

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

69.26.84  
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*Albert H. Edgerly*

*Gift of Ralph + Irene Kent*

# REPORT

OF THE

## SCHOOL BOARD

AND

### Treasurer of School District

OF THE

## TOWN OF NEWMARKET,

FOR THE

School Year Ending August 1, 1901,

AND

Fiscal Year Ending April 20, 1901.

NEWMARKET, N. H.:

ADVERTISER PRINTING ESTABLISHMENT,

1901.



REPORT  
OF THE  
SCHOOL BOARD

AND  
Treasurer of School District

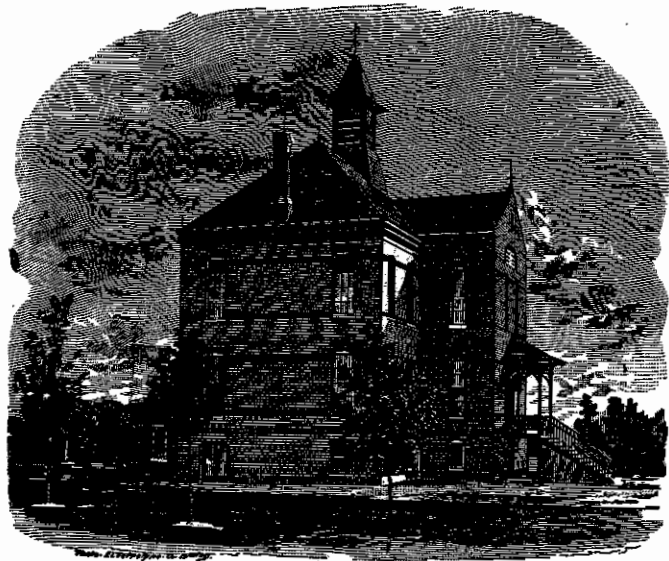
OF THE  
TOWN OF NEWMARKET,

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AND  
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NEWMARKET, N. H.  
ADVERTISER PRINTING ESTABLISHMENT,  
1901.



HIGH SCHOOL BUILDING.

ERECTED IN 1874.

## SCHOOL BOARD.

	Term expired
IRVING T. GEORGE, . . . . .	1901
BRADFORD S. KINGMAN, . . . . .	*
FREDERICK C. SAUNDERS, . . . . .	†

SCHOOL BOARD ELECTED APRIL 20, 1901.

	Term expires
GEORGE O. HODGDON, . . . . .	1904
EDWARD F. BIBBER, . . . . .	1903
ALANSON C. HAINES, . . . . .	1902

FRANK H. PINKHAM, *Treasurer.*

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

GEORGE H. WHITCHER, *Superintendent.*

## CORPS OF TEACHERS.

High School, . . . . .	WM. T. ATWOOD.
Grades IX. and X. and high school assistant,	MRS. SARAH E. TASKER.
Grades VII. and VIII., . . . . .	CHARLOTTE A. THOMPSON.
Grades V. and VI., . . . . .	ANNA M. HARVEY.
Grades III. and IV., North Side, . . . . .	SADIE E. BELL.
Grades III. and IV., South Side, . . . . .	MABEL A. MATHES.
Grades I. and II., North Side, . . . . .	MARY A. MATHES.
Grade II., South Side, . . . . .	IDA M. PINKHAM.
Grade I., South Side, . . . . .	{ JENNIE S. SMITH. GRACE H. HALE.
Plains, . . . . .	JENNIE M. YOUNG.
Four Corners, . . . . .	{ RENA E. YOUNG. LILLIAN M. BURLEY.
Adjourned Day School,	DAVID B. BARTLETT and JENNIE S. SMITH.

\*Died Feb. 14. EDWARD F. BIBBER appointed to fill vacancy.

†Died Jan. 21. GEORGE O. HODGDON appointed to fill vacancy.

## CALENDAR.

### 1901-2.

First Term, . . . . Commences Sept. 16.  
 First Term, . . . . Closes Nov. 22.

#### RECESS.

First Term, . . . . Commences Dec. 2.  
 First Term, . . . . Closes Dec. 20.

