

SCHOOL VISITORS' REPORT.

District No. 1, NAUBUC.

The schools in this district have been taught thirty-six weeks each. The fall and winter term of the primary department was taught by Miss Julia A. Porter, a graduate of the State Normal School. Miss Porter was a good teacher, and under her systematic management the school made good and, in some branches, rapid improvement.

The summer term was taught by Miss Emma E. Steares. It was Miss Steares' first essay at teaching, and she succeeded admirably, both in government and the progress her pupils made.

The fall and winter term of the higher department was taught by Mr. Milton S. Tracy, who was an energetic worker, and succeeded in arousing enthusiasm in his pupils. The use of the black-board to illustrate the various studies, and in map-drawing from memory, was a distinguishing feature in his school. The summer term was taught by Miss Julia A. Porter, with the same success which had attended her efforts in the primary department.

The buildings and furniture are in good repair, indicating that they have been well looked after by teachers and district committee.

A few enterprising citizens of the district, in the month of March, transplanted some nice elm and maple trees on the school grounds, which have lived through the summer, and bid fair to be not only a comfort but an ornament.

In conclusion, I would say if the schools in this district have not been as good as they might have been, it is not the fault of the teachers, but the lack of coöperation on the part of parents who should show by their presence in the school-room, at least once a year, that they have some interest in the education of their children.

N. W. FRENCH, *Acting School Visitor.*

Districts 2, 3, and 18.

These schools have been visited by me the past year, twice during each term, with the exception of the school in the Second District, which, at the close of the winter term, was transferred to the care of Mr. Griswold.

At my second visit to this school, Nov. 6th, I found the numbers greatly increased, 42 present, 60 on register.

It was evident that no single teacher could do justice to it. Scholars there could not have that instruction to which they were entitled.

I felt and said that measures should be taken at once to remove this inability.

I am happy to say that Mr. Goodrich, the committee, acted promptly.

A meeting was called, and the school divided. The primary department was placed under the care of Miss Ida Smith, who has been quite successful in the cultivation of this new field, and fully met the wishes and hopes of the parents.

For the remainder of the year Mr. Griswold had supervision of this school.

School in District No. 3 has suffered from a change of teachers. Mrs. Danforth, the teacher who has had charge for several terms, was called away to care for a sick relative. Miss Helen Kellogg, her substitute, did as well, probably, as most new beginners would do. But no earthly power can exempt a school from loss, when a new teacher is put in the place of one who is popular and successful.

In this case some of the older scholars took advantage of the embarrassing circumstances of the new teacher, and their

attendance for the last half term brought much disquiet to the teacher, and little or no benefit to themselves.

Mrs. Danforth was unable to resume the charge of the school for the summer term, and a new teacher was employed, making the *third* from the middle of the winter term, and she had hardly begun her task ere she was laid aside by illness; after a break of a week or two, another teacher was found, who carried the school through the remainder of the term.

School in the Eighteenth District has nearly or quite held its own, notwithstanding a change of teachers. But Miss Kellogg is a superior teacher, and the school has been pretty thoroughly sifted of its bad elements, and is now the most quiet school, and most easily governed of any in our section.

A striking exhibition of Miss K.'s skill in teaching appeared in securing the *interested attention of the pupils in recitation*.

I saw there some very fine specimens of map drawing.

Visitors are requested to offer suggestions for the improvement of our schools.

There is one thing which every teacher should aim at, and she ought to feel that she can never rest satisfied until that one thing is accomplished.

My idea is nearly contained in the expression, "To wake up ambition in the minds of the scholars." In almost every school, the visitor finds some minds which seem to be vacant of all motive for study. The *all-sufficient incentive* to study is not there, and yet it must be there, or these minds will most certainly fail to win the prize, *education*. This certain cause of success in study is to be found either in the fear of evil, or in the hope of good, and *must* be found in one or the other, or in both. And that is true genius in a teacher who is able to derive this all-sufficient incentive from these sources and cause it to lie and press on the mind from day to day.

I find nothing more of special interest to note in these schools which have been under my charge the past year.

W. S. WRIGHT, A. S. V.

Districts 2 and 5, CENTER and EAGLEVILLE.

The center district has had two schools during the winter and spring term of the school year.

The upper or high school was taught by Miss Belle Douglass, for the winter term, and the lower one by Miss Ida Smith.

