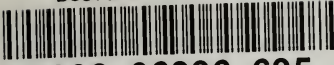


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THIRTY-SECOND ANNUAL REPORT

OF THE

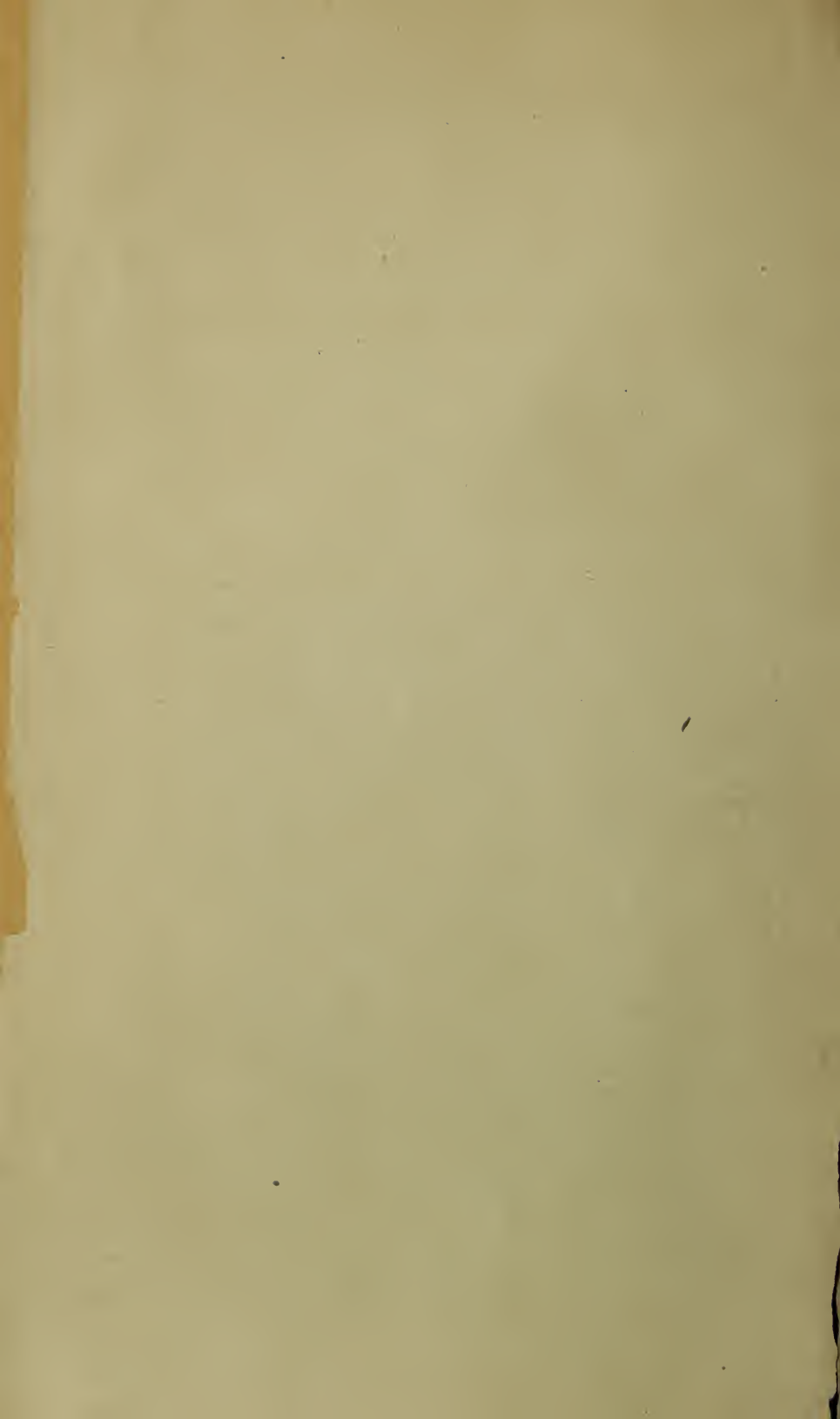
SCHOOL COMMITTEE

OF THE

TOWN OF BRIGHTON.

1870.

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THIRTY-SECOND ANNUAL REPORT

OF THE

SCHOOL COMMITTEE

OF THE

TOWN OF BRIGHTON,

FOR THE YEAR ENDING JANUARY 31, 1870.



BOSTON:

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1870.

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Aug 29, 1931

SCHOOL COMMITTEE FOR 1869-70.

HENRY BALDWIN, CHAIRMAN. Term expires March, 1870.
J. P. C. WINSHIP, SECRETARY. " " " 1871.
C. H. B. BRECK. " " " 1872.

SUB-COMMITTEES.

High School and Primaries Nos. 4 and 5 — HENRY BALDWIN.

Bennett Grammar and Primaries Nos. 2 and 3 — C. H. B. BRECK.

Harvard Grammar and Primaries Nos. 1 and 6 — J. P. C. WINSHIP.

R E P O R T .

TO THE CITIZENS OF THE TOWN OF BRIGHTON : —

Your School Committee herewith submit the thirty-second annual report upon the condition of the public schools.

We have not been unmindful of the variety and the importance of the trusts reposed in us by the town. The superintendence of the education of the youth of a community involves great care and grave responsibilities; and the utmost fidelity and constant vigilance should be demanded of the members of the School Committee in the performance of their duties. The law clothes them with extraordinary powers, and vests in them almost an exclusive control of the schools. Upon them devolve the care and custody of the extensive property of the town in school-houses and school-furniture; the selection of competent teachers, who shall educate the youth physically, morally, and intellectually; the maintenance of a proper discipline, and the establishment of a suitable course of study in the various schools; the disbursement of all moneys appropriated by the town for their support, and the settlement of the numerous questions which so often arise in the ordinary administration of the schools.

We congratulate our citizens upon the continued prosperity and improvement of our schools. During the past year their condition has been that of a uniform and healthy progress; and they have in general fulfilled our reasonable expectations. The Committee, teachers, and parents have all worked

together harmoniously; and the results of these labors have been in a great measure satisfactory.

SCHOOL-HOUSES.