Number of weeks, 13.

#### VACATION.

Second Term, . . . . Commences Dec. 30.  
 Second Term, . . . . Closes Mar. 14.

Number of weeks, 11.

#### VACATION.

Third Term, . . . . Commences Mar. 31.  
 Third Term, . . . . Closes June 19.

Number of weeks, 12.

Total number of weeks, 36.

Annual teachers' examination, Friday, June 20th, at 9 A. M.

## GRADUATING CLASS, 1901.

ELIZABETH G. HODGDON,

WILLIAM J. O'CONNOR,

WILLIAM T. BELL.

## STATISTICAL REPORT.

### ANNUAL STATISTICAL REPORT OF THE SCHOOL BOARD FOR THE SCHOOL YEAR ENDING AUGUST, 1901.

Number of boys enrolled, attending not less than two weeks,		252
Number of girls enrolled, attending not less than two weeks,		250
	Total,	502
Children under six years,	46	
Children under sixteen years,	14	
Children between six and sixteen,	442	
		502
Average membership in high school,	24	$\frac{80}{338}$
Average membership in all other schools,	389	$\frac{60}{316}$
Number of pupils not tardy or absent during the year,		20
Number of tardinesses,		838
Number of weeks in all different schools below High,		347
Number of weeks in High School,		36
Least number of pupils in any school,		17
Largest number of pupils in any school,		82
Average expense of the current expense for the average membership,		\$13.97
Average expense of the total amount expended for the average membership,		\$14.67

## REPORT OF TRUANT OFFICER.

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Number of complaints from teachers,	281
Number of complaints from superintendent,	5
Number of complaints from members of committee,	2
Number of complaints from other sources,	16
Whole number of complaints received,	304
Number of cases of absence investigated,	266
Number of cases of tardinesses investigated,	3
Number of children found absent without good reason,	78
Number of children found to be truant,	78
Number of children not enrolled and placed in school,	10
Number of visits to families,	275
Number of visits to cotton mill,	2

### ENUMERATION.

Children between five and sixteen—Boys, 360; Girls, 407.

Total, 767.

Number who cannot read and write, 198.

IRVING A. CASWELL, *Truant Officer.*

## REPORT OF SUPERINTENDENT.

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TO THE SCHOOL BOARD:

*Gentlemen* :—In making this, my first report, I shall briefly outline the plan according to which an effort has been made, during the past year, to reorganize and bring up to accepted standards the schools of Newmarket

My first work after entering upon the duties of the position to which I was elected August 1st, 1900, was to examine the records of school work, the age of the scholars in various classes, and the studies pursued. My first discovery was that the scholars in the higher grades were far too old when considered in relation to the studies they were pursuing; this led to an examination of the system upon which the schools were based, and it was found that the ten-grade plan prevailed, a plan which not only robs the scholar of two years of his life, but also delays the time of taking up some of the distinctively high school work to such an extent that the best work is not possible. It is an accepted fact to-day, that at sixteen years of age the pupil is past the period of



mental development when a foreign language may be taken up to the best advantage, hence a system which puts off such subjects as Latin, French and German until the age of sixteen to eighteen, is radically wrong.

A third defect was evident in the tendency to delay too long the putting of books in the hands of the pupils.

There was, of course, the usual waste of time on Arithmetic, a practice which seems to have become hereditary with the American people as a whole. Language study was too long deferred, and History, the most valuable and interesting study in the whole public school course, was commenced at least three years too late.

These defects are mentioned solely in justification of the somewhat radical changes that have been made in the course of study. It would be unfair, however, were mention not made of the many good things discovered in my year's contact with your schools.

I found, first of all, a school board anxious to have the schools brought up to the best standard and willing to give me every possible aid towards accomplishing this result. I found an excellent corps of teachers, many of long experience, and all ready to accept and act upon such suggestions as I have been able to make. I found a body of pupils, which for mental capacity, and disposition to work, as well as correctness of deportment, I will match against any equal number from any town or city in the state. I also found a public ready and willing to support the Superintendent.