Miss D. is an excellent teacher, and the school appeared to be well managed. I found very good order, and the scholars seemed to be interested in their studies. The school has been well attended to.

Miss Ida Smith has had charge of the primary school for the year, and has done well, this being her first attempt at teaching school.

Miss Scudder taught the spring term of the upper school, and is well known in town as a good teacher, having taught several terms at the academy, and the district was fortunate in securing her services.

DISTRICT No. 5. The school has been in the care of Miss Mary Chamberlin for the year. She has had a large school, and a hard one to manage, but by good government she has been very successful with the school, and the scholars have made good progress in the different branches of studies for the year.

WM. H. GRISWOLD, *Visitor*.

District No. 4, OLD CHURCH.

Miss Alice W. Chapman taught the school of this district during the year past.

This school, in years past, has been fortunately supplied with many able and accomplished teachers, mostly residents of the district, and has thus become one of our very best public schools. It has seemed to have been "in the very air" that the pupils should behave well, and learn well, and be easily governed.

Miss C. was comparatively a stranger, and it was no easy task for her to keep up the high standard of her predecessors. I am free to say that she appeared most anxious to do her whole duty. She was industrious, energetic, and active; and errors, if any were made, were rather of the

head than the heart. During the year the school showed a reasonable degree of improvement.

JNO. W. HUBBARD, A. S. V.

District No. 6, SOUTH CENTER.

The public school of this district was taught by Miss Rosa Wyllys during the entire year.

It is not within the province of an Acting School Visitor to make an advertisement for the teacher of the school he visits, but it is eminently his duty to point out the excellences and deficiencies of the management of it, and if he finds the former to be in the ascendency, certainly the teacher is entitled to the good reputation coming from the recital of the facts.

This school, situated in a district enumerating twenty-five per cent. more children of school age than any other in the town, and having a taxable property second to but one, is made up of the children of many nations and of many opposite characters and characteristics. To teach them all in the same manner and by the same processes, would be a failure. About one-half of them come from a manufacturing village, and are very changeable in their attendance, the law requiring but twelve weeks "at school" in such cases. At best its requirements are but indifferently complied with. The number of twenty-five may be said to attend no school, unless privately instructed at home. Under such circumstances it is not remarkable that the educational interests of the district should lag.

Miss Wyllys has few superiors in the art of school teaching—certainly there are none who labor more assiduously in the discharge of their perplexing duties, often visiting the parents of her pupils to acquaint them with their shortcomings, and to become thoroughly acquainted with their wants and desires. This was most commendable, and is an example worthy of imitation by all teachers. It is a well-known fact that parents and guardians in most of the districts of the town do not visit the school or the teacher, and if the teacher will visit them a part of this negative evil will be improved upon, if not entirely remedied.

Another rule in this school I noticed, viz., that no scholar was allowed to leave it at the close of the regular afternoon session until all lessons were perfected and all rules obeyed. This is trying to the teacher's health and patience, but it cannot be too highly commended or too often imitated. Generally speaking, the school was well disciplined, and more than ordinary improvement made during the year.

Within the limits of the district is the academy school, and during the year it was in successful operation under the charge of an efficient and able teacher, and numbering during the winter about forty pupils; so that, with the district and academy schools, and the private instruction known to have been given in families, the educational interests of the district were tolerably well attended to.

So far as it costs the town, it is the least expensive district in it, as it draws more public funds from the State than is appropriated to it by the town.

I should do injustice to my own convictions if I did not join heartily with the other visitors residing in this district in recommending the establishment of a graded school, with the enlargement of the present school-house, or the erection of a new one.

JNO. W. HUBBARD, A. S. V.

Districts Nos. 8 and 9, MATSON HILL and TWINE MILL.

The school in District No. 9 was taught by Miss Lillie Caswell, and with more than the usual success of teachers. One great cause of progress was the fact of the continuance of the same teacher term after term.

Miss Caswell exhibits much enthusiasm in her work, and both teacher and scholars deserve commendation for excellence in reading, and for so large an acquaintance with the definitions of the text-books.

District No. 8 has changed teachers each term. Miss Emily Hollister taught the winter term, and Miss Fanny Watrous the summer term. As this school is very small there is no opportunity for the enthusiasm of numbers, and yet the true teacher will always exhibit enthusiasm.

A cabinet of curiosities or of minerals will be an object of interest, and the student will never weary in studying the specimens before him.

