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March 31, 1917.

REPORT

OF

JOHN RYAN,

SUPERINTENDENT OF EDUCATION,

OF THE

STATE OF ALABAMA.

Made to the Governor, April 1st, 1866.

MONTGOMERY:
REID & SCREWS, STATE PRINTERS.

1866.

REPORT.

To His Excellency, R. M. Patton,
Governor of Alabama:

The undersigned, in submitting his Report for the year 1865, from the Educational Department of the State, deplores the fact, that this Department, involving interests of the first magnitude, has been almost destroyed by the recent war, through which our country has passed. He believes, however, that by a hearty co-operation of the people, our School System will be speedily revived, and will be able to dispense untold blessings, even this year, to all parts of the State. There has been no Annual Report made from this office since October, 1859; yet our system of Public Schools was kept up till the appointment of the Provisional Governor in July 1865, although amidst the embarrassments incident to a state of fierce warfare. The Records, Books, Papers, &c., of this office, were carted about the country in boxes, to keep them from the hands of the spoilers, during most of the time after 1863. Their preservation is chiefly, if not alone, due to the vigilance, zeal, and activity of my worthy predecessor, the Hon. J. B. Taylor, to whom the friends of Education in Alabama should ever feel grateful. An empty treasury, want of mail facilities, and a State Superintendent, rendered it impossible to disburse any money, or carry out the School System for the year 1865. No repots from trustees and County Superintendents have been made to this office for 1865, for the reasons just stated; therefore, the undersigned, for want of the usual statistics, is unable to submit a Report

in detail for the past year. He believes he is justified in stating, that public spirit was aroused during the past year upon this great subject, and that by private enterprise. Common Schools, Academies and Colleges were sustained throughout a large portion of our State, notwithstanding the heavy pressure under which they labored.

Such facts as I have been able to obtain through our very imperfect mail facilities, are herewith submitted: The Deaf and Dumb Asylum, established in 1858, at Talladega, by an annual appropriation of $8,000 from the State Treasury, has been under the care of Dr. Joseph H. Johnson, as Principal, ever since, except about three months in 1865, when the school suspended for want of funds. The school was again opened, January 1866, Dr. J. H. Johnson, Principal; Mrs. J. H. Johnson, Assistant; Mr. Isaac Estill, Steward, and Mrs. L. C. Estill, Matron. Dr. William Taylor, M. H. Cruikshank, G. S. Walden, Hon. Jas. W. Hardie, and Jno. Ryan, Commissioners. Dr. W. Taylor, Secretary, and J. Ryan, Treasurer, *ex officio*. We lament the death of our President, the Hon. J. T. Bradford, who died March 4th, 1866. The Board will elect a President at its first meeting to fill the vacancy. Indigent Mutes may obtain board and tuition free of charge, and males are taught a mechanical trade by which they can support themselves through life. Dr. J. H. Johnson is eminently qualified and fitted to instruct this unfortunate class of our country. The Asylum has spacious and elegant buildings, good health, fine water, moral society, and is easily accessible by railroad and stage. This class of persons with whom we deeply sympathize, and for whom ample provision is made, is invited and urged to go without delay to this benign institution, and receive its blessings.

The Synodical Female College, at Florence, under the guidance of the Rev. Dr. W. H. Mitchell, is in full operation, and bids fair to be extensively useful. It is easy of access by the Memphis and Charleston railroad, and it

has elegant society, fine health, and cheap boarding.

The University of Alabama was almost entirely destroyed by the Federal troops in the spring of 1865. An able and patriotic Board of Trustees, and that eminent scholar and friend of youth, Dr. Garland, aided by a loan of $70,000 from the State, have gone to work, determined to rebuild it without delay. They will be able to resume operations, it is believed, by the end of the year 1867.

I have received the following, which is herewith communicated, concerning the Southern University at Greensboro:

MARCH 13, 1866.

JOHN RYAN, *Superintendent Education:*

DEAR SIR—The scholastic operations of this Institute were kept up during the war, until the session beginning October, 1864. They were then suspended to the beginning of the present session, October, 1865. We number between 75 and 80 students, of whom upwards of 40 are matriculated in the several Schools of the University; the rest belong to the Preparatory Department.

Our late examinations at the close of the first term, which were strict and thorough, showed that application to study on the part of students, during the term, had been closer than we have heretofore known in this Institution. This gratifying fact may be attributed, perhaps, to the results of the war which have put most of our young men on their own resources.