These conditions have made my work a pleasure, and if it succeeds it will be quite as much the result of these favorable conditions as of the merit of the plan.

### WHY A TEN-GRADE SYSTEM IS BEING CHANGED TO AN EIGHT-GRADE.

Children enter the public schools at an average age of six years; to this add ten years, and the entering age for high school will be sixteen; in fact, it will probably be nearly a half-year more, due to failures of promotion, by reason of sickness, absence, etc. Then add four years of high school and the college-entering age becomes at least twenty years; then comes four years of college and from two to three years of post graduate work for the man who has a profession in view, thus bringing the lawyer, the doctor or the minister to his life work at the age of twenty-six to twenty-eight. The facts thus set forth in figures have led to much discussion and are to-day the subject of study, but it is evident that the tendency is to shorten the school period, at the same time making it equally effective by a judicious selection and combination of studies, as well as by systematizing the work from the first year to the last.

There are many reasons why an eight-grade course is best: It enables those who are looking towards a college education to enter there at eighteen years or a little less; it graduates from the high school at eighteen, and as the mass of the business men, mechanics, etc., during the years that are to come, will be high school graduates, this system ends their school training at a time when most boys and girls become possessed of a feeling of self-dependence; that they ought no longer to be a burden upon their parents, and this self-reliant feeling will come at about this age, whether the scholar is in grammar or high school. As a result of this, more scholars will complete the high school course if

it ends at eighteen than if at twenty. The grammar school graduate under the eight-grade plan will be about fourteen years old, and it seems to me that a much larger number of these fourteen-years-old grammar school graduates will enter high school than would be the case if they were kept in the grammar school until the age of sixteen. This one fact, I believe, will result in building up such a high school as Newmarket ought to have.

Again, the new school attendance law makes it compulsory that *all children under fourteen years of age* shall attend school during the *entire time* schools are in session. If, then, the grammar school work is completed at about this age, it will follow as a result that *every scholar will have, at least, a good grammar school education*; whereas under the existing ten-grade system, at fourteen the scholar would not have even commenced the practical business part of Arithmetic, would scarcely have commenced Grammar, would have had no History to speak of; in fact, would go out into the world with a very deficient education. In a manufacturing town, such as Newmarket is, this last reason alone is ample justification for the change. So far as the effect on the quality of the preparation for high school is concerned, I feel safe in predicting that the preparation will be better. It isn't what the scholar *knows*, it is *what he can do* that constitutes a good high school preparation. Can he satisfactorily *do* the work? Has he been trained to *think*? Can he read a printed page and tell you what it means? Can he grasp the important facts in History and comprehend their meaning? Can he grasp the conditions given in problems in Arithmetic or Algebra and see the relation existing

between these conditions and the required result? These are the questions that interest the high school principal. He doesn't care whether the pupil has memorized "150 important dates in history," or can solve impractical problems, involving the wear and tear of grindstones, or the mixing of "good, bad and indifferent teas" by a dishonest grocer. So, too, the vivisection of hens and the impossible sub-division of eggs, whereby the "hen and a half lays an egg and a half in a day and a half" may interest the biologist, but it isn't a satisfactory basis for high school work.

What is there in the first year of the high school course that a fourteen-years-old pupil need fail on? *Latin* is easier learned at fourteen than at sixteen; indeed, it would be better still to commence at twelve.

*English Composition* means having thoughts and writing them on paper, using good language. I have seen compositions written by grammar scholars less than fourteen years old that were superior to productions published in college papers, written by students twenty years of age. It is a question of whether or not the fourteen-years-old scholar has been led to observe carefully, think sensibly and write grammatically, that is all.

*Ancient History.* If the grammar school United States History is made a work of *thought*, rather than of *memory*, there will be no trouble in Ancient History.

*Algebra.* This subject is certainly within the comprehension of the pupil of fourteen years. Algebra ought to be taken up at twelve or thirteen years, side by side with Arithmetic; it is nothing but Arithmetic in another form.