A single mind is an object of study, and the few minds before a well-qualified teacher will enlist the whole soul in the effort to develop those minds.

This becomes a fascination, and the less the number of pupils, sometimes, the greater is the work accomplished.

A young lady teaching a small school in a remote neighborhood, is more than the day-school teacher. She probably lives, for the time, in the district. She becomes familiar with parents and children at their homes. If she is fitted for the position, she is a power in all that community. So our small schools are not to be little thought of. They are important be they very small, and the teacher, instead of having so narrow a sphere, may find her opportunities widened for good.

The teachers of District No. 8 faithfully engaged in this work, although one was a beginner, and appear to have received the approbation of parents and regard of the children.

The school-house is of ample size, but not well furnished according to modern ideas of health and comfort. The parents either should secure new seats for the room, or if the expense would be too great, provide chairs, taking them from their homes, that their children may study with more comfort.

Every town should feel the importance of meeting the wants of *each* district. This was the desire of the Board of Education in distributing the school money.

The great importance of our common schools is recognized. They are our hope and dependence, to a great extent, as a nation, and yet their vigor is to remain only if they receive our careful attention. The life of the common school system is infused *into* it. The intelligence of the nation rests largely upon the common school, but the common school lives and blesses the nation only because higher schools and colleges exist.

Take away liberal education, and rudimentary instruction

would cease. Schools, then, require the care and interest of the highest intelligence of every community. Those who superintend their affairs should be such as are best qualified for the trust.

While many details are left to the people of each district and town, men of large culture and experience are called to have the "general supervision and control of educational interests."

Thus our school system gets perfected; our teachers by means of institutes are drilled, and in other ways made efficient, and our school-houses better adapted to the wants of a school.

So the higher is ever caring for that which is lower. Over and above all is the moral and spiritual, without which the whole is secular, and cannot live. Some claim that the school is purely secular in its source and aim; but no long-continued educational influence has been felt in the world disconnected with a spiritual power, with an inspiration. So a superintendent of public instruction in Ohio said that he always despaired of maintaining even a good common school where there is not a Christian church to help it.

The laws of this State give every town the power to direct the school visitors to employ the teachers. I do not know to what extent the towns avail themselves of this provision of the law, but were it done would we not have, in some cases, better schools?

A few years since an experienced school visitor of this town made some suggestions in his report in regard to how schools should be supplied with teachers. Some strictures were made upon the present method of obtaining them. This method is not always calculated to secure those best fitted for teaching, while only the best, who can be obtained, should be employed.

JOHN E. ELLIOTT,
Acting School Visitor.

Districts No. 7, 8, and 10, TAYLORTOWN, MATSON HILL, and NAYAUG.

Noteworthy points in the affairs of these three school districts are few. In No. 7, the fall and spring terms were taught by Miss Helen E. Wadsworth, and the winter term by Miss Mary Howard.

No. 8 I visited twice in the fall term, and once in the winter term. The fall term was taught by Miss Carrie M. Strickland, and the winter by Miss Hattie Hollister.

In No. 10, the fall and winter terms were taught by Mr. Monroe W. Crane, and the spring by Miss G. E. Babcock. The teachers of these three districts are residents of this town, with the exception of Miss Howard, who came from Vermont.

With regard to average attendance and scholarship these three districts are nearly alike.

A few hints to teachers :

It should be understood that school teaching means work, painstaking, wearisome work. The best teachers not unfrequently break down under the strain that is made upon their nervous system, and few of this class would be able to endure it continuously eight or ten hours a day. There is no time to be idle during school hours, and but a very little for being seated at ease ; there is something to be done constantly. Not only is a general supervision to be maintained over the school at large, but each pupil should be carefully watched and their characteristics studied. His or her mind should be interested, and such help, encouragement, and discipline administered as is needful.

Should not some steps be taken by the proper officers for the enforcement of the statute against truancy ? The support of the school at the public expense is justified on the plea of public utility and safety. Ignorance is dangerous in a free state. Hence government taxes the property of all to provide means for the education of all. Shall those who most need the restraint and moulding influence, and most likely to become paupers or criminals, be permitted to neglect the offered advantages ?

Visiting school :

The teachers are glad to see in their school-room the parents of their pupils. By such visits misunderstandings are removed, teachers become better acquainted with the character of scholars, and the parent learns more of the teacher's work.

We need a graded school in the south part of the town. If the Sixth and Tenth Districts could be merged into one, a new building erected, and a graded school opened, this would supply a want that we have needed.