We have a very efficient Faculty, and our prospects are good. Very respectfully,

W. M. WIGHTMAN,
Chancellor S. U.

Also, concerning the East Alabama Female College, at Tuskegee.

MARCH, 17, 1866.

HON. JOHN RYAN, *Superintendent Education:*

DEAR SIR—I have seen your request in relation to this Institution. I think about seventy-five pupils were in attendance when Wilson's raid passed through the country. The Institution, then under the care of the Rev. A. J. Battle, was suspended. Exercises were resumed under my direction, September 20, 1865. The attendance last fall was about thirty. There are at present forty-six, two-thirds in the Collegiate Department, the number gradually increasing. We confidently expect a large increase next fall. The Faculty will then be full, new apparatus provided, and the boarding house opened again. The building is the largest and best appointed in the State. The subscriber has assumed permanent connection with the Institution, and will spare no labor or expense to place the School on the best footing. Very respectfully,

E. B. TEAGUE.

Glennville Female College has been in successful operation during the entire period of the late war, and has present prospects of increased usefulness. Rev. T. S. D. Douglass is still at the head of the College. During the past year 113 pupils were in attendance.

Tuskegee Female College is under the control of Rev. G. W. F. Price, who has been connected with the College since its beginning. His acknowledged fitness for his present position, gives parents and guardians the highest assurance that their daughters and wards will be safe in his hands. The College has an encouraging patronage.

The East Alabama College, at Auburn, survives. The exhibit of its condition, presented by the Board of Trustees, is not full, but inspires hope. The lapse of the Confederacy brings no great financial loss to the Institution. It is in operation as a private School, under Professors Dowdell, Dunklin and Glenn. The Board of Trustees, and the friends of the Institution, feel very deeply the loss it has sustained in the death of the late President, Rev. Dr. Sassnett. The Board of Trustees have resolved to open the College, with a full faculty, during the next fall.

Reports have failed to be received from Howard (male) College, and Judson (female) Institute, at Marion; but it is understood that they are in operation, with promise of extensive usefulness.

The Centennary Female Institute, at Summerfield, has been in operation with little, if any, intermission during the war, and is doing a good work in education.

There are other Institutions in the State, engaged more or less during the last four years, in the work of education, and necessary to a full estimate of our facilities in this respect, as the Central Institute, under Professor Bragg, Professor Tutwiler's Academy, at Green Springs, the female Schools at Lowndesboro', Selma, the male and female Schools in Montgomery, under able and successful teachers, and various other places in the State, which partake of the character of individual enterprises, and concerning which sufficient information has not been received to enable me to give them a distinct place in this report.

OFFICE OF THE MOBILE SCHOOL COMMISSIONERS,
MOBILE, MARCH 22d, 1866.

To JOHN RYAN, ESQ, Superintendent of Education, Montgomery, Ala.:

Dear Sir: In answer to your communication of the 9th inst., calling for a report of the school operations of this board, for the year 1865, I have the honor to submit the following:

In order to make an intelligible exhibit of our school operations for any given year, we must date from the 1st of October, because our school term begins at that time; and unless the presence of an epidemic requires a postponement, the schools are opened on the first Monday of the month, and continue to the close of the month of June, ensuing.

The city schools for the year 1864-5, seventeen in number, opened with a full corps of teachers, on the 1st Monday of October, 1864, and continued till the surrender of the city to the Federal authorities, early in

April, following. Prior to the election of teachers for the term, the board passed a resolution, reserving the right to suspend all or any of the schools before the close of the term, and discontinue the salaries of teachers, should the condition of their revenues or the movements of troops in the vicinity of the city, make it expedient. The teachers accepted their positions, fully advised of this resolution; and this reserved right, therefore, became a part of their contract with the board. While the siege was pending, and in anticipation of the result, the board passed a resolution to close the schools, and authorized the payment, to the teachers who might desire it, of the balance of their salaries for the unexpired term. The reason for this was, that the funds (in Confederate notes,) to pay them, were in the treasury of the board; that if the city fell, they would become worthless, while if paid to the teachers at a time when the notes possessed some exchangable value, they could be made available as money. The payments so noted for services not rendered, were regarded in the light of a gratuity, paid without consideration. Many of the teachers availed themselves of the offer of the board, while others declined it.