I have dwelt somewhat at length upon this feature of the work in progress, because there are some who honestly doubt the wisdom of shortening the grammar course; there are other reasons, based on economy of school management, etc., but the reasons above given are the ones that have been uppermost in my mind, and they seem ample.

TABLE A.

AVERAGE AGE OF PUPILS IN EACH GRADE.

Grade	I.	II.	III.	IV.	V.	VI.	VII.	VIII.	IX.	X.	High School.		
											XI.	XII.	XIII.
Newmarket.			9½	9¾	10½	11½	12½	13½	14½	15½	16½	16	16
Durham.	5½	6¾	8½	10½	10	11½	13	*13½					
Alton.		8½	8½	10	12	12½	12	18½	†				
Boston Latin School, average age at entrance,													13½.
Average U. S. high schools,													14½.

This table shows the condition in Newmarket, as compared with other towns, and it will be seen that in Boston the age of entering high school is the same as that at the commencement of the eighth grade in Newmarket, and that it is three and one-half years less than the age of the entering class in the high school this year. It is also seen that the average age of scholars entering high schools in the United States is two years below that at Newmarket. These facts indicate that with an eight-grade course instead of a ten-grade, our children will come to the high school at just about the average age found to be true in the country as a whole.

To show that it is not asking too much of the scholars, I will quote from a report before me. One case, that of LeMars, Iowa, where a system of frequent promotions is

\* Durham grammar school ends with VIII. grade.

† Alton grammar school ends with IX. grade, but there was no ninth grade this year.

employed, shows that of forty-nine pupils entering high school, five required ten years to prepare, five more were *nine* years, eight were *eight* years, thirteen were *seven* years, fifteen were *six* years, two were *five* years and one was only *four* years. Almost 80 per cent. of these scholars fitted for high school in *eight years or less*.

Another case is that of Cambridge, Mass., where out of a class of fifty entering high school, four were six years in preparing, twelve were seven years, sixteen were eight years, fifteen were nine years, and three ten years; so that in this case 64 per cent. fitted in *eight years or less*.

#### WHERE THE TIME IS LOST.

The first thing essential to economical use of time and effort in school work is a well ordered, rational *course of study*. This is to the teacher what the chart is to the sailing master, or the plan and specifications are to the contractor and builder. Without it, teachers are almost sure to be misled by a mistaken notion concerning importance of so called thoroughness.

President Eliot has this to say along this line: "Much time can be saved in primary and secondary schools by diminishing the number of reviews, and by never aiming at that kind of accuracy of attainment which reviews \* \* \* \* are intended to enforce \* \* \* \*. The exaggerated notion, that it is necessary to master one thing before a child goes to another, is also responsible for the retardation of children on their way through the regular courses." Wm. T. Harris has this to say concerning the "thoroughness theory":

"We all know how the good teacher loves to have her pupils linger on the round of the ladder where she is working. \* \* \* \* \* Under the plea of thoroughness, she detains them sometimes a year or more on a lower round of the ladder, not to their advantage, but to their detriment. \* \* \* \* \* Before they ascend to the next round of the ladder, they have become listless and mechanical in their habits of study." Thoroughness in learning *how to study*; how to gather the thoughts recorded on the printed page, how to observe accurately and how to express thoughts *is important*; but thoroughness, having for its chief aim the storing up of the exact information given in text book or from the teacher's store of information, is not only a waste of valuable time, but it is injurious in that it develops a tendency on the part of the pupil to lean upon the text-book or teacher for support, whereas the tendency of education should be to make pupils self-reliant, self-helping. *Thoroughness*, as generally viewed, is pretty nearly synonymous with *memorizing*, and memorizing is the chief obstacle in the course of true education.

To be a little more specific: Why should the pupil be asked to review addition, subtraction, multiplication and division of *integral* numbers, when exactly the same result may be attained by taking up *decimals*? Or why should decimals be reviewed when the work may be perfected under *Percentage*? Why dwell long upon Percentage, when all the principles may be again presented under *Interest*? In each of these illustrations the *old* is really reviewed, but with an added element, and this added element insures added interest on the part of the pupil. The best *reviews* are those that are accomplished by *going ahead*, not *going back*.