A. A. BABCOCK, *A. S. V.*

District No. 12, WASSUC.

This district has had thirty-six weeks school the past year.

The fall and summer terms were taught by Miss Emma Hollister, who, though this was her first attempt, proved a very acceptable teacher; she is mild and agreeable in manner, but firm in purpose and maintains good discipline in her schools, but it will be necessary to correct some defects in her education if she thinks of making teaching a permanent occupation.

The winter term was taught by Miss Edna Curtis, who is a teacher well known throughout this town and other places, as a very efficient and capable teacher, and during this term she fully sustained her former reputation.

I have obtained the report of District No. 12, through the kindness of Acting Visitor Clark, who resides near the school and has visited it unofficially during the year.

The school in this District, as also that in No. 17, was visited by Mr. Lyman T. Hollister, now deceased, and thus the report of No. 17 is unavoidably omitted.

JNO. W. HUBBARD, *Sec'y.*

District No. 13, MIDDLE.

This District has had thirty-six weeks school the past year.

The fall and winter terms were taught by Miss S. Estelle Covell, who is sadly deficient in those qualities which are necessary to promote and maintain proper discipline in school. Whenever I visited the school I could find no fault with the order there, but I have many reasons for believing that at other times the school was conducted very loosely. I also have reasons for believing that the school frequently was not in session the lawful number of hours, and I think that if care should be taken to ascertain, it would be found that this practice of keeping short hours exists in more schools than this. There is also another thing which I object to, viz., teachers having very long recesses forenoon and afternoon, going to their boarding-places or the neighbors' during such recesses, and leaving the children to destroy their books, break the windows, and tear things to pieces generally, as children will do when not under restraint. I think the time has come when teachers ought to understand that they are expected to return a due equivalent for the money they receive for teaching.

The summer term was taught by Miss Hattie F. Rich, who tried to maintain good order in her school, but did not go to work the proper way. She could not govern her own temper, consequently she failed in governing the school. Taken altogether, the school has not done as well as it ought the last year.

District No. 14, HILL.

This district has had only thirty-three weeks school the past year. The District Committee thought it best (and I think he acted very wisely) to continue a good and acceptable teacher in school and shorten the time a little, rather than try a new teacher, though one could have been obtained for less pay.

The school has been taught the entire year by Miss Cora A. Lord of Marlboro, who also was employed in the same school the previous year.

Miss Lord is an excellent teacher, and the school has been very successful under her charge.

The people of this district are still alive to every duty

connected with their school, and the remarks which I have made in my former reports concerning this people are still applicable. They deserve success and they have it.

Respectfully submitted,

A. D. CLARK.

District No. 15, NORTHEAST.

This district has but two terms, winter and summer. The winter term was taught by Miss Wells, and under her management there was a marked improvement in the recitations, and also in government of the school.

The summer term was taught by Miss House. This was her first experience at teaching, and I can heartily commend her work, for the school made good progress under her care.

District No. 16, GOSLEE.

The fall term was taught by Miss Goslee, this was her second term. The school showed well in discipline, and also in the recitations.

The winter term was taught by Mr. Brainard. From the fact that he was an old and experienced teacher, it was expected that the school would be a good success. But unfortunately it proved the contrary, and the school gained but little by his teaching.

The summer term was taught by Miss Bidwell, a teacher of some experience, and under her guidance the school made good progress, and was worthy of commendation.

CHAS. J. LOOMER, A. S. V.

REPORT OF THE SECRETARY OF THE BOARD.

Amount paid by the Town for the support of the Public Schools, as reported by the District Committees, - - -	\$5,343.30
Less received from State appropriation, - \$1,154.00	
“ “ “ School Fund, - - 769.00	
“ “ “ Deposit Fund, - - 458.42	
Less receivable from the Town of Manchester, for its share of support of Joint School No. 15, - 91.11	
	<u>2,472.53</u>
Total amount paid by Town over all State aid, - -	\$2,870.77
Total amount fixed by Selectmen and School Visitors, -	\$5,540.00
“ “ of School expenses, less than appropriation, -	196.70
“ “ paid by District tax, - - -	253.17
“ “ received from State for each enumerated child, -	3.10
Average cost to State and Town of each child enumerated, -	6.95
“ “ “ “ “ “ “ registered, -	8.05
Number of children who attended no school, - - -	65
“ “ “ “ other than public schools, -	50
Average wages paid Male Teachers per month, - -	\$31.33
“ “ “ Female Teachers per month, - -	28.32
Average attendance at school, Fall Term, - - -	380
“ “ “ Winter Term, - - -	455
“ “ “ Summer Term, - - -	347
Number of scholars registered, Fall Term, - - -	482
“ “ “ Winter Term, - - -	564
“ “ “ Summer Term, - - -	460
“ “ “ during the year, - - -	664
The amount of taxable property in Glastonbury to each child between the ages of 4 and 16, is - - -	\$1,464.00
Percentage of taxable property appropriated for public schools, - - - - -	$4\frac{72}{1000}$