The schools having been closed, most of the teachers, being deprived of their employments, petitioned the board to permit them to open private schools on their own account in the rooms of the public school buildings in which they had taught. The board were glad of the opportunity to grant the applications, as they entertained serious fears that if the building were unoccupied, they would be seized by the military authorities and used for hospitals or barracks. For some days after the surrender of the city, though the rooms in the Barton Academy were occupied by private schools, there seemed to be imminent danger of the seizure of that building for a military hospital. The apprehensions of the board led to a correspondence with the commanding general on the subject. And the occasion was embraced to lay before that officer a statement, showing the condition and progress of the schools for the term; the right reserved with the teachers to close the schools and terminate their contracts in the contingency which had happened; the inability of the board to keep up the schools in consequence of the depreciation of their funds; the public necessity that the schools should be kept up; the arrangements made with the teachers for their continuance as private schools, and concluding with a request that the schools might be allowed to go on unmolested, and under his military protection.

The response of the commanding general was courteous, and concluded as follows:

"There will, for the present, be no interference with the school buildings on the part of the U. States military authorities, and your arrangements appear satisfactory, as long as the teachers will restrict themselves to the education of their pupils, and refrain from any and everything which might tend to prejudice the youthful mind against the lawful authority of the United States government, and as long as scholars in and out of school, conduct themselves with proper decorum. But any disturbance or misbehavior on the part of either teachers or scholars,

will cause the immediate suspension of the respective school or schools, and the taking of such other measures as may be deemed advisable under the circumstances."

It is hardly necessary to say that nothing occurred on the part of either teachers or scholars to provoke any interference with them, and the schools progressed quietly until the period approached for re-opening them as public schools under the direction and management of the board.

The following table will show the city schools and the average attendance in each for the term commencing the first Monday of October 1864, and ending 11th of April, 1865, following:

	AVERAGE DAILY ATTENDANCE.
Girls High School,	59
Girls, senior grammar school,	157
" junior " "	111
Boys, senior " "	89
" " " "	88
Girls, intermediate school,	105
Boys, " "	85
Girls, primary school,	114
Boys, " "	122
Washington district, (boys and girls,)	130
Bay district, " " "	23
Orange Grove district, boys,	78
" " " girls,	98
Franklin district, boys,	87
" " girls,	98
West Ward district, (boys and girls,)	62
Creole school, (colored,)	25
Total,	1531

It will be perceived from the foregoing table, that no high school for boys was opened during the term. It is hardly necessary to say that this was owing to the war, which called into the service so many boys who had attained the age at which they are qualified to enter that department. The average attendance in all the schools, as may readily be supposed, was also reduced below the average of former years, by the disturbing effects of the war.

The country portion of Mobile county is divided into twenty-four school districts, in most of which, during the war, no schools were kept up. During the last term, schools were taught in nine of the districts most contiguous to the city, as follows:

DISTRICTS.	TIME KEPT.	AVERAGE DAILY ATTENDANCE.
Bel Air,	6 months,	24
Whistler,	6 "	43
Bluff,	6 "	17
Jacksonville,	6 "	19
Mauvila,	6 "	14
Fulton,	6 "	20
Summerville,	5 "	27
Spring Hill,	5 "	23
Fort Stoddard,	3 "	19

The accompanying Exhibit, a copy of which was transmitted to the Secretary of State on the 16th of November last, to be laid before the Legislature, will show the receipts and expenditures of the board for the school year, ending 31st July last. On the same day (16th Nov.) I addressed a letter to the Superintendent of Education, reporting to him the number of children in the city and county of Mobile, of educational age, at nine thousand nine hundred and thirty-six, (9936.) To that letter I beg leave to refer you, as furnishing the data by which you may determine the proportion of the State educational fund to which Mobile will be entitled in the distribution, which you inform me will speedily be made.

It may not be improper to state, before closing this report, that our city schools, for the term of 1865-6, opened on the first Monday of October last, and have gone on more prosperously than was anticipated. A large portion of the usual revenues of the board having been suspended, we have been obliged to charge tuition in all of the Departments. But as our means will soon be restored, the board will be enabled to return to its cherished policy of free schools for all below the grammar departments.

In but one of the county districts, so far as I am advised, have any schools been opened this term, owing to the suspension of the regular resources of the board, by which alone, schools in the county can be supported. Tuition, which can be made available in the dense population of a city, cannot be depended on to support teachers in the sparse settlements of the county. Much interest, however, is felt in the county, on the subject of education, and as soon as the State fund, and taxes for educational purposes reach the treasury, schools will be opened in many of the districts.