## COURSE OF STUDY.

The course of study appended to this report has been worked out with great care and after careful study of the existing conditions. Changed conditions may and probably will make changes in the course necessary. No recognition is made of the time-honored but useless divisions into primary, intermediate, grammar and high schools, much less to the first and second primary and first and second grammar. The process of education is continuous from the cradle to the time when the mental powers begin to wane; so should the course of study be continuous from the first year to the end, whether that end be regarded as in grammar school, high school or college. To again quote President Eliot, who says: "There is much to be said in favor of the growing practice of organizing a city school system in twelve grades without dividing these grades into groups called primary, grammar and high. \* \* \* There is no real division corresponding with these three traditional groups, and the nomenclature which implies a division probably has some effect to diminish the portion of pupils proceeding to the upper grades."

The chief points to which I would call attention of all interested are: The character of the work in ARITHMETIC during the first four grades. Number is to be treated from two points of view; first, its numerical significance, that is, as the expression of the result of *counting*; second, its relational meaning or numbers in its "ratio" aspect. The early introduction of ALGEBRA, certainly in the eighth grade and probably in the last part of the seventh; the importance of this change cannot be over-estimated, because of its influence



upon Arithmetic. CONSTRUCTIONAL GEOMETRY, which really means the presentation of the old subject of "mensuration" in a new and rational way, should find a place in the eighth grade.

Under the heading, HISTORY, it will be seen that biographical reading and study commences in the fourth grade and that History as a somewhat connected story is taken up in the fifth grade.

In GEOGRAPHY the text book is made use of in the fourth grade, but oral instruction and out-door observation of "land and water forms" commences in the third, or even less.

Under the head of *Science*, I have included all nature observation and study, and it is through a wise use of the time given to this line of work that the skillful teacher will arouse the interest and enthusiasm of her pupils. Simply to teach children to *see* the wonderful things which nature has so lavishly provided, particularly in country towns, is an education in itself.

The last four years of the course have been planned to meet the approval of the state authorities, as required by the "High School Law" of 1901. The weakness in this part of the course is in the Science column, but when the ninth grade is omitted, the time now given to that grade can be utilized in strengthening the work in Science.

#### STATISTICS SHOWING NUMBER OF SCHOLARS, ETC.

The report for the year 1900 showed that there were a considerable number of children of school age who did not attend school; this fact was brought to my attention soon

after the schools opened. The third week of school, in September, 1900, found only 314 scholars enrolled, while the Truant Officer's report in the preceding April showed 734. There were in the parochial school at that time 130; so that out of 734 who ought to have been under school instruction only 444 were actually in school, leaving 290 unaccounted for. The passage of the "School Attendance" bill by the Legislature of 1901 put a new weapon in the hands of the school authorities, the result of which was to practically place in school all of the scholars enumerated, as the following table will show.

TABLE B.

	1900	1901	
Truant Officer's enumeration,	734	767	Gain, 33
Enrolled in public day school,	420	502	Gain, 184
Enrolled in adjourned public day school,	195	163	
Enrolled in parochial school,	195	163	Loss, 32
	615	767	
Unaccounted for,	119	0	

## LABOR CERTIFICATES.

The law of 1901, making it the duty of the Superintendent to issue certificates to children between fourteen and sixteen years of age, has been faithfully enforced and I wish to express my appreciation of the aid rendered by the mill officials, who have done all in their power to make the enforcement of this law easy, so that what might have been a most unpleasant task has been accomplished with no friction whatever and with far less labor than might reasonably have been expected. Eighty-one certificates have been issued and probably by September a few more may be given. With the opening of the fall term, all children under sixteen

not holding these certificates will be placed in the schools, thus favorably affecting the reputation of the town in this respect.

The results from the promotions in June and an estimate of the probable natural increase in scholars indicate the following as the probable number of scholars in each grade :

Grade I., 150 scholars, requiring 3 teachers.

Grade II., 85 scholars, requiring 2 teachers.

Grade III., 40 scholars, requiring 1 teacher.