The town has now seven buildings erected for school purposes, in which are taught six Primary and Intermediate Schools, two Grammar Schools and one High School. All of these buildings are of modern architecture, and with one exception, to be noticed hereafter, furnish ample accommodation for our pupils. They are all conveniently located, and are well provided with the proper apparatus for ventilation and heating. The atmosphere and temperature of these school-rooms are generally healthful and agreeable; the attention of our teachers has been called to the proper ventilation of their respective rooms, and we think the health of the pupils has thereby been improved. Under a regulation of the Committee, holding each principal teacher responsible for the proper care of his school-house, we are able to report the various buildings in good condition and repair; and that all our school-rooms have been tidily kept.

The steam heating apparatus in the High School is proving itself, not only the most agreeable, but also the most economical, method of heating that building. The scholars are never troubled with that dryness in the atmosphere so often noticed in rooms heated by hot-air furnaces; and the consumption of coal is quite small. Although this building is situated in an exposed locality, and a larger area is heated than in any other school-building in town, still the consumption of fuel is hardly two-thirds that of either of the Grammar Schools.

The plan of dividing all pupils below the Grammar, into two departments of Primary and Intermediate, works well, and has been adopted by the Committee. To carry out this system, all the Primary School-houses have been constructed with two school-rooms, each independent of the other; with

the exception of Primary No. 1, under the Harvard Grammar School, where the pupils are crowded together in one room, and taught with many disadvantages by the two teachers. We recommend such changes in the construction of this building as will enable the two departments of Primary and Intermediate to be taught independently of each other.

In pursuance of a vote of the town, Primary building No. 3, at Oak Square, was raised in the summer vacation, and a new school-room built on the first story; but the number of scholars in this school during the past year has so largely decreased, that the Committee have not deemed it necessary to furnish the new room at present, or to employ another teacher; although a change will soon be required.

Under an appropriation of the town, some improvements have been made on the High School grounds, and a piece of land has been purchased, on the southerly side, from Mr. George H. Howe, which will add much to the beauty and convenience of the High School lot. It is desirable that the whole should be enclosed at an early day by a suitable fence, and that the school-grounds of Primary No. 5, at the head of Shepard Street, should be protected also on the front line by a proper fence. These school-grounds are the play-grounds of our children; they should be made safe from intruders, and furnish ample scope for exercise, youthful games, and rational amusements. The shade trees planted in them two years since add much to their beauty.

In most cases the outhouses connected with the schools have been kept in good order; but we think the pupils of Primary No. 2 should pay more attention to neatness, and the proprieties of civilized life.

TEACHERS.

The corps of teachers now in the employ of the town numbers twenty. Upon them is imposed the duty of instructing eight hundred pupils, of every age from five to seventeen

years. Their labors are constant and arduous, and we fear very inadequately appreciated. Among so many, there will necessarily be differences in capacity and success. They are not all possessed of the same qualifications, nor have they all had equal experience. But the Committee are pleased in being able to commend them to the citizens of the town, as faithful, conscientious, and in many cases earnest, patient of labor, and judicious in their discipline. Many, not all, of our teachers seem imbued with an enthusiastic love of their profession, and inspire their scholars with a corresponding love of learning.

Perhaps in nothing do our teachers differ more than in this particular. Where the instructor is enthusiastic, there the pupils are industrious, and success is achieved; but where this quality does not exist, the Committee look in vain for much progress.

PRIMARY SCHOOLS.

The teachers of our Primary Schools have labored during the past year with earnestness and fidelity; and the Committee have taken great pleasure in witnessing their successful efforts in developing the infant mind. Receiving their pupils at the early age of five years, and retaining them upon an average three years, they have uniformly evinced an interest and an affection towards their youthful charge almost parental. Among so many teachers we notice a marked diversity of gifts, and the adoption of different methods to accomplish the same results. Some, by a natural intuition, comprehend the working of the infant mind, and readily develop it; while others, with equal zeal and devotion, fail, in a measure, to engage the attention and adapt themselves to the understanding of their pupils. The importance of this department of our Public Schools is too often overlooked; yet, when we consider the impressibility and simplicity of the primary scholar, what a field is opened to the teacher! What oppor-

tunities are offered for her noblest efforts! And how important that the corner-stone, which is here laid, should be well grounded, in order that the superstructure to be built thereon may combine strength with beauty! We have rejoiced to see, in many instances, these pupils of tender years drawn to their teachers by the strong bonds of childish love; and we have not failed to notice that, where this attachment exists, the instruction imparted by the teacher is accepted with alacrity and confidence. Your Committee have felt that other things besides books are essential for these tyros, and have required a variety in the exercises; we have recommended more freedom than is allowed in schools of a higher grade, have shortened a little the afternoon session, and considerable time is devoted to singing and calisthenic exercises. By such a course we feel that the school is made attractive and inviting to these young scholars.

The town has six Primary Schools, taught as follows:—

No. 1 — Miss Sarah F. Monto,	teacher.
No. 2 — Miss Bertha Sanger,	“
No. 3 — Miss Mary C. Duncklee,	“
No. 4 — Miss Fannie A. Swan,	“
No. 5 — Miss Emma P. Dana,	“
No. 6 — Miss Alice A. Swett,	“

We commend these schools to the favorable consideration of our citizens. The teachers have applied themselves diligently during the past year, and have brought to their work a youthful enthusiasm and desire to succeed. They have all taught throughout the entire year, with the exception of Miss Sanger, who succeeded in the fall term Miss Holmes in No. 2. As far as your Committee can discern, we think most of these teachers are inspired with a love of their profession. Their schools may be deemed our educational nurseries, where habits of thought, study, and discipline are formed which are liable to be permanent. In taking leave of this de-

partment of our schools, we here express our extreme satisfaction with the devotion and singular success which have attended the efforts of a majority of these teachers ; at the same time we shall expect greater results in one or two of these schools.

INTERMEDIATE SCHOOLS.