But these matters belong more appropriately to the report to be made hereafter, of the school operations of the current year.

Respectfully submitted.

C. A. BRADFORD, Secretary.

Believing the attention of our people should be specially called, at this time, to the general condition of education in Alabama, and its paramount importance, as a question involving so much of the destiny of the people, their institutions and government, I respectfully beg leave to submit the following

APPEAL TO THE PEOPLE OF ALABAMA.

The nature of our institutions requires, that whatever is done for the people, should be done by the people. Unless an intelligent interest and co-operation are awakened in them, the best laid plans of popular beneficence must fail.

At no point does our State need revival and restoration more than in its Public School system. Your attention can not be too earnestly directed to it.

For obvious reasons, the children of Alabama have enjoyed very limited facilities for education during the last four years. At the call to arms, in the struggle of the Confederate States, many practiced and patriotic Teachers exchanged the ferule for the sword, and the school room for the camp. In numerous instances, County Superintendents and Township Trustees were also withdrawn from a sphere of duty in which they were expert and very useful, to what they deemed the more urgent and perilous service of their country. However else we may regard it, such a course could not but be damaging to a system of instruction which requires the presence and vigilance of the various parties to its distributive action. Our system, admirable and complete, in the main, as it is, is comparatively new, and up to the time of this disturbance, was winning its way to approbation, and becoming generally understood and accepted.

Another, and, if possible, a more serious obstruction to the great cause of Public Education, was found in the pupils. Pressed by the exigencies of the war, which, from the beginning, was ever taking on greater dimensions, the Government of the Confederate States drew more and more

closely upon all its available resources. Not only its young men rushed to arms, but youth of tender age were accepted as volunteers. In vain the far-seeing Executive protested against this waste of immature and invaluable material, saying, "we must not grind up our seed corn;" in vain, humanity grudged this consumption, and statesmanship warned against it. Impulsive feelings, patriotic ardor, and the felt pressure of the military situation, overcame all objections. Boys who, in the ordinary course of events, would have been exercising at the globes and blackboard, or taking lessons in syntax, were drilling with muskets in their hands, or sinking down to premature graves under the exposure of camp life, or the rigors of military prisons; or dauntlessly enduring weary marches, and bearing their part in the great battles that have made our name and history forever glorious.

Thus were emplyoyed the flower and hope of our State, at a period in their lives when the halcyon days of peace would have witnessed the quiet culture of their minds. The opportunity for many has passed beyond recall. When the generation of young men now reaching their majority should have been completing their course of liberal study in high schools or colleges, they were surrendered with our armies. They returned home, after four years of brave toil and privation, with paroles, instead of diplomas. Their bodies may have been inured to hardship, but their minds had been neglected. More sad than all this: the bones of a host of our young men, who had just completed their literary and professional education, and, as polished shafts, were ready to take their positions for ornament and strength to society, are now being gathered up for interment, from battlefields consecrated by their valor and patriotism, from Gettysburg to Mansfield.

Here we see, on the one hand, a prolonged and widespread check upon the natural increase of cultivated mind in the State. *Inter arma literæ silent*, is no forced accom-

modation of a venerable maxim, not only to public schools, but, more or less, to higher grades of instruction. The gradual accession to the cultivated mental wealth and power of the State was suddenly checked up; the increasing supply of educated citizens, which, under the operation of wisely laid plans, and in respose to ever increasing demands, had been going forward, was stopped. On the other hand, there has been a large and positive subtraction from this element. For it is matter of history, that the Confederate armies were not filled up by hirelings and foreigners, but our chosen, our best offered themselves in sacrifice. The colleges of the South emptied themselves into the ranks, and their alumni were forward to peril their lives upon the high places of the field.

The roll of Confederate dead is illustrated by names that gave large promise to literature and the learned professions. By their refined tase, elevated sentiments and liberal culture; by their influence, direct and indirect, they were calculated to stimulate and enlarge the mind of the masses, to raise the standard of current scholarship, to widen the area of knowledge, to administer a silent and quickening rebuke to ignorance, and to incite and encourage mental pursuits. These things an educated man does, though he may never enter a school room, or prescribe a formal task to pupils; and the loss of every such man is the withdrawal of a vital force from public education.

