

**STANDART POGRAM OF  
STUDIES FOR THE  
SECONDARY SCHOOL  
OF NEW HAMPSHIRE**

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Standart pogram of studies for the secondary school of New Hampshire by Various

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**VARIOUS**

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STANDARD PROGRAM OF STUDIES

FOR THE

SECONDARY SCHOOLS

OF

NEW HAMPSHIRE

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Much detailed work has been done by the committee appointed by the Educational Council: Headmaster Harlan M. Bisbee, Robinson Seminary; Superintendent Norman J. Page, Woodsville; Professor Charles L. Simmers, New Hampshire College; Superintendent William H. Slayton, Portsmouth; and Headmaster Willis O. Smith, Keene.

The outlines for the several courses were drafted as follows:

- French—Superintendent Maro S. Brooks, Exeter.  
 Latin—Headmaster Harlan M. Bisbee, Robinson Seminary, Exeter.  
 United States Constitutional History—Headmaster Justin O. Wellman, Colby Academy, New London.  
 Economics and Business Practices—Superintendent Harry L. Moore, Berlin.  
 Masterpieces of Music and Art—Mrs. Willis O. Smith, Keene, and Headmaster Francis T. Clayton, Proctor Academy, Andover.  
 Greek and Roman Literature—Headmaster Elbert E. Orcutt, Plymouth.  
 Physics—Headmaster Willis O. Smith, Keene.  
 Chemistry—Superintendent H. Leslie Sawyer, Lebanon.  
 Mathematics—Director Wallace E. Mason, Keene, and Headmaster Daniel W. MacLean, Berlin.  
 Practical Arts—Deputy Commissioner of Education George H. Whitcher.  
 Bibliography on the Secondary School—Professor Charles L. Simmers, New Hampshire College, Durham.

## INTRODUCTION.

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### THE 1919 PROGRAM.

*NOTE: This program has been prepared for high schools organized on the six-year plan. Its adoption is not obligatory. Other equally good programs may be adopted and will be approved. Schools which are not ready to reorganize may continue with four-year programs of the old type.*

#### *The Outline.*

In the preparation of the outline here given, the Department of Education has had in mind only the educational needs of the young people of New Hampshire. It has believed it best, though, in a time of great and momentous changes in the educational world, to present an entirely conservative plan with the expectation of further changes as needs arise. It has looked upon the standards set by different colleges for entrance requirements as valuable expressions of the experiences of past years but not as barriers to the healthy development of our schools. It will be found, however, that the suggestive curricula offer full preparation for effective college work.

#### *The Last Decade.*

There are three reasons why the new program must differ radically from the former ones. (a) In ten years, the number of pupils in our secondary schools has more than doubled and a large part of the increase is of pupils who have little inherited interest in and natural aptitude for the formal studies of academic programs. (b) The advances made in education call for a revision of all school organization. In particular, the junior high school has

established its position in our educational system. (c) The events of these years emphasize the need of greater development of practical work.

*The Six-Four-Two Plan.*

In 1916, the elementary program was revised on the basis of six years in the elementary schools. The work for these six years was carefully outlined, together with the history, the science and the practical arts of Grades VII and VIII. This revision of the secondary program must carry on the plan as accepted. It is held that the development of the child in the first four classes of the six-year secondary school, that is, of a child twelve to sixteen years of age, calls for concrete work in many fields but does not respond readily to drill and abstract instruction. On the other hand, the pupils of Classes V and VI have reached a maturity that permits effective organization of knowledge. Accordingly, the program is based on a four-two division, with the fourth year a period of transition; that is, in the first four years are grouped subjects that are inspirational, instructive and experimental, while the last two years contain courses designed to organize and make systematic the subject matter of various lines of study.

*Emphasis on Science and Its Application.*

Former programs were defective in that they permitted the devotion of excessive time to the language arts and slighted science and the practical arts. The events of the last few years have shown the folly of this emphasis and made it imperative that thorough work in science, in mechanic arts and in agriculture should be available for all boys. It is equally important that all girls who are not fitting for the traditional requirements of some specific college should carry the study of domestic arts throughout their course. It will be seen that this is easily possible with a six-year program when difficult with one of four years.



*Other Important Changes.*

This program lays greater stress than before on French as a school subject and places it in the first years of the secondary school. It delays formal courses in Mathematics and other traditional school subjects until there have been completed practical and concrete courses in English, History and Mathematics. It recommends for all seniors a full year's work in Economics and the Business Practices.

THE LAW.

"By the term 'high school' or 'academy' as used in this act, is understood a school having at least one course of not less than four years, properly equipped and teaching such subjects as are required for admission to college, technical school, and normal school, including reasonable instruction in the constitution of the United States and in the constitution of New Hampshire, such high school or academy to be approved by the Commissioner of Education as complying with the requirements of this section. And said superintendent is authorized to approve a school maintaining any part of such course, for the part so maintained." Laws of 1901, Chapter 96.

DEFINITIONS OF TERMS USED.

*State Program.* The pamphlet entitled "Program of Studies for the Secondary Schools of New Hampshire." This standard program provides a guide for administrative officers and is suggestive rather than mandatory.

*Approved Program.* The whole outline of work contemplated by an institution. It should be called The Program of the School, and not The Course of Study or the Curricula.

*Curriculum.* A portion or division of the program describing a particular line of work to be followed throughout the number of years that the program contemplates.

*Subject.* A separate branch of learning as Latin, science or history.

*Course.* The work in a particular subject within a single year.

*Study.* A division of a subject or of a course, as logarithms or Latin prose composition.

*Unit.* A single course pursued not less than four periods a week for one school year of not less than thirty-six weeks; in certain cases a unit may be made up of two consecutive courses in allied subjects, each course being one semester in length.

*Semester.* One-half year of school work.

*Time-table.* The daily program or order of exercises of the school.

*Period.* A regular sub-division of the time-table.

*Pupil.* A general term for all persons enrolled as members in elementary or secondary schools.

*Student.* A general term for all persons enrolled as members in colleges, normal schools, or other post-secondary institutions.

*Mark.* A general term to denote any numeral, letter or other character used in records, as "T," for tardy; "E," for excellent; "74," for 74%, etc.

*Passing Mark.* The minimum standard for passing work. Usually 70.

*Rank.* Any mark given in percentage form to denote the relative quality of the work done.

*Grades.* Conventional marks used in some schools to indicate groups of excellence, as "A," "B," "C," "D," and "E."

*Standards.* The minimum requirements of excellency in the various courses upon which approval is given by the state Department of Education.

PART I.  
The Secondary School Characterized.

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CHAPTER I.

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THE APPROVAL OF SECONDARY SCHOOLS.

*The Standards in Brief.*

Secondary schools will be approved under the following conditions:

- (1) They must follow a *program* adopted by the governing board and approved by the Commissioner of Education.
- (2) They must employ a staff of *teachers* with sufficient qualifications.
- (3) They must provide a suitable building for instruction and *equipment* adequate for the courses proposed.
- (4) They must show that their *organization* follows regular and proper standards.
- (5) They must secure efficient *administration*.

The approval of schools expires August 31st, annually, but for cause is subject to review and revocation at any time.

For convenience, schools are listed in six classes. Class A includes all schools with complete secondary programs. The other classes, B to F, in alphabetical order show that the program is incomplete by one to five years. To the class letter may be attached a numeral to show the number of years in the approved program.

*The Standards in Detail.*

*Programs.* It is to be emphasized that the program here given is recommended but is not obligatory. A school