These are also in a prosperous condition. The advance in the grade of study in the various schools has thrown upon the teachers of the Intermediate Department additional labors during the past year. But they have applied themselves vigorously ; and their efficiency and success have been shown at the various examinations of their schools. For the first time, the Committee this year required that admissions from these schools to the Grammar School should be based on examinations conducted by the Grammar teachers, under the supervision of the Committee. A double advantage has been thereby gained. The Intermediate teacher is impelled to teach in a more thorough manner, and scholars, improperly qualified, do not impede the advance of the Grammar Schools, by being wrongfully admitted. At the examinations held last summer, the Committee had an opportunity to compare the success which has attended the labors of these teachers ; for it was fair to assume that the first class in each of these schools would sustain about the same qualifications as to capacity. The result of this examination showed very different qualifications, as to the required studies ; the pupils from some of these schools passed excellent examinations, — an entire class of sixteen from one being admitted without exception, — while those from others showed deficiencies, not always excusable. We advise the teachers of this department, not to lose sight of this test, to which their labors each year will hereafter be brought. As we have previously suggested, nothing but thoroughness of instruction and systematic painstaking will ensure a successful examination on the

part of the pupils. The importance of this grade of our schools must not be overlooked. Here the four fundamental branches are taught; and, to be uniformly successful, the teacher must render these studies attractive, and instil into these young minds a love of investigation. With a view to giving some variety to the course of study pursued in this department, and at the same time in order to impart very useful instruction, the Committee have introduced Bartholomew's drawing slates and cards into these schools, to be used by the pupil as a relaxation from other studies, and to familiarize him with drawing and writing. This change has proved highly beneficial; it secures more perfect order, and accustoms the scholar to the use of the pencil and the construction of words.

Our Intermediate teachers are, —

No. 1 — Miss Mary B. Monto.

No. 2 — Miss Sarah P. Morrill.

No. 3 — Miss Mary C. Duncklee.

No. 4 — Miss Sophronia A. Collins.

No. 5 — Miss Charlotte Adams.

No. 6 — Miss Alice A. Swett.

Their task is an extremely laborious one, and they have few idle moments. And although there is a difference in the results attained by them, we do not deem it advisable to draw any comparisons (at all times odious) between them. Some of them are nearly perfect; most of them are all that we could wish as teachers; but we leave to the consideration of one or two whether their labors should not be crowned with greater success.

The discipline of these schools has generally been good; but they suffer too much from a want of regular attendance on the part of some of the scholars, — a fault, we submit, more chargeable to the parents than the teachers.

We trust that the teachers of this grade may receive the

constant encouragement of our citizens. We know that the parents feel an interest in their efforts ; but if they would occasionally show that interest by visiting the school, and by the kindly word of commendation when deserved, the whole school would receive a new impulse.

There have been few changes among the teachers of the Primary and Intermediate Schools during the past year. At the close of the school year Miss Anna W. Holmes was forced to resign her position as principal of Primary School No. 2, in consequence of ill health. She was succeeded by Miss Bertha Sanger, a native of this place, and a graduate of our High School, of whose ability the Committee have no doubt, and of whose success they entertain great expectations. Upon her taking charge of the school, the pupils were for a time insubordinate and disorderly ; so much so, that the Committee felt obliged to threaten them with the strong arm of the law, to quell the disturbance. But we have had no unpleasant reports from the school of late.

Miss Frances E. Munroe, at the close of the Summer Term, sent in her resignation as principal of Primary No. 3, in consequence of her contemplated removal from town ; and Miss Mary C. Duncklee, who had acted as assistant, was promoted to the position of principal. Owing to the large decrease in the number of pupils of this school, the Committee did not deem it expedient to employ an assistant.

GRAMMAR SCHOOLS.

The corps of teachers in our Grammar Schools remains the same as last year ; and the Committee bear cheerful testimony to the fidelity with which these two very important schools have been taught throughout their respective departments. Under the supervision of Mr. E. H. Hammond as principal, the Bennett Grammar now ranks among the best schools of the town ; and it is highly gratifying to notice the dis-

cipline and good order which prevail throughout the school. In this regard the school has surely and steadily improved; and the labors of vigilant and competent teachers have been apparent whenever we have visited the school. By advancing the grade of the schools, greater labor has been thrown upon the teachers and pupils; and the qualifications for admission to the High School have been thereby raised. The wisdom of this change was shown at the last examination of Grammar scholars for admission to the High School. Their recitations showed, generally, a more thorough knowledge of the subjects studied.

Mr. Hammond is fortunate in his assistants, and the Committee would only reiterate what has been so often said in previous reports. The services of Miss Waugh are invaluable to the town, and Misses Morrill and Leavitt are highly successful and competent in their respective departments. There is more uniformity of action and a greater unity of purpose in all the departments of this school, than in former years. The assembling of the whole school for devotional exercises daily, when they are brought directly under the eye of the male teacher, is productive of great benefit in the matter of discipline. The scholars are thus made acquainted with the fact (too often lost sight of before) that Mr. Hammond is teacher of the whole school, and that he is responsible for not only his own department, but the three others.

The Harvard Grammar has not abated one jot from its high rank. It has always been one of our best schools. Many parents consider it the best. Energy and zeal characterize the labors of the teachers; and whatever is worth doing is here done well. The methods of instruction and of discipline here adopted throw an individual responsibility on each scholar; each member of the school is intensely developed; and teachers, scholars, and parents are inspired with a strong interest in the school. This interest is due, in the main, we think, to the influence of the principal, but we feel that he would not continue so successfully to wield this power, were

he not warmly seconded by his assistants, by the parents of his pupils, and by the community in which he dwells.

His assistants, Miss Childs and Miss Colby, are each deserving of much commendation for their fidelity; and we notice with pleasure a marked improvement in the results achieved by the second assistant.