Number of children between the ages of 4 and 16 years in each District of the Town, as enumerated 1st January, 1878 :

No. 1, Naubuc, 96	No. 10, Nayaug, 20
“ 2, Center, 80	“ 11, North Street, 23
“ 3, Greene, 40	“ 12, Wassuc, 28
“ 4, Old Church, 31	“ 13, Middle, 24
“ 5, Eagleville, 59	“ 14, Hill, 13
“ 6, South Center, 126	“ 15, North East, 18
“ 7, Taylortown, 30	“ 16, Goslee, 16
“ 8, Matson Hill, 14	“ 17, Neipsic, 29
“ 9, Twine Mill, 70	“ 18, Williams, 44
	<u>769</u>

Amount fixed by the Joint Board of Selectmen and School Visitors as necessary for the support of the public schools for the current year :

To District No. 1,	\$600	To District No. 10,	\$235
“ 2,	400	“ 11,	225
“ 3,	275	“ 12,	225
“ 4,	260	“ 13,	225
“ 5,	275	“ 14,	200
“ 6,	325	“ 15,	215
“ 7,	260	“ 16,	210
“ 8,	225	“ 17,	225
“ 9,	315	“ 18,	300
			<u>\$4,995</u>

BOARD OF SCHOOL VISITORS.

John W. Hubbard,	Term expires	October, 1879
Charles J. Loomer,	“ “	“ 1879
Alpheus D. Clark,	“ “	“ 1879
John E. Elliot,	“ “	“ 1880
William H. Griswold,	“ “	“ 1880
Wm. S. Wright, to fill vacancy,	“ “	“ 1880
Alonzo A. Babcock,	“ “	“ 1881
Austin Gardner,	“ “	“ 1881
Nathaniel W. French,	“ “	“ 1881

OFFICERS OF THE BOARD TO JANUARY 1, 1879.

WILLIAM S. WRIGHT, *President.*

JOHN W. HUBBARD, *Secretary.*

Names and Post-office addresses of the committees of the several School Districts for 1878-9 :

No. 1	Hubbard Waldo,	-	-	-	Glastonbury.
2	Daniel Kingbury,	-	-	-	“
3	John C. Rockwell,	-	-	-	“
4	Obed McLean,	-	-	-	South Glastonbury.
5	Selden House,	-	-	-	Glastonbury.
6	George Pratt,	-	-	-	South Glastonbury.
7	James K. Andrews,	-	-	-	“
8	Henry Trowbridge,	-	-	-	“
9	Roderick F. Hollister,	-	-	-	“
10	Samuel Hollister,	-	-	-	
11	William T. Dunham,	-	-	-	Buckingham.

No. 12	Clinton Loveland,	-	-	-	East Glastonbury.
13	Henry Goodale,	-	-	-	"
14	William C. Hill,	-	-	-	Buckingham.
15	John Thompson,	-	-	-	"
16	Ellery C. Weir,	-	-	-	"
17	George C. Andrews,	-	-	-	East Glastonbury.
18	H. E. Loomis,	-	-	-	Glastonbury.

