.

CALENDAR.

1898-9.

NEWMARKET SCHOOL DISTRICT.

First Term,	Commenced Sept. 12, 1898.
First Term,	Closed Dec. 16, 1898.
Second Term,	Commenced Jan. 2, 1899.
Second Term,	Closed March 24, 1899.
Third Term,	Commenced April 10, 1899.
Third Term,	Closed June 16, 1899.



HIGH SCHOOL BUILDING.

ERECTED IN 1874.

Graduates of the Newmarket High School.

1877.
 Annie M. Sanders Helen Bennett

1878.
 Alice G. Smith Ernest F. Harvey
 Lucy G. Rand Lizzie A. Tuxbury
 Charles S. Sawyer Herbert G. Davis
 Lizzie B. Small Annie M. Glidden
 Edward C. McKone

1879.
 Lauris J. Page Ed. W. Chapman
 Annie B. Stott Hattie B. Bennett
 Charles C. Haines

1880.
 Charles H. Haley Louise J. Tasker
 Hattie B. White Lizzie W. Smith

1881.
 Mamie B. Fullerton Abbie S. Bennett
 S. Lizzie Palmer Charles E. Dame
 Joseph T. O'Connor Carrie B. Monroe
 Frank M. Chapman Olin D. Stevens

1883.
 Mamie H. Dame George E. Doe
 Flora G. Treadwell Fred F. Tuttle
 George M. Laine

1884.
 Charles O. Caswell May H. Monroe
 Ada M. Critcherson Nellie B. Small
 Jennie E. Stott

5

1885.
 Annie M. Downs William F. O'Connor
 Edward M. Tasker

1886.
 Arthur B. Chapman Mary D. White
 Edith B. Kelsey Mary S. Lang
 Carl P. Mellows

1887.
 Grace Bartlett Lonie G. Caswell
 Alice M. Abbott M. Grace Wetherell
 Flora A. Sawyer

1888.
 Lizzie A. Barber Herbert E. Haley
 Orianna McDaniel Susie E. Buzzell
 William G. Rich Etta Palmer
 L. Blanche French Ellen T. Randall
 Martha B. Dockum Elvie Hutcherson
 Mary A. Nichols Effie G. Doe
 T. Jewett Chesley

1889.
 C. Lizzie Caswell Fred E. Bunker
 Grace C. Chapman Alfred W. Woodman
 Harry W. Joy Bela Kingman
 Harry B. Tasker

1890.
 Alice R. O'Connor Mary A. Adams
 Jennie M. Young William F. B. Reilly
 Josie A. Hodgdon Matthew T. Kennedy
 John T. Scannell

1891.
 Georgie A. Chesley Annie B. Jenkins
 Myra I. Ham Florence C. Leavitt
 Mattie M. Hanson Charles H. Mathes
 Grace K. Hanson Florence G. Willey
 Susie N. Kent Mark E. Willey
 Ruth H. Wiswall

1892.
 Kate L. Haley Mabel E. Bunker
 Ethel L. Jordan Lizzie G. Saunders
 Frank L. Sinclair

1893.
 Angie M. Hussey Florence M. Smith
 Grace N. Richardson Perley A. Young

1894.
 Josie M. Young S. Cassell Durell
 Edna B. Snell Ethel W. Perkins
 Lillie R. London Minnie E. O'Connor
 Alice M. Meader Geo. W. Hodgdon
 Rena E. Young Harry C. Mathes

1895.
 Gertrude F. Downing John H. Griffiths
 Bertha B. Bowers James B. C. Walker

1896.
 Evelyn A. Chesley Blanche E. Meader
 Sadie E. Kent Cora E. Tebbetts
 Mabel A. Mathes Mary H. Willey
 Maud E. Mathes Anna E. Young
 Eleanor M. Young

1897.
 Alice M. F. Carpenter Lillian^R Smith
 Mary E. Downing Herbert C. Gray
 Everett G. Davis Catherine S. O'Connor
 Etta F. Kenirson William L. Priest
 Elizabeth E. G. Snell

1898.
 Sadie E. Bell Caroline E. Small

1899.
 Wilfred L. Clark Julia Emma Meader
 Sadie Maye Davis J. Grace Thurston
 Richard S. Hilton John M. Towle
 Louie Mae Young.

STATISTICAL REPORT.

ANNUAL STATISTICAL REPORT OF THE SCHOOL BOARD, FOR THE SCHOOL YEAR ENDING AUGUST, 1899.