With no morbid satisfaction in dwelling upon the suspension and almost utter prostration of an important interest in the State, it is the duty of this Department to allude to other facts of the same unfriendly character, in order that the situation may be fully realized, and the public aroused to meet it. Teachers, who have endeavored to carry on their work, have remarked, that moral and material difficulties greatly retarded them, and made results unsatisfactory to a degree. The children, male and female, of the poor, have been irregular in their attendance, where

schools were open and convenient. The necessity of labor for the support of the family, in the absence of the older, devolved upon its younger members. Text-books were seldom to be obtained, suitable to various ages, and facilitating the formation of classes. Add to all this, the pupils and teachers themselves were not cut off from sympathy with the tumultuous excitement of great and rapidly transpiring events. All partook of the absorbing excitement. Quietness and abstraction, those necessary conditions of successful study and progress, were not favored by the times from which we have lately emerged.

Let others lament our material losses—they may hardly be exaggerated. Let others descant upon our political disabilities, and how they may be borne or remedied. Below none of these, in its relation to the welfare of the State, is the present condition of Education. It furnishes matter for profound and painful solicitude to every one who rises above the minor questions pressing for immediate solution. Intellectual disorders are not so readily perceived as physical ones, but they have greater significance. The influences and facts here brought to view may not be so striking and palpable as burnt villages, desolated farms, railroads, mills, and bridges destroyed, and other ravages of war upon property, but they are even more lamentable. They point to losses that are heavier, and to evils that will be more lasting. They will be felt hereafter, as they are not now. Noiselessly and mightily will they mould our institutions and our destiny. Their effects will be seen and traced by the philosophic historian, long after our material devastations have been repaired by the hand of industry.

Here is loss indeed, irreparable loss, which cannot be measured. Houses may be rebuilt, and fields recovered to teeming harvests; but what shall we say of a people who have halted in the march of mind, while the rest of the world has passed on? The strife of arms has ceased, it is to be hoped, forever; but the nobler conflict of intellect

continues. Individuals, communities, States and sections, must define, defend, and guard their rights, contending for their places, and competing for their honors and privileges, in a great and indissoluble Union. Here is labor, here is trial of learning, wisdom, eloquence, diplomacy, and all the high arts by which mind masters mind. What is to be the record of a people entering upon this struggle, to which recent events have given an impulse, without the advantages of mental discipline? Such is the case, and such the crisis. Let us not idly repine. No time is to be lost. We must have our system of Public Instruction on its feet, promptly. Every department of education, from the primary school to the University, must be vigorously set forward. Let every public-spirited citizen put his hand to the work. Let the patriot urge it, and the press publish it, and the pulpit preach it. We need make no apology for putting under the patronage of the Southern pulpit such a paramount interest. We are behind none in admiration of the purity and singleness which it has maintained, holding to its high theme, and discarding the fanatical and political issues and intermeddlings that have elsewhere been a weakness and reproach. But we may be allowed to vindicate the suggestion, by alluding to the well-established general principle, that moral reforms are most permanent and self-propagating, when once effected, among educated communities. Mental training tends to chasten those baser passions and lusts of human nature, which it is the object of moral training to transform or destroy. Education puts the mind and heart into a state of receptivity and appreciation for the sublime truths of christianity. It is no wonder, then, that the church practically encourages learning and is the patron of education.

The Southern press is invited to look at this spacious field. What good can you effect now for our people in political reforms? What may you not do for them and posterity by bringing all your power to bear upon this vast interest, when it pleads so loudly for help?

One marked result of the late revolution is, that, to a very considerable extent, our progress is to be upon new modes and new ideas. Agriculture, with its routine of unskilled, and, for the most part, servile labor, is not to be henceforth what it once was. Less width of soil, and more depth of mind, will mark its individual prosecution. Toil-saving expedients and ingenuity, in stimulating production, will enter into competition in this noble industry. The mineral and manufacturing wealth of Alabama is to be explored and developed; and educated mind will be required for this. Old habits, hereditary wealth, prescriptive position—all are, more or less, broken up, or rendered uncertain by the upheaval which social institutions are undergoing, and the educated element will have peculiar advantage in the reconstruction following. This reasonable conviction seems to be taking hold of the minds of our youth. Out of limited means, the remnants of their fortunes, many parents are sending their sons and daughters, under great disadvantages, to the few schools and colleges that fortunately remained to us in operation at the close of the war, or, are sending them out of the State. Education is now esteemed true wealth, an inheritance beyond reverses and that cannot be taken away. When this conviction becomes general, our schools will at once revive, not waiting for the revival of trade or agriculture, or the settlement of pending questions in politics.