*List of Teachers employed in the Public Schools the past year,
and their respective terms of service.*

	FALL.	WINTER.	SUMMER.
No. 1	Milton A. Tracy, Julia A. Porter,	Mr. Tracy, Miss Porter,	Julia A. Porter. Emma C. Stearns.
2	Belle H. Douglas, Ida A. Smith,	Miss Douglas, Miss Smith,	Miss Scudder.
3	Sarah A. Danforth,	Helen Kellogg,	Mary S. Mack.
4	Alice W. Chapman,	Miss Chapman,	Miss Chapman.
5	Mary D. Chamberlain,	Miss Chamberlain,	Miss Chamberlain.
6	Rosa Wyllys,	Miss Wyllys,	Miss Wyllys.
7	Helen E. Wadsworth,	M. E. Howard.	Helen E. Wadsworth.
8	Carrie M. Strickland,	Emma R. Hollister,	Fanny Watrous.
9	I. Lillian Caswell,	Miss Caswell,	Miss Caswell.
10	Monroe W. Crane,	Mr. Crane,	Gertie E. Babcock.
11	Ida R. Veasey,	Miss Veasey,	Miss Veasey.
12	Emma R. Hollister,	Edna A. Curtiss,	Emma R. Hollister.
13	S. Estelle Covell,	Miss Covell,	Hattie N. Rich.
14	Cora A. Lord,	Miss Lord,	Miss Lord.
15		Georgia Welles,	Annie I. House.
16	Hattie L. Goslee,	William Brainard,	Lillian E. Bidwell.
17	Cora B. Waldo,	Miss Waldo,	Miss Waldo.
18	Emily J. Kellogg,	Miss Kellogg,	Miss Kellogg.

In the foregoing pages of my report I have presented the usual tabulated statistics of the school system of the town. These percentages of costs, attendance, non-attendance, etc., might be carried on almost *ad infinitum*, but perhaps enough has been given to show all that may be necessary for the information of those who seek this mode of ascertaining the exact make-up of our schools. One great drawback to the efficiency of these lies in the necessarily uneven apportionment of the enumerated children to the several districts. When we reflect that the districts enumerate from thirteen (13), the smallest, to one hundred and twenty-six (126), the largest, and that one-half of all the children reside in four of the districts, and the other half are scattered over the entire area of the remaining fourteen, it will be easily seen that no great equality of school system can be kept up in the town.

There are by far too many in the one case, and as much too few in the other. If the numerical inequality leans favorably towards either side, it is on the side of the larger school, for the natural monotonous dullness of a small attendance in a small school, is of itself a hindrance to the success of it. It will ever be difficult, if not impossible, to bring our schools up to the standard excellence of those of more compact communities. And while I say this, I am not insensible to the belief that the schools of the eastern and sparsely populated districts of the town will compare favorably with those of any town in the state similarly situated. But it is a mistake to suppose that the pupils of a small school will progress as rapidly as those of a larger one, all other circumstances being equal.

Glastonbury contains four more school districts than any other town in Hartford County, and there are but four towns in the whole state that exceed it in this respect, one of these being the shire-town of a large and populous county. Few towns in the state, if any, have a larger territory. The enumerated children only average about fifteen to the square mile.

The State now pays nearly one-half of our running school expenses, and will shortly, under our present laws and systems, pay quite that proportion. It pays that sum in gold and silver dollars, or very nearly so, and it expects, nay demands, that each of these dollars shall be appropriated to the uses of education in the most economical manner consistent with all the circumstances. That teachers shall neither be over-paid, or so much under-paid that all the deserving ones will be driven to seek other towns, where their services will be more appreciated and better paid for.

It demands that every child shall be sent to some school for some portion of the year, and it appoints the Board of Selectmen and School Visitors to make final adjudication of the several amounts to be paid by the town for the support of schools. It makes it the duty of the executive officers of the state, from the sheriffs down, to see that its demands are complied with. In short, it says to us, "I will pay liberally to