Number of boys enrolled, five years of age and upward, attending school not less than two weeks,	208
Number of girls enrolled, five years of age and upward, attending school not less than two weeks,	202
Children under six years,	38
Children between six and sixteen years,	410
Children over sixteen years,	16
Average membership of High School,	19
Average membership of all other schools,	297
Number between five and sixteen not attending any school,	Not reported
Number of scholars not absent or tardy during the year,	15
Number of tardinesses,	641
Number of weeks in all different schools of lower grade for entire year,	404
Number of weeks in High School,	36
Least number of scholars in any school of lower grade,	9
Average expense of the current expenses for the average membership,	\$12 45
Average expense of the total amount expended for the average membership,	\$19 49

REPORT OF TRUANT OFFICER.

To the School Committee:

I respectfully submit the following report for the year ending June 16, 1899:

Number of complaints from teachers,	100
Number of complaints from other sources,	4
Whole number of complaints received,	104
Number of cases of absence investigated,	92
Number of cases of tardiness investigated,	None
Number of children absent without good reason,	52
Number of children found to be truant,	51
Number of children not enrolled placed in school,	2
Number of visits to families,	92
Number of notifications served,	3

ENUMERATION.

The results of the enumeration are as follows:

Number of children between five and sixteen—Boys, 313;
Girls, 350. Total, 663.
Number between ten and sixteen who cannot read and write
English—Boys, 76; Girls, 79. Total, 155.

Respectfully submitted,

IRVING A. CASWELL, *Truant Officer.*

COURSE OF STUDY IN THE PUBLIC SCHOOLS.

PRIMARY—SECOND GRADE.

Oral In-
struction. Common objects; form, size, color; the five senses; good morals; cleanliness of person and dress. Effects of stimulants.

Reading,
Second Class. Begin with elementary sounds and names of letters learned from charts or otherwise.

Word teaching. Werner Primer. Swinton's First Reader, completed and reviewed.

Reading,
First Class. Swinton's, Barnes', Cyr's and Normal Second Reader, completed and reviewed.

Spelling. Spelling from the reading lessons by sound and by letter. Two or more lessons each half-day.

Arithmetic,
Second Class. Counting from 1 to 500.

Arithmetic,
First Class. Exercises each day, given by teacher, in addition. Multiplication tables to the table of sixes, inclusive.

Writing. On ruled paper, with lead pencil.

Drawing. Drawing twice a week.

Vocal and Phys-
ical Gymnastics. One short exercise every session.

Singing. Two or more exercises each day.

PRIMARY—FIRST GRADE.

Oral In-
struction. Domestic animals; the three kingdoms of Nature; lines and angles; plain figures; good morals, politeness, cleanliness of person and dress; effects of alcoholic stimulants.

Reading, Second Class.	Normal Third Reader.
Reading, First Class.	Normal Third Reader, completed and reviewed.
Drawing.	Drawing, twice a week—Eclectic System of Free-Hand and Mechanical Drawing.
Spelling.	Spelling from the reading lessons. Harrington's Speller.
Arithmetic, Second Class.	White's Primary Arithmetic, completed and reviewed; White's Intermediate Dictation exercises, and exercises in addition, subtraction, etc., on the blackboard.
Arithmetic, First Class.	Long division. Notation and numeration to the third period.
Geography, Second Class.	Frye's Primary. Instruction orally from wall maps and moulding board.
Geography, First Class.	Frye's Geography.
Vocal and Physical Gymnastics.	One exercise each session.
Singing.	Two or more exercises each day.
Penmanship.	Normal Review.

INTERMEDIATE.

Oral In- struction.	Good morals, politeness, cleanliness of person and dress, hygiene and effects of alcohol on the human system.
Reading, Second Class.	Swinton's Fourth Reader; particular attention given to pronunciation, punctuation and emphasis.
Reading, First Class.	Swinton's and Normal Fourth Readers. Supplementary Nature Readers.
Spelling.	Harrington's Speller.
Grammar, First Class.	Metcalf's Elementary English.

Arithmetic, Second Class.	White's Intermediate, with review. Special attention to decimal and common fractions. Frequent exercises in notation and numeration to the ninth period.
Arithmetic, First Class.	White's Intermediate and Prince's, completed, with review.
Geography, Second Class.	Butler's Introductory Geography, completed.
Geography, First Class.	Harper's School Geography.
Penmanship.	Normal Reviews, Nos. 2 and 3.
Singing.	One or more exercises each day.
Drawing.	Eclectic System.
Declamation.	Twice each term—on Friday afternoon of the fourth and eighth week.