The grade of Grammar Schools is one of great importance. A majority of our youth do not pursue a course of study beyond them, nor do they seek admission to our High School. It is important, therefore, that they should receive a good education in the English branches. No scholar should graduate from these schools, without a thorough knowledge of grammar, geography, arithmetic, history of the United States, reading, and spelling; and it has been the aim of the Committee, after consulting with the principals of our two Grammar Schools, who have had such wide experience, to prescribe such a course of study as would properly instruct the scholars in these branches. Considering the time occupied in this grade of schools, parents and the Committee have a right to expect great results. It is here that the mind of the child rapidly matures, and that great opportunities are afforded for the work of a competent educator. In the opinion of the Committee, no Grammar teacher should confine his instruction to the text-books. By depending on these, and these alone, he will find it difficult to know how much of the pupil's recitations are exercises of the memory, and how much are the results of a proper investigation on the part of the scholar. We are glad to observe in each of our Grammar Schools an appreciation of this fact on the part of the teachers, and a practice of departing from the text of the books, whenever by so doing they can give to the pupil greater insight into the subjects of study pursued by him, or can better test the available resources of the scholar. Books are indispensable aids to the study of arithmetic, grammar, and geography; but a competent teacher will, in almost every recitation, see occasions and exigencies which require a withdrawal from

the book and a reliance upon his own resources, in order more fully to unfold the subject-matter of the lesson, or to aid and lead the mind of the child to accurate information and correct conclusions.

There is in our Grammar Schools an average of about two hundred and fifty scholars constantly, between the ages of ten and fourteen. One-third of all our youth are here massed for instruction. The importance of the work needs only to be stated to be appreciated. We ask of the parents and citizens their hearty co-operation with these teachers in their difficult task; and we trust that these faithful monitors of our youth will continue to merit and receive the gratitude and regard both of parents and pupils.

Very pleasing graduating exercises were had at the close of the Summer Term at each of the Grammar Schools. And diplomas were presented to the following graduates:—

At the Bennett Grammar School.

Nellie Bickford,
 Clara L. Harrington,
June > Cora Sanderson,
 Emma F. Brewer,
 Fannie H. Danforth,
 George A. Lloyd,
 Charles A. Deering,
 Herbert L. Hunt,
 Dennis Brown,
 Jerome Brock,
 Appleton Cogswell,

At the Harvard Grammar School.

Melville W. Kent,
 John Allison Porter,
 Ella M. Warren,
 Persis I. Swett,
 Edward F. Coolidge,
 Emma McNamara,
 Sarah T. Wadleigh,
 Fannie L. Jones,
 George C. Mentzer,
 Josephine Dame,
 Martha J. Briggs.

HIGH SCHOOL.

Our High School is under the same management as last year. Mr. W. H. Merritt, Principal, Miss Anna J. George, First Assistant, and Miss E. E. Williams, Second Assistant. The school is prosperous and the examinations of the school have always been satisfactory. The opportunities here afforded for a thorough and complete education are ample, and every child in town, that can, should avail himself of the privilege of belonging to this school. It has been the aim of the Committee to maintain a high standard of scholarship in this school, to require that it should be not only in name, but in fact, a High School, not a high grade of Grammar School. For the accomplishment of this end, the course of study has been raised in every inferior school, and now, by reason of the strictness of examination required for admission, we do not see how any can be admitted who are not well grounded in all the fundamental branches. It is for the interest of each pupil, as well as for that of the whole school, that this should be so. A scholar improperly prepared, who has not a complete understanding of all that is required in the Grammar School course, is out of place in the High School. Such a pupil cannot develop the resources of the school, and he is a constant drawback on the whole class of which he may be a member. We would discourage all pupils from entertaining the foolish idea that if they can only be admitted to the High School they have reached the *ultima thule* of education.

Much, very much, of the success of the High School depends on the efforts of the teachers placed over it; but we would not, as a Committee, lose sight of the fact, that the teachers of the Primary, Intermediate, and Grammar Schools are entitled to some share in the credit of such success. It is here that the labors of these other teachers in the rudiments are shown, and it is safe to predict that, in proportion

as the teachers of the inferior schools have intelligently taught the principles, so here will be successfully taught the higher branches.

We commend our High School to the citizens, as one where all the branches necessary to a complete education are taught; many of our present teachers have been taken from it, and pupils may pass thence to our colleges, or to mercantile pursuits.

We notice an improvement in the scholarship of the school. Pupils are found here, who, for a thorough and comprehensive understanding of the studies pursued by them, compare favorably with the scholars of our universities. There is a great diversity in the attainments of the pupils of a school like this. Some bring to their work a strong desire to develop themselves, and master everything required in the course of study; while others come without any apparent object before their minds. They attend school because it is required of them, and they are satisfied with a very moderate amount of study and a recitation of a mediocre character. Of course there must, of necessity, be differences of capacity and of success; but the Committee see no need of any great difference in interest, discipline, or endeavor. The pupils of this school are all of an age sufficiently mature to appreciate readily their advantages, and we ask ourselves why such disparity in the scholarship. Is it entirely chargeable to the teacher? We think not. We cannot but feel that it is due, in a great degree, to home influence. We deem the hearty co-operation of the parents with the teacher essential to success. How readily the teacher or the Committee know whether the requirements and influences at the home of the pupil are in aid of those at school! And what a power there is in this influence! Visit a school in which the parents take little, if any, interest, and, with few exceptions, the scholars are found to be careless and heedless, always requiring the goad of the teacher to spur them on to duty. But go to a school in which the

parents are interested, and where they show that interest by their visits, and by an acquaintance with the studies pursued by their children, and there are found pervading the whole body of scholars an enthusiasm and cheerful alacrity which constantly impel the teacher to greater effort.

Think not that the pupils or teachers are alone deserving of blame if a school appears poorly, or that all the credit is due to them if it appears well. To the influence of the homes and parents of the pupils these results are in a measure due. An *esprit du corps* is as essential in our schools as in an army. Observation teaches us that there are communities where, by the mere lack of interest on the part of parents, the scholars gravitate almost to the dead level of a correctional institution; where there are no competitions and no aspirations. And again, there are communities where the interest of the parents in the school, and in the studies pursued, enkindles a corresponding interest on the part of the child, and by a worthy ambition, he seeks and is sure of achieving success.

We trust that the parents of this town may be of this latter description. In behalf of pupil and teacher, we call on you for this most important support. You can aid much, very much, our schools by showing this interest. Without it the teacher may work long, but, to a great extent, in vain. Indeed, a single disparaging remark made by a parent in the presence of his child, as to his school or his teachers, will utterly paralyze such teacher's efforts, so far as such child is concerned.

