

tious. All honor to such Teachers! They were striving manfully against the effects of a deadly lethargy which was seizing the energies of the people and threatening to destroy even the idea of Public Education. There were others, however, following the Teachers' calling with insufficient preparation for the same. Unable to spell correctly, blundering readers of plain English composition, ignorant of the outlines of Geography and History, and innocent of all knowledge of English Grammar, they rashly assumed the important task of educating the young citizens of a Republic in which intellectual strength is the surest passport to station and power. There were others, however, who had allowed their armor to become rusted, although originally well prepared for all the duties of their chosen calling. In order to make the examination required by the law fair and just to all, and to obtain, through its means, such knowledge of the qualifications of our Teachers as would enable me to separate the qualified Teacher from the unqualified, I issued in the month of September, a series of Rules for Examination, accompanied by a Circular Letter addressed to each Teacher. Having completed an examination of one-half of our Teachers, I find that the per centage of failures is thirty-three, and I presume that it will be between that and twenty when the whole number shall have been examined. These failures are not always indicative of absolute unfitness, but most frequently of such inattention to the rudimentary branches as would make the Teachers unfit to give proper instruction in the same. Some of those who have been rejected have commenced a course of genuine preparation, which will make them ready for another examination.

A uniform plan for all our School-Houses was at one time adopted by the Board of Inspectors, but it was not used throughout the County. The houses were mostly constructed in accordance with the peculiar ideas of the Trustees. In fact they are generally square or rectangular buildings, of stone, brick or logs, free from all attempt at architectural adornment, furnished with desks and benches of the most primitive character, and but rarely supplied with proper out-houses. Such of these School-Houses as were located in the country were frequently used for other than school purposes. Itinerant ministers of religious denominations, who were too weak pecuniarily to erect churches for their own use, most frequently used them as preaching places. Then they were employed also for political meetings, debating societies, and for exhibitions of a miscellaneous character, ranging from moral and religious down to comic, and it may be, even worse. The general feeling pervading some parts of the County was something of this nature, "the School-House is public property, therefore I have the right to use it as I please." There are and were some good School-Houses, neatly arranged with reference to comfort and convenience—and such indicated always careful Trustees, good Teachers, and intelligent neighborhoods.

2. The Schools were supported from the School Fund apportioned to Frederick County, and an additional sum obtained through