Written examination of First Class each term by teacher.

GRAMMAR—SECOND GRADE.

Oral In- struction.	In Grammar: Exercises in correcting common grammatical errors, and in distinguishing the different parts of speech; physiology and hygiene, and the effects of stimulants on the human system.
Reading, Second Class.	Harper's Fourth Reader, completed.
Reading, First Class.	Swinton's Fifth Reader; particular attention given to pronunciation, punctuation, emphasis and the use of capitals. Definitions and abbreviations. Supplementary, Our World Readers.
History, Second Class.	Goodrich's Child's History of the U. S.
History, First Class.	Barnes' History of the United States.
Arithmetic, Second Class.	White's Complete.
Arithmetic, First Class.	Walton's Intellectual Arithmetic. White's Complete Arithmetic, to Proportion, with review; frequent exercises in notation and numeration to the ninth period.

Geography, Second Class.	Swinton's Grammar School Geography.
Geography, First Class.	Frye's Complete Geography.
Spelling.	Clark & Dunton's Normal Course in Spelling. Harper's Spelling Blank.
Grammar, Second Class.	Ricker's First Lessons in Grammar.
Grammar, First Class.	Patterson's Grammar.
Singing.	Daily exercises.
Penmanship.	Normal Review.
Drawing.	Eclectic System.
Declamation & Composition.	Twice each term.

Written examinations each term by teacher.

GRAMMAR—FIRST GRADE.

Oral In- struction.	Government—National, State and Municipal affairs.
Reading, Second Class.	Swinton's Fifth Reader.
Reading, First Class.	Swinton's Fifth Reader, completed. Supple- mentary reading, Fiske Irving's Washington and His Country, and The American Citizen. Selections from <i>Youth's Companion</i> .
Spelling.	Clark & Dunton's Normal Course in Spelling.
Physiology and Hygiene, First Class.	Smith's Human Body. Steele's Physiology.
Arithmetic, Second Class.	White's Complete Arithmetic. Walton's In- tellectual Arithmetic. Practical questions out- side of text-book given by teacher.
Arithmetic, First Class.	Walton's Intellectual Arithmetic, completed. Wentworth's Grammar School Arithmetic, com- pleted and reviewed.
Geography, Second Class.	Potter's Advanced Geography, finished and reviewed.

Geography, First Class.	General exercises in Historical Geography and general review.
Grammar, Second Class.	Patterson's Grammar.
Grammar, First Class.	Patterson's Grammar, completed.
History, Second Class.	Barnes' United States History.
History, First Class.	Barnes' United States History, completed.
Drawing.	Eclectic System.
Penmanship.	Normal Review.
Singing.	Daily exercises.
Declamation & Composition.	Twice each term. Declamations shall be on Friday afternoon of the fourth and eighth weeks.

Written examinations each term by teacher.

HIGH SCHOOL.

CLASSICAL COURSE.

JUNIOR YEAR—FIRST TERM.

Algebra, English Grammar, Latin Grammar and Lessons.

SECOND TERM.

Algebra, English Grammar, General History, Latin Gram-
mar and Lessons.

THIRD TERM.

Algebra, General History, Cæsar.

MIDDLE YEAR—FIRST TERM.

Geometry, Physics, Cæsar.

SECOND TERM.

Geometry, Physics, Cæsar.

THIRD TERM.

Geometry, Civil Government, Virgil.

SENIOR YEAR—FIRST TERM.

Astronomy, or French and Arithmetic, English History,
Virgil.

SECOND TERM.

Astronomy, or French, completed, Arithmetic, English History, completed, English Literature, Virgil.

THIRD TERM.

Algebra, English Literature, completed, Cicero, or French and Arithmetic.

Exercises in Reading, Spelling, Declamation and Composition continued throughout the course. Declamations Friday afternoon of the fourth and eighth weeks of each term. Written examinations each term by teacher. Singing exercises daily.

HIGH SCHOOL.

ENGLISH COURSE.

JUNIOR YEAR—FIRST TERM.

Algebra, English Grammar, Physical Geography.

SECOND TERM.

Algebra, English Grammar, General History, Physical Geography.

THIRD TERM.

Algebra, General History, Bookkeeping.

MIDDLE YEAR—FIRST TERM.

Geometry, Physics, Rhetoric.

SECOND TERM.

Geometry, Physics, Rhetoric.