The Committee notice, with great gratification, the good deportment of the members of this school; the gentleness of the girls, and the gentlemanly bearing of the boys. We think we distinguish a suitable self-respect prevalent in this school, and a warm attachment is very apparent between many of these pupils and some of their teachers. It would highly gratify us to perceive a greater enthusiasm throughout the school. We could wish that the principal would inspire

his pupils with a more ardent love for the studies pursued ; still the school is in the main in excellent condition, and we feel sure that, by diligence on the part of the scholars, by devotedness on the part of the teachers, and by the constant sympathy of the parents, it will continue to be a source of pride to the citizens of the town, and a means of vast benefit to all of our youth in search of knowledge.

At the close of the Summer Term, the exercises of the graduating class took place. These were of a high order, and consisted of declamations, singing, compositions, select readings, and music.

The class of 1869 numbered six, as follows : —

Ira Stockwell,	Jacob Mann Taylor,
Frank Asbury Ellis,	Annie Frances Coolidge,
Mary Lizzie Jackson,	Jennie Francis Smith.

They were presented with their diplomas by the chairman of the School Committee, in the presence of a large gathering of the friends of the school, in the beautiful hall in the third story of the High School building.

The number of school children between the ages of five and fifteen on the first day of May last, as reported by the assessors, was eight hundred and three.

Boys,	.	.	.	.	400
Girls,	.	.	.	.	403
					<hr/> 803

The Committee are happy to state that they have kept within the appropriation, and have a surplus of about six hundred dollars ; and they recommend that the town appropriate the sum of seventeen thousand eight hundred dollars for school purposes for the ensuing year.

Your Committee renew the recommendation made in pre-

vious reports, in regard to a change in the plan of the Harvard Grammar School. The advantage of suitable and separate rooms for assistants in the Grammar Schools is so great, and a proper division of the younger pupils into Primary and Intermediate grades is so essential, that we think they will justify the cost of the alteration. At present, and so long as this arrangement continues, in the opinion of the Committee, the teachers in this building cannot do themselves or their scholars that justice of which they are capable. By this change twenty-six additional pupils may also be accommodated.

DRIVERS.

Many of the schools suffer very materially from those pupils to whom usage has given the title of "Drivers." They absent themselves regularly two days each week, for the purpose of driving stock for the dealers at this market. Such absence, so continued, is highly detrimental to the progress of the classes of which these drivers are members, in a measure demoralizes the discipline of the school, and causes irreparable injury to the driver himself.

Your Committee do not hesitate to say that parents who permit their children thus to absent themselves, and business men who employ them, are unconsciously doing a great wrong. The hotels, the markets, the depots, the stock-yards, are not the places best adapted for the mental or moral growth of our youth; and the boy who thus misspends golden time does worse than he realizes; he declines the opportunity of self-improvement so liberally provided by our Common School system, and forms habits which may finally ruin him. Just what remedy to adopt, your Committee have been at a loss to know. To say that such scholars shall not continue members of the school, is to cast upon the community that portion of our youth who need most the training and restraint of our schools. We have no doubt

that this mischief can be cured, however, and that our Legislature would, upon application, enact a law which would remedy this evil, so peculiarly local. And we suggest, whether that would not be a humane law, which should make it a penal offence for any person to employ a boy for the purpose of driving stock, under the age of fifteen, during school hours.

Your Committee beg leave to add a few general remarks before closing their report. Our Common-School system comes down to us, a rich heritage from our fathers. From the earliest period of our Commonwealth it has been protected and fostered by constitutional enactment and statute provisions. In the Bill of Rights, our ancestors, acknowledging with grateful hearts the goodness of the great Legislator of the Universe, solemnly declared as follows:—

“Wisdom and knowledge, as well as virtue, diffused generally among the body of the people, being necessary for the preservation of their rights and liberties; and as these depend on spreading the opportunities and advantages of education in the various parts of the country, and among the different order of the people, it shall be the duty of legislatures and magistrates, in all future periods of this Commonwealth, to cherish the interests of literature and the sciences, and all seminaries of them, especially the University at Cambridge, Public Schools and Grammar Schools in the towns . . . to countenance and inculcate the principles of humanity and general benevolence, public and private charity, industry and frugality, honesty and punctuality in their dealings; sincerity, good-humor, and all social affections, and generous sentiments among the people.”*

And the people, through their Legislature, declared it to be the duty “of all preceptors and teachers of Academies, and

* Constitution of Mass., Chap. V., Sect. II.

of all other instructors of youth, to exert their best endeavors to impress on the minds of children and youth, committed to their care and instruction, the principles of piety and justice, and a sacred regard to truth; love of their country, humanity, and universal benevolence; sobriety, industry, and frugality; chastity, moderation, and temperance; and those other virtues which are the ornament of human society and the basis upon which a republican constitution is founded; and it shall be the duty of such instructors to endeavor to lead their pupils, as their ages and capacities will admit, into a clear understanding of the tendency of the above-mentioned virtues to preserve and perfect a republican constitution and secure the blessings of liberty, as well as to promote their future happiness, and also to point out to them the evil tendency of the opposite vices."*

And again: "It shall be the duty of the resident ministers of the gospel, the selectmen, and the School Committees to exert their influence and use their best endeavors that the youth of their towns shall regularly attend the schools established for their instruction."*

Such is the spirit of our constitution and our laws. To infuse these sentiments into the hearts, and embody them in the lives of our youth, a comprehensive, yet kind and parental jurisprudence has grown up in this State in regard to our Common Schools. Our fathers felt that popular education was the main safeguard against all encroachments upon the rights of the people; and that our very liberties depended upon the diffusion of "wisdom, knowledge, and virtue." We call upon teachers, parents, and the citizens generally of this town, to cherish this spirit, and foster all endeavors to advance the cause of education among our youth, remembering that the education which the State and our laws require is not narrow and exclusive; but that it looks beyond text-books, and urges the love and practice of virtue;

* Gen. Stat., Ch. 38, Sects. 10 and 11.

that it is diffusive, and embraces intellectual and moral culture within its ample folds.