Grades IV. and V., 50 scholars, requiring 1 teacher

Grades VI. and VII., 55 scholars, requiring 1 teacher.

Grade VIII., 35 scholars, requiring 1 teacher.

Grade IX., 15 scholars. This, and the 20 scholars in High School, require 2 teachers.

District schools, 35 scholars, requiring 2 teachers.

Mill children not able to get certificates, 45, requiring 1 teacher.

With this number and with the new school room now being provided, the schools, with the exception of two rooms, will have but one grade in a room, and these two rooms by another year will very likely have to be divided, as the number of scholars is now larger than is desirable.

#### SUMMARY OF WORK ACCOMPLISHED.

First, an eight-grade course substituted for a ten-grade.

Second, the High School course increased to four years and brought up to accepted standards.

Third, nearly 200 more scholars in the public schools at the end of the year than at the beginning.

Fourth, the schools practically reorganized, on a basis of one grade in a room.

Fifth, the cost per pupil reduced from \$15.34 to \$14.67.

Sixth, a foundation laid for more and better work the coming year, with less strain on scholars and teachers.

During the year I have made 364 school visits in Newmarket, and have spent somewhat more than two-fifths of my time here, a fact which must be considered in the apportionment of my time for the coming year.

Respectfully submitted,

GEORGE H. WHITCHER,

*Superintendent of Schools.*

August 1, 1901.

REPORT OF TREASURER,  
NEWMARKET SCHOOL DISTRICT,

For Year Ending April 20, 1901.

*Dr.*

Balance, March 29, 1900,		\$ 888 87
Town Treasurer, school money re-		
quired by law,	\$2,550 00	
School money in addition to that		
required by law,	2,100 00	
Books and supplies,	500 00	
Repairs,	200 00	
Literary fund,	210 00	
Dog licenses, less damage,	128 60	
Proportion of school fund, from		
state (salary of Supt.),	200 00	
Appropriated by district,	250 00	
		<u>6,138 60</u>
Tuitions,		140 00
		<u>\$7,167 47</u>

Cr.

## TEACHERS.

William T. Atwood, on account,	\$672 20
Sarah E. Tasker, 36 weeks to Mar. 14, '01,	414 00
Charlotte A. Thompson, 36 weeks to March 14, 1901,	378 00
Anna M. Harvey, 36 weeks to March 14, 1901,	378 00
Jennie S. Smith, 36 weeks to Mar. 14, '01,	378 00
Mary F. Burns, 10 weeks to June 14, '00,	85 00
Ida M. Pinkham, 25 weeks to Mar. 14, '01,	212 50
Florence C. Leavitt, 9 weeks to June 14, 1900,	76 50
Sadie E. Bell, 26 weeks to March 14, '01,	221 00
Mary A. Mathes, 36 weeks to Mar. 14, '01,	306 00
Mabel A. Mathes, 26 weeks to March 14, ' 1901,	221 00
Jennie M. Young, 36 weeks to Mar. 14, '01,	252 00
Lillian R. Smith, 9 2-5 weeks to June 14, 1900,	65 80
Rena E. Young, 14 weeks to Mar 14, '01,	98 00
Grace I. George, substitute, one week,	8 50
Lillian M. Burley, 14 weeks to March 14, 1901,	84 00
Martha B. Walker, (music), 48 weeks,	192 00
	<hr/> \$4,042 50

## SUPERINTENDENT OF SCHOOLS.

Irving T. George, salary as Superinten- dent, spring term, 1900,	\$ 33 33
George H. Whitcher, salary as Superin- tendent, fall and winter terms, 1900-1,	266 64
	<hr/> \$299 97

## CONVEYANCE.

Andrew Randall, 4 terms,	\$60 00
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## BOOKS AND SUPPLIES.