THIRD TERM.

Geometry, Civil Government, Political Economy.

SENIOR YEAR—FIRST TERM.

Astronomy, Arithmetic, English History.

SECOND TERM.

Arithmetic, Astronomy, completed, Chemistry, English History, completed, English Literature.

THIRD TERM.

Algebra, English Literature, completed, Chemistry.

Exercises in Reading, Spelling, Declamation and Composition, continued throughout the course. Declamations Friday afternoon of the fourth and eighth weeks of each term. Written examinations each term by teacher.

TEXT-BOOKS USED IN THE HIGH SCHOOL.

Wentworth's High School Arithmetic.
 Allen & Greenough's Cicero, Cæsar and Virgil.
 Allen & Greenough's Latin Grammar.
 Maury's Physical Geography.
 Meservey's Bookkeeping.
 Wentworth's Geometry.
 Avery's Elementary Physics.
 Essentials of English Grammar—by W. D. Whitney.
 Lessons in English—Lockwood.
 Hart's English Composition and Rhetoric.
 Civil Government—Young's Government Class Book.
 Thalheimer's English History.
 Cathcart's English Literature.
 Martin's Human Body.
 Steele's Chemistry.
 Young's Astronomy.
 Ritchie's Easy Continuous Latin Prose.
 Walker's Political Economy.

TEXT-BOOKS USED IN THE PRIMARY, INTERMEDIATE AND GRAMMAR SCHOOLS.

Natural System of Vertical Penmanship.
 Readers—Swinton's Normal Course, Werner Primer, Stories of Great Americans; Supplementary Reading—English Classics, Seven Little Sisters.
 Geography—Harper's, Potter's, Frye's.
 Arithmetic—White's Series, Wentworth's Grammar School, Walton's Intellectual Arithmetic.
 Grammar—Patterson's New Edition, Whitney and Lockwood's.
 Barnes' United States History.
 Goodrich's Child's History of the United States.
 Scudder's History.
 Harrington's Spelling Book.
 Ling's System of Physical Culture.
 Natural Course in Music.
 Martin's Physiology.
 Algebra—Bradbury and Emery.
 Drawing—The Eclectic System of Free-Hand and Mechanical Drawing.

REPORT OF SUPERINTENDENT.

The fourth incumbent of this office during the school year now closing, submits the following report:

TEACHERS.

Vacancies by resignation have been created in the High and Four Corners Schools.

At the Four Corners we have lost an efficient and satisfactory teacher. From the High School we lose a faithful, scholarly and conscientious gentleman, who made for himself many friends during his residence here.

Miss Lillian Smith is employed to teach at the Four Corners.

William T. Atwood, a graduate of Dartmouth, class '99, is the new principal.

No other changes are to be reported in the teaching department. A change of teachers is always experimental. Many trials are sometimes necessary before the person is discovered who possesses moral worth, mental training, force and tact. When found, such a teacher should be parted with reluctantly. Complaints should be expected from those parents whose children are under no control at home, and possibly from those who covet the position for some relation or friend.

ABSENCE AND TARDINESS.

Of course the number of tardy marks which appear upon the register may depend somewhat upon the honesty of the teacher and the time of day the roll is called. But two hundred and seventy-three instances of tardiness in the High School alone during the past year indicate that our principal, at least, has been conscientious and punctual in that regard. There are other registers in the possession of the School Board which are so dotted over with marks of tardiness and absence that they appear to have been used as a target at short range for quail shot.

The rules have always required that the pupils bring written excuses for absence or tardiness from the parent or guardian. When Mr. Kingman was appointed Superintendent, it was ordered that these excuses be preserved and exhibited to the School Board; but the accumulation of waste paper was too rapid, and the rule was modified. A perusal of these very numerous and interesting specimens of composition lead to the conclusion that the twin evils of absenteeism and tardiness lie at the door of the parent.

The School Board has done all it can do in enacting the proper and salutary rule. The teachers have enforced it, so they are not in fault. The children are not to blame. It is natural that they prefer the fields, the diving rock or the sidewalk to the irksome duties and confinement of the school-room. It is expected that they will go to mother for an excuse, and failing there, that they will try their father. It is also expected that the parents will know enough to refuse them. Years of observation and bitter experience, the added cares and responsibilities of a dependent family ought to have taught them that the child should early acquire those habits of regular and punctual attention to duty, which are indispensable to a useful or a happy life.