Our teachers do much, very much, but we suggest whether their instruction may not have more scope. Let the school be a place where a great and earnest work is going forward; let it be marked by the healthiness of tone and feeling which prevails in it; let there be a constant freshness in the studies pursued.

It is related of Dr. Arnold, the most successful of modern teachers, that his great power "resided in this, that he gave such an earnestness to life, that every pupil was made to feel that there was a work for him to do, — that his happiness, as well as his duty, lay in doing that work well. Hence, an indescribable zest was communicated to a young man's feelings about life; a strange joy came over him on discovering that he had the means of being useful, and thus of being happy; and a deep respect and ardent attachment sprang up towards him who had taught him thus to value life, and his own self, and his work and mission in this world. . . . It was not so much an enthusiastic admiration for his genius, or learning, or eloquence, which stirred within them (his pupils), it was a sympathetic thrill caught from a spirit that was earnestly at work in the world; whose work was healthy, sustained and constantly carried forward in the fear of God,—a work that was founded on a deep sense of its duty and its value; and was coupled with such a true humility, such an unaffected simplicity, that others could not help being invigorated by the same feeling, and with the belief that they, too, in their measure, could go and do likewise."

"The idea of a Christian School was to him the natural result, so to speak, of the very idea of a school in itself; exactly as the idea of a Christian State seemed to him to be involved in the very idea of a State itself."

May not our teachers and pupils draw a lesson from this most beautiful relation existing between this eminent teacher and his pupils? And may they not all more constantly feel

that, to whatever other excellence the scholar may attain, no education is complete that is not well grounded in virtue, and that that scholar occupies the highest grade who adorns his scholarship with the qualities of a Christian gentleman?

Respectfully, in behalf of the Committee,

HENRY BALDWIN, *Chairman.*

HENRY BALDWIN,	}	<i>School</i>		
J. P. C. WINSHIP,			}	<i>Committee.</i>
C. H. B. BRECK,				

NOTE. — While the Report is going to press, we notice with pleasure that Mr. Winship, a member of this Board, has introduced into the Senate the following order, which we hope may result in advantage to the State :

“ On motion of Mr. Warren, of Middlesex, ordered that the Committee on Education be instructed to consider the expediency of providing by law for a uniformity of text-books, exercises and rules for the schools throughout the State; of publishing the text-books by the State, and furnishing them to the schools at cost, and of appointing County Supervisors.”

A number of leading gentlemen in educational matters have expressed pleasure at the action taken, and a wish to be present at the hearing, which is expected on the 1st day of March.

SCHOOL TERMS.

1. *Spring and Summer Term* — 20 weeks.
 Begins — March 7, 1870.
 Vacation — Anniversary Week.
 Ends — July 25, 1870.
 Vacation — From July 25 to Sept. 5 — 6 weeks.

2. *Autumn Term* — 12 weeks.
 Begins — September 5, 1870.
 Ends — November 28, 1870.
 Recess — Thanksgiving Day, and rest of the week.

3. *Winter Term* — 12 weeks.
 Begins — November 28, 1870.
 Vacation — From Dec. 26, 1870 to Jan. 2, 1871.
 Ends — February 27, 1871.
 Vacation — From February 27 to March 6, 1871.

HOLIDAYS.

Wednesdays and Saturdays, P. M.
 New Year's Day.
 Washington's Birthday.
 Fast Day, and the two following days.
 June Day (1st).
 June 17.
 July 4.
 Commencement at Harvard (High School only).
 Thanksgiving.
 Christmas.

COURSE OF INSTRUCTION.

PRIMARY SCHOOLS.

THIRD CLASS. — FIRST YEAR.

- Alphabet*, — Boston Primary School Tablets.
Reading, — Hillard's First Primary Reader.
Teaching the sound of each letter.
Spelling, — From the Reader and Tablets.
Numbers, — From 1 to 50, with and without objects.
Drawing, — Bartholemew's Drawing Slates and Cards.

SECOND CLASS. — SECOND YEAR.

- Reading*, — Hillard's First Primary Reader, — completed.
Hillard's Second Primary Reader, — commenced.
Marks of Punctuation in Reading Lessons.
Spelling, — From the Reader, with exercises in the sound of letters and enunciation.
Arithmetic, — Walton's Primary Arithmetic begun the last term.
Arithmetic by objects and by the use of the numerical frame.
Counting to 100, with exercises in Addition, Subtraction, Multiplication, and Division.
Slate exercises in Drawing, Memorizing Verses.

FIRST CLASS. — THIRD YEAR.

Reader, — Hillard's Second Primary Reader, — completed.

Spelling, — Worcester's Primary Speller, — to page 49.

Spelling of words in columns and reading lessons, — also by sound.

Marks of Punctuation.

Arithmetic, — Walton's Primary Arithmetic, — to page 77.

Boston School Tablets.

Singing and Physical Exercises for the whole school.

INTERMEDIATE SCHOOLS.

SECOND CLASS. — FIRST YEAR.

Reading, — Hillard's Third Primary Reader, — to the 100th page.

Spelling, — Worcester's Speller, — to page 50.

Spelling of words in columns and in reading.

Difficult words to be spelled by sound.

Abbreviations and Roman Numerals.

Arithmetic, — Walton's Intellectual, — to page 70, and review.

Geography, — Warren's Primary School, — to the United States.

Writing on Slates.

FIRST CLASS. — SECOND YEAR.

Reader, — Hillard's Third, — completed.

Hillard's Fourth, — last term, to page 80.

Spelling, — Worcester's Speller, — finished.

Spelling from the Reader, and by sound.

Definitions, questions on punctuation, use of capitals, and abbreviation.

Arithmetic, — Walton's Intellectual, — to page 90.

“ Written, to Addition.

National School Tablets.

Geography, — Warren's Primary, — finished and reviewed.

Writing, — Payson, Dunton, & Scribner's, No. 1.

Drawing Exercises on Slate and Blackboard.

Repeating Verses and Moral Maxims.

Singing and Gymnastic Exercises.

GRAMMAR SCHOOLS.

As the Grammar Schools differ in their division of classes, by reason of a greater number of teachers and scholars in one than in the other, it has been deemed best to state merely the limits of the exercises, and have the duties of each teacher especially assigned, and a copy framed in each recitation room.