Ginn & Co.,	\$266 28
Western Publishing House,	17 50
Penn Publishing Co.,	2 82
D. C. Heath & Co.,	48 48
Mabel A. Mathes,	3 00
Edward E. Babb & Co.,	41 03
Zeigler Electric Co.,	15 40
American Book Co.,	123 50
Silver, Burdette & Co.,	13 00
	<hr/> \$531 01

## CARE OF BUILDINGS.

I. A. Caswell, village,	\$450 25
Jennie M. Young, Plains,	9 00
Rena E. Young, Four Corners,	3 50
Lillian M. Burley, Four Corners,	3 35
Lilian R. Smith, Four Corners,	3 00
I. A. Caswell, extra services, cleaning buildings, etc.,	55 00
Joseph I. York, cleaning vaults,	12 00
	<hr/> \$536 10

## DISTRICT DEBT.

T. M. Joy, interest,	\$ 8 00
Martha A. Kelley, interest,	34 00
Trustees M. E. church, interest,	6 00
	<hr/> \$48 00

## FUEL

C. W. Chapman, coal and wood,	\$303 78
Perley A. Young, wood,	1 50
	<hr/> \$305 28

## MISCELLANEOUS.

C. H. Provost, freight and truckage,	\$ 1 81
American Express Co., express,	2 80

John Templeton, enumeration books,	\$ 5 00
James L. Sinclair, lettering diplomas,	3 50
Jennie M. Young, paid for repairs,	4 50
H. H. Horne, address at High School graduation,	15 00
Jennie S. Smith, paid for tuning piano,	2 00
Grace I. George, music, etc., at High School graduation,	12 00
C. H. Provost, moving piano,	5 00
Oliver Ditson Co., rent of piano,	30 00
Trustees M. E. church, use of church for graduation exercises,	5 00
John Bradford, plastering,	1 50
W. W. Durell, ribbon for diplomas, etc.,	3 74
John H. Griffin, mdse., as per bill,	22 31
L. B. Getchell, ribbon for diplomas,	2 10
F. H. Pinkham, printing,	18 89
Melvin D. Chapman, breaking paths.	5 25
F. H. Pinkham, services as treasurer,	50 00
Tuttle and Stackpole, auditors,	4 00
	<hr/>
	\$194 40
	<hr/>
	\$6,017 26
Balance, April 20, 1901,	1,150 21
	<hr/>
	\$7,167 47
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FRANK H. PINKHAM, *Treasurer.*

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

F. E. TUTTLE,  
A. T. STACKPOLE, } *Auditors.*

Amount of district debt, April 20, 1901, \$1,025 00.



COURSE OF STUDY FOR NEWMARKET PUBLIC SCHOOLS, ADOPTED JUNE, 1901.