Another hopeful consideration is the practicability of obtaining good teachers. Want of these has ever been felt. It is not so now. Men and women, well qualified for instructing and training youth, stand ready for employment. The Providence, that out of evil still educes good, makes this result a most timely one, and fortunate. The laborers are to be had, and they are worthy of their trusts and of their hire. A little correspondence and circumspection, it is believed, can secure to every school neighborhood in Alabama a competent teacher. Only let the people awake

to the responsibilities and possibilities of this work. In addition to your own children, the fatherless children of Confederate soldiers, in every township, plead with you. Deny them not that help, by which they may best help themselves and become an honor to your country and theirs. Build school houses. Contract with teachers. Let individuals pay what they can toward their salary, and the State will come forward with the usual aid. Labor is valuable, but no child that can be spared from the field or the shop, should be kept from school.

REVISED FORMS.

NO. I.

FORMS OF TEACHERS' CERTIFICATES.

STATE OF ALABAMA, }
——— County, ——— 18—. }

No. —

This certifies that A —— B —— has passed a thorough examination in, [here name the branches,] and he is hereby authorized to teach in any of the public schools of —— county.

By authority of Law: ———

County Superintendent.

NO. II.

TEACHERS' CERTIFICATE—TEMPORARY.

STATE OF ALABAMA, }
——— County, ——— 18—. }

A— B— has passed an examination in, [here name the branches,] and he is hereby authorized to teach in any of the public schools of ———County, for the term of ——— from date. ———

County Superintendent.

NO. III.

STATE OF ALABAMA, }
——— County, ——— 18—. }

To the Trustees of Townships in the County of —— and all others it may concern:

WHEREAS, a certificate of qualification as a Teacher, was, on the —— day of —— 18—, issued to A— B—: Now, know ye, that upon further examination, investigation and trial, the said A— B— has been found deficient and unqualified, and I do therefore, by authority given me by law, declare the said certificate to be annulled and void from this date.

This —— day of —— A. D. 18— ———

County Superintendent.

NO. IV.

FORM OF CONTRACT WITH TEACHER.

It is agreed between A. B., C. D. and E. F., School Trustees of Township No. ——, Range ——, in the County of —— and State of Alabama, and G. H., a School Teacher of the same County and State, that the said G. H. will take charge of the public school No. —— of said Township, located at (here designate the place,) for the term of ——— months, beginning on the ——— day of —— A. D. 186—, and ending on the —— day of —— A. D. 186—. The said G. H. further engages to exert the utmost of his ability in conducting said school, and improving the education and morals of the pupils; to keep such registers, and make such returns to the Trustees, as may be required of him, and to conform in all respects to the provisions of the laws regulatiug public schools. And for

such services properly rendered, the said Trustees agree to pay to said G. H. the sum of —— dollars per ——; said amount to be paid on the —— day of ——, 18—, out of the school money appropriated by law to said Township.

In witness whereof the parties have hereunto set their names, this the —— day of ——, 186—.

In presence of
I. J.
K. L.

A. B.
C. D. } Trustees.
E. F.
G. H., Teacher.

It is evident that the above form is applicable to those cases alone, in which the amount coming to the Township is sufficient to enable the Trustees to employ Teachers, and pay them stipulated salaries, without resort to tuition fees.

Where the money is not sufficient for this purpose, a pro rata distribution among the pupils must be resorted to—the Trustees binding themselves to apply the public funds to paying the tuition of the pupils so far as such funds may go, and leaving the patrons responsible to the teacher for the balance.

The following form of contract will be applicable to most cases of this kind:

NO. V.

It is agreed between A. B., C. D. and E. F., School Trustees of Township ——, Range ——, in —— County, and State of Alabama, and G. H., a School Teacher of the same County and State, that the said G. H. will take charge of the Public School No. ——— of said Township, located (here designate the place,) for the term of ——— months, beginning on the ——— day of ———, A. D. 186—, that he will exert the utmost of his ability in conducting said school, and improving the education and morals of the pupils, keep an accurate register of their attendance, and, at the

close of his term, submit, on oath, an abstract of such register to the trustees, and that he will conform, in all respects, to the laws regulating the Public Schools. And for such services, properly rendered, the said Trustees will pay to the said G. H. the pro rata share of the educational fund of said Townsuip for the year 186—, to which said school may be found to be entitled, which amount, when ascertained and paid shall be appropriated to dis charge, as far as it may go, the tuition of the pupils of said school, according to the number of days each may attend.