COURSE OF FOUR YEARS.

Reading, — Hillard's Fourth Reader, — completed.

Hillard's Intermediate Reader.

Hillard's Fifth Reader.

Hillard's Sixth Reader, — commenced.

Spelling, — Worcester's Pronouncing Speller.

Exercises to be both oral and written.

Definitions, Abbreviations, and Punctuation marks to be taught.

Writing, — Payson, Dunton, & Scribner's Writing Books.

Exercises in writing Letters, and Copying pieces of Poetry and Prose.

Arithmetic, — Greenleaf's Common School, — to Profit and Loss.

Walton's Intellectual, — finished.

Geography, — Warren's Common School, — completed.

Guyot's Geography, — to be used as a book of reference, and for exercises by the teachers.

Grammar, — Kerl's First Lessons, — to Syntax.

History, — Anderson's Grammar School, — to Washington's Administration.

Singing every day.

Composition and Declamation, once a fortnight.

General and Physical Exercises.

HIGH SCHOOL.

GENERAL COURSE.

FIRST YEAR.

First Term. — Arithmetic and Book-keeping.

Grammar, Syntactical Parsing, and Analysis of Sentences, and Exercises in correcting false Syntax.

Modern History, Composition, Reading, Latin or French, — Drawing.

Second Term. — Algebra, Modern History, Composition, Reading, Latin or French, Drawing.

Third Term. — Algebra, Ancient History, Physiology, Reading, Latin or French, Drawing.

SECOND YEAR.

First Term. — Algebra, Natural Philosophy, English Literature, and Rhetoric, Latin or French, Drawing.

Second Term. — Algebra, Natural Philosophy, English Literature and Rhetoric, Latin or French, Drawing.

Third Term. — Geometry, Natural Philosophy, English Literature, and Rhetoric, Latin or French, Drawing.

THIRD YEAR.

First Term. — Trigonometry, Physical Geography, Chemistry, Latin or French, Drawing.

Second Term. — Trigonometry, Physical Geography, Chemistry, Latin or French, Drawing.

Third Term. — Physical Geography, Natural History, Moral Philosophy, Latin or French, Drawing.

FOURTH YEAR.

First Term. — Astronomy, Mental Philosophy, Geology, Latin or French, Drawing.

Second Term. — Astronomy, Mental Philosophy, Geology, Latin or French, Drawing.

Third Term. — Botany, Mental Philosophy, Constitution of United States, Latin or French, General Review of Studies.

Compositions, and Exercises in Writing Letters, Declamations and Singing throughout the course.

CLASSICAL COURSE.

FIRST YEAR.

First Term. — Arithmetic, Latin Lessons and Grammar.

Second Term. — Algebra, Latin Lessons and Grammar, Ancient History.

Third Term. — Algebra, Latin Grammar and Reader, Ancient History.

SECOND YEAR.

First Term. — Algebra, Latin Grammar, Cæsar, Greek Lessons.

Second Term. — Algebra, Greek Lessons, Cæsar, Latin Composition.

Third Term. — Latin Composition, Cæsar, Xenophon, Geometry, Greek Grammar.

THIRD YEAR.

First Term. — Latin and Greek Composition, Cicero, Xenophon.

Second Term. — Latin and Greek Composition, Cicero, Xenophon.

Third Term. — Latin and Greek Composition, Cicero, Xenophon.

FOURTH YEAR.

First Term. — Latin and Greek Composition, Virgil, Homer.

Second Term. — Latin and Greek Composition, Virgil, Homer.

Third Term. — Latin and Greek Composition, Virgil, Homer.

Compositions, Declamations, and Singing throughout the course.

RULES OF THE BOARD OF SCHOOL COMMITTEE.

ADOPTED 1870.

I. ADMISSION AND TRANSFER OF PUPILS.

1. *Age.*

No child under five years of age shall be admitted as a scholar.

2. *Transfer of Pupils.*

1. Pupils shall be transferred from one grade of schools to the next higher grade, annually, at the beginning of the school year, after passing satisfactory examination before the School Committee, on the entire course of study, to the point at which the candidate seeks to enter.

2. For the transfer from the Primary to the Grammar Schools, the ordinary examination at the end of the school year shall be sufficient in the cases of those scholars whose examination the School Committee may deem satisfactory, and who may appear creditably on the Registers of the Schools and in the Reports of the Teachers.

3. For transfer from the Grammar Schools to the High School, seventy per cent. of correct answers shall be required of those examined. This percentage shall be deemed indispensable in spelling, arithmetic, and grammar; while in all other branches of study, scholars whose percentage is not

below fifty per cent. may be conditionally transferred by the School Committee.

Absences, etc.

Any pupil who shall lose fifty lessons, in any one term, by absence, dismissal, or any other way, or whose total average scholarship shall fall below three on a scale of five, shall forfeit his connection with his class. Whenever any pupil is becoming liable to the action of this rule, the teacher shall notify his parent or guardian, and if no material improvement is made thereafter, he shall be transferred to the next lower grade.

Special Admissions and Promotions.

Children who may become residents of the town after the beginning of the school year may be admitted as scholars ; or those in schools of lower grade, whom it may be deemed desirable to promote, may be promoted at any time, on examination by the School Committee, if they are found qualified to join any class existing in the schools to which such promotion would raise them.

II. ATTENDANCE.

1. *Attendance at the Daily Sessions.*

When the absences of any scholar exceed in number ten half days in any term of school, such scholar shall be considered as having resigned membership in the school, and shall be readmitted only by order of some member of the School Committee.

Proviso for the Preceding Rule.

The teacher, on personal knowledge, or satisfactory evidence, that a scholar's absences are occasioned by sickness,

or other just cause, may, at discretion, suspend the operation of the preceding rule. But, in case of ten unexcused absences, the rule as above shall always take effect.

Attendance at the Examinations.

Any scholar, absent from examination at the close of any term of school, shall, if required, pass a similar examination before one or more of the School Committee, previous to his resuming his attendance in the schools.

III. DISCIPLINE.

1. The pupils shall be taught good morals and good manners; and particular attention shall be paid to correctness of deportment, and neatness of appearance.