If the parents want their child to be forever behind time, if they care not what unpunctual and irregular habits

he is forming, or how idle, shiftless and worthless he becomes, they will continue to write such excuses as this every time there is a written test: "Please excuse Charlie for being absent yesterday, *he had company.*" Such parents are the natural and legal guardians of their children, whether they ought to be or not, therefore the teachers must accept these excuses.

There is no remedy but to reform the parent, or to make tardiness and irregular attendance such a shame and reproach to the child that he will reform himself. This latter course usually results in driving the child out of school. This is an injury to him but a benefit to the school, as it abates a nuisance and removes a bad example. So the surgeon's cruel knife is no benefit to the diseased member which it removes, but is advantageous to the whole body.

Irregular attendance is at the bottom of nearly all the annoyances and vexations of the teacher, and the cause of much grief to the pupil. The whole school could not take a vacation every time Charlie "had company." Thus he got behind his class, and perhaps discouraged.

The absentee is also lazy and inattentive. After vainly trying to encourage the boy and arouse his ambition, the teacher is compelled to resort to other measures and scold or shame him into the performance of his tasks. Now papa appears upon the scene. He takes the boy's part. He informs the School Board that the teacher is a cross, sarcastic old thing, who ought to be discharged. Perhaps, when talked to for not getting his lessons, the boy answered back, treating his teacher with the same disrespect he would show to his mother under like circumstances. If so, he surely came to grief.

At the close of the school year Charlie is not promoted with his class, because he has neglected his school work for his company. Now there is trouble, indeed. The whole family feels disgraced. Papa bears down on the School

Board with the whole weight of his influence, and that of all his friends, to have the boy kept in a class where he is hopelessly distanced. What does he care about the school, its usefulness, its reputation, its standard of scholarship? He is satisfied if Charlie can only have a diploma to frame and hang up in his room, with the names of all the school officers and teachers signed to a lying certificate that he has faithfully completed the prescribed course of study and sustained an honorable rank in scholarship. Neither he nor his friends will ever thank us if we all do lie for him over our signatures, but he will try to make it uncomfortable for us if we do not.

There are many things in the condition of our schools which might be commented upon at this time in the way of praise or of censure, but it is not wise to discuss too many subjects in one report.

These are the crying evils in the Newmarket schools. Parents, we need your co-operation in securing the regular and punctual attendance of your children in school. We need your help in impressing upon them the necessity of winning the honors of promotion and graduation by their own industry and perseverance, and not by your influence and our mendacity.

I have been an interested spectator of school conditions in this town for twenty-one years, and I have never seen such an epidemic of indifference in educational matters as now prevails. Newmarket has always been generous in her appropriations of money for school purposes, putting to the blush, in this particular, many wealthier communities. But money will not buy learning. It will hire able men and women to point the way, but the journey itself, by prince and pauper alike, must be made on foot, in mental sweat and toil. I know that this way is now looked upon as old-fashioned, if not obsolete. The up-to-date method is more agreeable. By it the teacher does all the work and the pupil acquires knowledge by mere environment. Living in an at-

mosphere of culture, immersed in a warm solution of the sciences, he acquires his education passively by respiration and absorption. This is the new "royal road to learning." But it is a false path; it does not lead to that culture which is training, or that knowledge which is power. It may lead to the appearance of learning, to the shadow—not the substance. It surely does lead to superficiality and shallowness.

How many hours a day do your children devote to honest, persistent work? Do they keep *STUDY HOURS* faithfully every night from seven o'clock till ten? If so, you know where they are nights. Your boys are not playing pool in some rum shop; your girls are not loitering about the streets or the railway station.

Two years ago a principal of the High School was employed who gave out such lessons that it became necessary to keep study hours in order to learn them, and he required the pupils to do the work assigned. Do you remember the result? It is true that this man was not without his faults, but those pupils who remained under his instruction and did their work had no trouble and received much benefit. It is doubtful if the perfect man could effect so radical a change without some friction.

If you send your children out of town, at great expense, to some first-class boarding school, they will be compelled to keep study hours in their rooms every evening, or be expelled. Because school privileges cost you nothing, except indirectly by way of taxation, are you willing that your children idle away their time, forming no habits of study and acquiring no mental discipline?

IRVING T. GEORGE, *Superintendent.*

AUGUST 1, 1899.

REPORT OF TREASURER, NEWMARKET SCHOOL DISTRICT,

For Year Ending April 12, 1899.