In witness whereof the said parties have hereunto set thir names, the —— day of ——, A. D. 186—.

In presence of
I. J.
K. L.

A. B.
C. D. } Trustees.
E. F.
G. H., Teacher.

NOTE.—A copy of the contract with the Teacher should be filed with the Ccounty Superintendent.

To give the Teacher, at the beginning, some assurance of the amount of compensation he is to receive, and to relieve the patrons of any uncertainty as to the rate to be levied, in order to render that compensation adequate, it might be well for the Trustees—or the teacher, with their consent—first, to raise a subscription, each patron becoming responsible to the teacher for the number of pupils entered by him, at specified rates, and the Trustees, in the contract subsequently ratified, binding themselves to discharge the liability of the patrons, as in the above form.

NO. VI.

FORM OF TEACHERS' DAILY REGISTER.

Number,	PUPILS' NAMES.	Monday,	Tuesday,	Wednesday,	Thursday,	Friday,	Number of days present.
1	A. B.	1	..	1	1	½	3½
2	C. D.	..	1	1	1	1	4
3	E. F.	1	1	1	1	1	5
4	G. H.	..	..	..	1	..	1
5	I. J.	1	..	..	..	1	2
6	K. L.	1	1	1	1	1	5
7	M. N.	1	..	1	..	1	3
8	O. P.	1	½	1	1	½	4
9	Q. R.	1	1	1	1	1	5
10	S. T.	1	1	1	1	1	5

NOTE.—The above should be posted weekly upon the Ledger.

NO. VII.

TEACHERS' LEDGER OR WEEKLY REGISTER.

Number,		Age.	First week.	Second week.	Third week.	Fourth week.	Fifth week.	Sixth week.	Seventh week.	Eighth week.	Ninth week.	Tenth week.	Whole No. of days present.
1	A. B.	9	3½	4	5	5	5	5	2½	4	3	5	42
2	C. D.	14	4	3	5	5	5	2	5	3	4	5	41
3	E. F.	10	5	1	3	5	5	5		2	5	5	36
4	G. H.	15	1	5	3	5	5	5	5	5	5	5	44
5	J. K.	18	2	1	5	2	4	5	5	5	5	5	39
6	L. M.	20	5	5	5	5	5	3	5	5			38
7	N. O.	6	3			5	5	5	5	5	5		33
8	P. Q.	16	4	5	5	3	2	1		5	5	5	35
9	R. S.	19	5	5	2	1		5	5	5	5	5	38
10	T. U.	6	5	5	5		5	5	5	5	5	4	44
Total,													390

NO. VIII.

Report of attendance at Public School No. —, in T. ——, R. ——, in ——— County, submitted to the Trustees on the — day of ——, 185—, by JAMES POE, Teacher.

1	A.. B..		80	
2	C.. D..		75	
3	E.. F..		90	
4	G.. H..		100	
5	I.. K..		50	
6	L.. M..		70	
7	N.. O..		40	
8	P.. Q..		95	
9	R.. S..		96	
10	T.. U..		88	
11	V.. W..		92	
12	Y.. Z..		64	—940
		From Adjacent Townships.		
13	J.. M..		65	
14	P.. S..		87	
15	A.. J..		55	
16	S.. N..		92	
17	L.. B..		79	
18	G.. H..		47	—425
Aggregate attendance,				1,365

Said school was taught 105 days—the average daily attendance 13. Total amount due for tuition, $130.00.

Sworn to as correct, and subscribed before me, an acting Justice of Peace in and for —— County, this — day of ——, 186–.
———, J. P. } JAMES POE.

DISTRIBUTION OF SCHOOL MONEYS.

The following example of the manner in which the school moneys of a township may be distributed among the teachers and pupils, may afford some aid to many of the trustees.

Suppose there are two schools in the township taught by A. and B., and that pupils attend the schools of C. and D. in two adjacent townships:

A.	makes	affidavit	to a	total attendance of	2290	days.
B.	"	"	"	"	1065	"
C.	"	"	"	"	275	"
D.	"	"	"	"	160	"
Total attendance of the township,					3790	"

Suppose, farther, that the amount due the township is $223.61. To obtain the amount which that will pay per day, *divide* $223.61, by the total attendance of the township, 4790. It will give $.059—five cents and nine mills. To find the am't due A. multiply $.059 by 2290—$135.11

"	"	B.	"	.059 by 1065—	62.83.5
"	"	C.	"	.059 by 275—	16.22.5
"	"	D.	"	.059 by 160—	9.44
					$223.61

To find the amount to be paid on the tuition of each child, multiply the number of days each attended into the ratio per day—in the instance given, into $.059.