Year or Grade.	Mathematics.	Reading.	Spelling.	Writing.	English and Grammar.	History.	Geography.	Science.	Latin.	French.
I.	Quick perception of objects. { Numerically. } Objectively. Objective work.	Words taught objectively. Sentences observed. Quick perception of words and sentences.		Tracing words, letters, figures, etc.	(See Reading.)					
II.	Quick mental combination and separation, and rapid writing, from 1 to 20. Feet, inches, gallons, quarts, &c. Fractions, 1/2 to 1/9. Counting by 2's, 3's and 4's.	Picture stories. Dictation and reproduction. Reading from First Reader.	Oral.	On blackboard. Free-arm movement.	(See Reading.) Thought expression.					
III.	Read and write to 1,000,000. Decimals to thousandths. Add with column footings up to 100. Subtract any numbers. Multiply by four figures. Multiply using 3 decimal places. Fractions, 1/2 to 8/9. Counting 2's to 9's, etc.	Second Reader. Dictation and reproduction.	Oral and written.	Copy reproduction on practice paper. (Also see English.) Board practice.	Dictation. Sentence writing. Letter writing.	Four Great American Settlements. Great Americans. (See Reading.)	Elementary, to South America. Land and water forms taught in fields, etc.	Observation of hills, valleys, rivers, brooks, ponds, lakes, etc. (See Geography.)		
IV.	Read integers to 100,000,000. Read decimals to .0001. Multiply any numbers. Divide by 3 figures. Show relation of integers and decimals. Reductions, addition, subtraction, multiplication and division of fractions. Denominate numbers.	Third Reader. Dictation. History Stories, read and reproduced.	Oral and written.	Copy reproduction. (Also see English.) Board practice.	Montgomery's Beginners, to page 91. (See Reading.)	Elementary, completed. Written recitations.	Observation of flowers, trees, useful plants, germination of seeds.			
V.	Review addition, subtraction, multiplication and division. Reduce fractions not larger than 2/3's. Solve mental problems. Write bill of goods bought and sold. Long square, solid, liquid, dry, weight and measures.	Fourth Reader.	(See Writing.) Word lists prepared.	Chiefly in connection with English, Geography, etc. Board work, etc.	Ditto, pages 45 to 109.	Montgomery's Beginners, to page 91. (See Reading.)	Advanced. Topics and written recitations on boards part of time. (See English.)	First Book of Birds, Olive Thorne Miller.		
VI.	Denominate numbers. Subtraction of dates. Changing months and days to decimal of a year. Percents, Discount, Profit and Loss to Interest. Mental work.	Fourth Reader. "Snow Bound," Carpenter's No. America. Carpenter's So. America.	(See Writing.) Word lists prepared.	In connection with English, History, Geography, Board work. Desk work. Business forms. (See Arithmetic.)	Ditto, pages 109 to 197. (See Geography.)	Montgomery's, completed. Written recitations.	Advanced. Topics and written recitations on boards part of time. (See English.)	Study and observation of Insects, etc.		
VII.	Interest, Ratio, Proportion. Mental work. Written fractions. Algebra part of year.	Fifth Reader. "Snow Bound," Carpenter's No. America. Carpenter's So. America.	(See Writing.) Word lists prepared.	(See Arithmetic, History, Geography, etc.)	Ditto, parts II, III, and III.	Montgomery's, completed. Written recitations. (See Science.)	Advanced, completed. Topics and written recitations on boards part of time. (See English.)	Sharp Ives, Birds and bees, Burroughs.		
VIII.	Review of Arithmetic. Metric measurements. Constructional Geometry. Algebra.	Fifth Reader. Evangeline, etc. Carpenter's Asia	(See Writing.)	Composition work. (See Grammar, History, etc.)	Ditto, Part III. (See Latin.)	Montgomery's, completed. Written recitations. (See Science.)	Advanced, completed. Topics and written recitations on boards part of time. (See English.)	Sharp Ives, Birds and bees, Burroughs.		
*IX.	Algebra and Arithmetic.	(Ditto, 1901.)			Ditto, Part III. (See Latin.)	Montgomery's, completed. Written recitations. (See Science.)	Advanced, completed. Topics and written recitations on boards part of time. (See English.)	Sharp Ives, Birds and bees, Burroughs.		
X.	Algebra. Observational and Constructional Geometry.				Ditto, Part III. (See Latin.)	Montgomery's, completed. Written recitations. (See Science.)	Advanced, completed. Topics and written recitations on boards part of time. (See English.)	Sharp Ives, Birds and bees, Burroughs.		
XI.	Plane Geometry.				Ditto, Part III. (See Latin.)	Montgomery's, completed. Written recitations. (See Science.)	Advanced, completed. Topics and written recitations on boards part of time. (See English.)	Sharp Ives, Birds and bees, Burroughs.		
XII.	College Requirements in Algebra and Geometry.				Ditto, Part III. (See Latin.)	Montgomery's, completed. Written recitations. (See Science.)	Advanced, completed. Topics and written recitations on boards part of time. (See English.)	Sharp Ives, Birds and bees, Burroughs.		
XIII.	Advanced Algebra and Solid Geometry.				Ditto, Part III. (See Latin.)	Montgomery's, completed. Written recitations. (See Science.)	Advanced, completed. Topics and written recitations on boards part of time. (See English.)	Sharp Ives, Birds and bees, Burroughs.		

\*This Ninth Grade will be omitted after the present year, and the grades here numbered X, XI, XII, and XIII will become IX, X, XI and XII. Manual Training course will not be given in 1901-2. Physiology is taught from text books in the Fifth, Sixth, and Ninth Grades and in 1901-2. Civil Government is taken in the Ninth Grade in 1901 and in the Eighth after that.