2. It shall be the duty of the teachers to maintain a kind and parental discipline in the schools. They shall keep a record of all cases of corporal or other equally severe punishment, for the inspection of the School Committee.

IV. REGISTERS.

The teachers shall keep registers as follows:—

1. *The Register of Attendance.*

On this register shall appear the *full* name, and age, and number of each scholar, with the record of his or her attendance on each half-day session of school. This Register shall be kept according to the plan and upon the blank forms supplied by the State Board of Education.

2. Register of Department.

On this register shall be entered every noted fault in department, and, as an offset, any notable feature of good behavior, constancy, or excellence as a scholar; that the whole may be summed up by the end of the term, for the inspection of the School Committee.

Register of Study.

1. *In the High School and Grammar Schools.*—Each principal or his assistants shall record the recitations of each pupil according to their merit, crediting them from one to five, according to their ability, for each recitation.

To simplify the mode, each scholar may register, in a little book provided, the number of credits gained, and report to the teacher each day the number he or she is entitled to, that return only to be entered in the register kept by the teacher.

2. *In the Primary Schools.*—In the Primary Schools each recitation is not marked separately, but one number represents all the recitations or other exercises of study for the half-day session.

Summation of the Registers.

At the close of each term of school a summation shall be made, for the inspection of the School Committee, of all the credits or demerits which each scholar has received on each of the other registers separately.

The Committee will make due mention of extraordinary attainments or deficiencies, as shown by the summations of each scholar.

V. DUTIES OF TEACHERS.

TEACHERS TO OBSERVE ALL THE SCHOOL REGULATIONS.

All teachers in the public schools are required to make themselves familiar with the provisions of these regulations.

SCHEDULE.

It shall be the duty of each teacher to have in readiness for the inspection of the Committee, at each examination, a perfect schedule of the studies pursued by each class during the preceding term.

CARE OF SCHOOL-HOUSES.

It shall be the duty of the instructors to exercise suitable care with regard to the school-houses and the appurtenances of the same, and to report such repairs as may be required to the Committee.

TRUANCY.

Teachers, having charge of pupils who are habitually truant, shall report their names and residences, and the names of their parents, or guardians, to the truant officers.

VACCINATION.

No pupil shall be admitted into the public schools without a certificate from a physician that he or she has been vaccinated.

SCHOLARS TO BE SUPPLIED WITH BOOKS.

Every scholar shall be furnished with all the books used by the class to which he or she belongs. If children are

unable to obtain books, through the poverty or negligence of their parents or guardians, they shall be supplied by the teachers, according to General Statutes, ch. 38, sects. 30, 31, who shall return quarterly to the Committee the names of the books, their price, and the names of the scholars and their parents, or guardians, in order that the returns may be made to the assessors, as provided and required.

SCHOOLS UNDER CHARGE OF THE PRINCIPALS.

To secure uniformity and efficiency in the management of the schools, they are committed to the charge of the principals; and they, under the direction of the sub-committees, shall hold the assistant teachers responsible for the faithful execution of their plans and wishes.

BOOKS BELONGING TO THE TOWN.

Whenever books are purchased for the schools, or poor children, the teacher shall write upon one of the blank leaves these words: "The property of the Town of Brighton. For — school."

VISITING OTHER SCHOOLS.

The teacher shall, occasionally, under the direction of the Committee, visit other schools, to observe the discipline and instruction of the same.

TEACHERS REQUIRED TO BE AT THEIR SCHOOL-ROOMS EARLY.

All the teachers and assistants in the public schools are required to be at their respective school-rooms *ten minutes* before the specified time for beginning school, and be exceedingly prompt in opening and closing their schools at the appointed times, and regular in recesses.

STATISTICAL TABLE.

SCHOOLS.	Number of Teachers.	SPRING & SUM. TERM.				FALL TERM.				WINTER TERM.			THE WHOLE YEAR.				Per cent. of Attendance.			
		Pupils Registered.	Belonging at Close.	Present at Examination.	Average Attendance.	Pupils Registered.	Belonging at Close.	Present at Examination.	Average Attendance.	Pupils Registered.	Belonging Jan. 1st, 1870.	Average Attendance.	Average at Examination.	Average Belonging.	Average Registered.					
																761		676	644	783	730	704	821	789	655	841	777	726	671
High School	3	60	48	42	46	62	61	59	56	61	58	54	51	56	61	56	51	52	52	93
Bennett Grammar, 1st Department.	2	58	46	45	46	55	52	52	50	56	55	50	52	56	56	51	49	49	49	96
“ “ 2d “	1	46	36	36	32	44	38	38	35	41	38	32	44	44	44	37	37	33	33	85
“ “ 3d “	1	47	41	38	32	52	52	47	45	54	53	45	51	51	51	48	43	41	41	88
Harvard Grammar	3	99	81	80	74	94	83	82	81	90	86	70	95	95	103	90	88	81	75	93
Primary, No. 1	2	122	98	92	81	94	87	85	81	94	85	80	108	108	108	90	88	81	79	79
“ “ 2, 1st Department	1	56	48	38	34	64	60	51	54	69	68	48	63	63	63	59	45	45	45	82
“ “ 2, 2d “	1	71	55	44	50	64	62	54	46	48	52	40	45	45	45	58	49	48	48	89
“ “ 3 “	1	69	64	56	46	65	50	43	42	53	48	35	62	62	62	54	49	41	41	73
“ “ 4, 1st “	1	33	24	22	21	36	34	30	31	40	39	30	37	37	37	33	26	28	28	82
“ “ 4, 2d “	1	70	63	39	54	53	53	44	43	54	52	38	59	59	59	56	42	45	45	78
“ “ 5, 1st “	1	40	28	28	26	33	32	31	30	32	32	28	35	35	31	31	50	28	28	90
“ “ 5, 2d “	1	71	65	57	43	59	51	49	44	57	53	42	62	62	62	56	53	43	43	90
“ “ 6 “	1	66	64	59	59	68	68	65	66	72	70	63	68	68	68	65	63	62	62	90
	20	908	761	676	644	843	783	730	704	821	789	655	841	777	841	777	726	671	671	86