NO. IX.

FORM FOR TRUSTEES' CENSUS REPORT.

To the Superintendent of ——— *County:*

The undersigned, Trustees of Township ——, Range ——, in ——— County, have made a careful enumeration of the

persons between the ages of six and twenty-one years, in said township, and find the same to be ————.

They further state that said township realizes for the year 18 —, from rents of lands.....$———

From funds controlled by Trustees*.....$———

Sworn to and subscribed before me, this — day of — 186—. ———. } ——— ——— ——— } Trustees.

* This is designed to apply to funds retained and managed by the trustees, and not to funds in the Treasury, or to notes on deposit in the office of the Superintendent. The Trustees are no longer authorized to collect interest on notes. Their receipts cannot, therefore, be recognized here on final settlements, as evidence of its payments.

NO. X.

Annual Report of the Trustees of T. ——, R. ——, to the County Superintendent of Public Schools, for —— County, submitted on the —— day of ——, 186—.

Number of Schools established	NAMES OF TEACHERS EMPLOYED.	No. of Pupils registered.	No. of months each school has been taught	Average daily attendance.	Total amount paid Teachers	No. of Private Schools	No. of Students	No. of Academies	No. of Students	No. of Colleges	No. of Students
Number 1	James Poe	18	5	13	$ 130 00						
" 2	Thomas Williams	36	5	30	180 00						
" 3	David Smith	29	8	22	190 00						
" 4	Mary Thornton	26	4	19	95 00	1	15	1	50		

Trustees Free Public Schools.

It will sometimes happen, that two different persons will teach in the same house during different seasons of the same year. The schools of both may be reported as a single school taught by two teachers. The first item of the Report may be obtained by counting the DIFFERENT pupils registered by them, taking care not to number the same pupil twice—the second, by adding the number of months both taught—and the third, by finding the average attendance of each school separately, adding them together and dividing by two.

NO. XI.

FORM OF RECEIPT OF TRUSTEES TO COUNTY SUPERINTENDENT.

STATE OF ALABAMA, ——— County,
———, 186—.

Received of ———, Superintendent of Public Schools for ——— County, the sum of —— dollars, being a (full or part) payment of the amount due Township ———, Range ——, in said County, from the State Educational Fund for the year 186—.

———
——— } Trustees.

XII.

FORM OF RECEIPT OF TEACHERS TO TRUSTEES.

STATE OF ALABAMA, ——— County,
———, 186—.

Received of ———, Trustees of Free Public Schools in Township ———, Range, ——— County, the sum of —— dollars, being a (part or full) payment of the amount due me from the Educational Fund of said Township, for the year 186—, for services rendered as Teacher in Public School No.——, up to the —— day of ——, 186—.

———, Teacher.

To County Superintendents and Trustees:

GENTLEMEN—The success of our Free Public School System, depends upon the zeal, activity and promptness, with which each of you discharges his duties. Two copies of the School Law were sent by me to each County Superintendent by your respective members of the Legislature. The County Superintendents are expected to keep the Trustees of their county well advised of their legal and other duties, and to require a strict performance of the same. The law requires each County Superintendent to forward to office of State Superintendent of Education, a duplicate of his official bond within sixty days after he enters upon the duties of his office, otherwise he forfeits his office. (See Code, sec. 125.) Trustees are all required to act under oath of office. This must in no case be omitted. This office will disburse about the usual amount for educational purposes for the year 1866. The exact sum per child cannot be given, for want of census reports of the children within the educational age. You will, therefore, organize schools in your respective counties and townships, and enter at once upon the active discharge of all the duties required of you by law. I will send by mail, the necessary blanks, at the proper time, for each county and township; but should they fail to reach you in time, the County Superintendents must not fail to furnish each township with the proper forms, so that all the reports shall reach my office, within the time required by law. These formes are all contained in this pamphlet. This caution is given on account of the uncertainty of mail facilities.

In conclusion, permit me to say, let us all do our whole

duty, so that every dollar that passes through our hands, may accomplish its work of benevolence; and the people will then say, you have been worthy of your place.

JOHN RYAN,
Superintendent of Education.

DEPARTMENT OF EDUCATION,
Montgomery, Ala., April 1, 1866.