<i>Dr.</i>		
Balance, March 26, 1898,		\$ 806 34
Town Treasurer, school money,	\$4,550 50	
Books and supplies,	500 00	
Literary fund,	298 80	
Dog licenses, less damage,	180 50	
Appropriated by District,	900 00	
	—————	6,429 80
Tuitions,		119 00
		—————
		\$7,355 14
		—————

Cr.

TEACHERS.

Geo. W. Day, 10 weeks to June 16, '98,	\$277 78	
J. B. Merrill, 26 weeks to Mar. 24, '99,	577 78	
Sara J. Holland, 36 weeks to Mar. 24, '99,	414 00	
Charlotte A. Thompson, 36 weeks to March 24, 1899,	378 00	
Anna M. Harvey, 36 weeks to March 24, 1899,	378 00	
Jennie S. Smith, 36 weeks to Mar. 24, '99,	378 00	
Mary F. Burns, 36 weeks to Mar. 24, '99,	306 00	
Florence C. Leavitt, 36 weeks to March 24, 1899.	306 00	
Mary A. Mathes, 35 weeks to Mar. 24, '99,	297 50	
Cora B. Tebbetts, substituting 4½ days,	7 65	
Mabel A. Mathes, 10 weeks to June 16, 1898,	85 00	
Jennie M. Young, 36 weeks to March 24, 1899,	252 00	
Bertha B. Bowers, 36 weeks to March 24, 1899,	252 00	
Burton T. Scales, (music), 36 weeks to March 24, 1899,	158 33	
	<u> </u>	\$4,068 c4

FUEL.

John N. Chapman, wood,	\$ 1 80	
G. S. Carpenter, wood,	21 00	
C. W. Chapman, coal and wood,	335 13	
P. A. Young, wood,	6 25	
	<u> </u>	\$364 18

INSURANCE.

C. V. Doe, insuring North Side building,	\$30 00	
C. V. Doe, insuring High School building,	62 25	
E. P. Pinkham, insuring brick Primary building,	15 00	
	<u> </u>	\$107 25

BOOKS AND SUPPLIES.

Sara J. Holland,	\$ 4 00	
American Book Co.,	59 29	
D. C. Heath & Co.,	20 32	
Edw. E. Babb & Co.,	60 61	
J. B. Merrill,	63	
B. F. Dame,	8 96	
The Macmillan Co.,	3 51	
J. D. Montgomery,	9 50	
Leavenworth & Myers, historical chart,	20 00	
John B. Alden,	2 28	
Ginn & Co.,	34 06	
	<u> </u>	\$223 16

CARE OF BUILDINGS.

I. A. Caswell, village,	\$432 00	
Bertha B. Bowers, Four Corners,	3 00	
Jennie M. Young, Plains,	3 00	
I. A. Caswell, extra services, cleaning buildings, etc.,	63 42	
	<u> </u>	\$501 42

DISTRICT DEBT.

Timothy M. Joy, interest,	\$ 4 00	
David H. Gage, interest,	24 00	
Martha A. Kelley, interest,	34 00	
Trustees M. E. Church, interest,	3 00	
Town of Newmarket, note and interest,	709 38	
	<u> </u>	\$774 38

CONVEYANCE.

Andrew Randall, 3 terms.	\$45 00	
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MISCELLANEOUS.

George N. Cross, address at High School graduation,	\$15 00	
B. B. Greene, lettering diplomas,	3 50	
Trustees M. E. Church, use of church for graduation exercises,	5 00	
Mrs. L. S. Varney, ribbon for diplomas,	2 07	
John H. Griffin, mdse., as per bill,	18 37	
Perkins & Co.'s Express, express,	4 05	
F. H. Pinkham, printing school reports and job printing,	41 25	
American Express Co., express,	2 85	
Richard Grant, team, on account hiring new principal,	3 00	
A. T. Stackpole, repairs,	1 35	
Bradford and Bunker, mason work,	41 50	
Melvin D. Chapman, breaking paths,	9 00	
F. H. Pinkham, services as Treasurer, and postage,	50 44	
Laine and Kennedy, auditors,	4 00	
	<hr/>	\$201 38
		\$6,284 81
Balance, April 12, 1899,		<hr/> 1,070 33
		<hr/> <hr/> \$7,355 14

FRANK H. PINKHAM, *Treasurer.*

We have examined the foregoing account and found it correct and properly vouched.

MILTON S. LAINE,
MATTHEW T. KENNEDY, } *Auditors.*

Amount of district debt, April 12, 1899, \$1,625 00