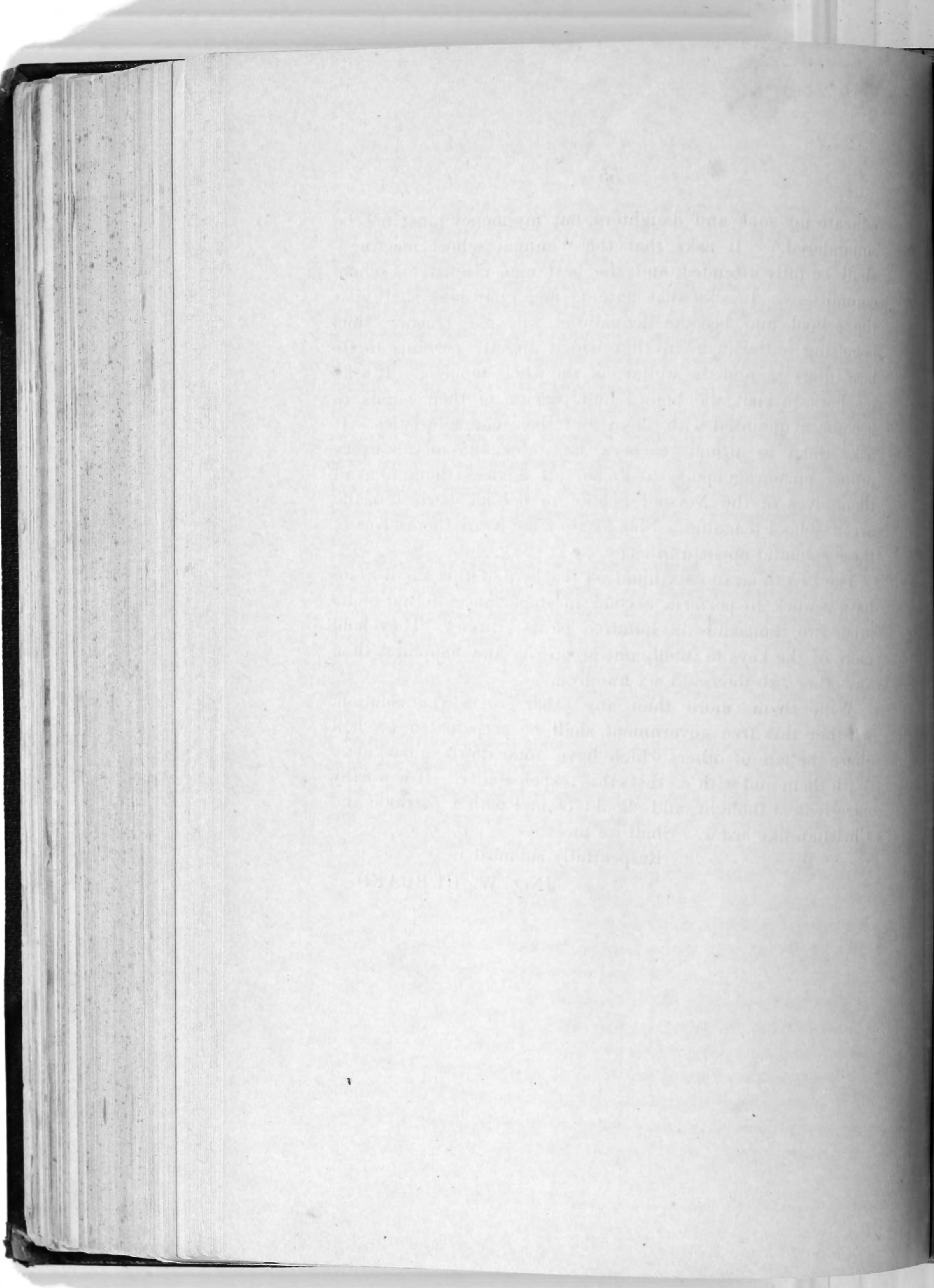
educate my sons and daughters, but my money must not be squandered." It asks that the "annual school meeting" shall be fully attended, and the best men elected for school committees. It asks that parents and guardians shall visit the school and become acquainted with the teacher, thus begetting enthusiasm in that which directly pertains to its best interests, and the welfare of the whole republic. It asks teachers to visit the homes and parents of their pupils, to become acquainted with them and their characteristics. It asks them to attend teachers' institutes, and affords every proper encouragement to do so. It advises them to avail themselves of the Normal School, to become perfect in the art of school teaching. Should they not avail themselves of these splendid opportunities?

The two thousand six hundred teachers of this small State have a work to perform second in importance to that of no other two thousand six hundred of its citizens. They hold more of the keys to intelligent prosperity and happiness than any other two thousand six hundred.

With them, more than any other, rests the solution, whether this free government shall be perpetuated, or shall share the fate of others which have gone down in darkness. With them and with us rests this responsibility. It is worthy our greatest thought, and should be met with a patriotic and Christian-like ardor. Shall we meet it?

Respectfully submitted,

JNO. W. HUBBARD.



Town of Glastonbury, Conn.

ANNUAL REPORT

OF THE

TOWN ACCOUNTS,

FROM

October 1, 1878, to October 6, 1879, Inclusive.

TOGETHER WITH THE

REPORT OF THE BOARD OF SCHOOL VISITORS,

AND OF THE

SECRETARY OF SAID BOARD,

FOR THE

Year 1878-9,

AS REQUIRED BY THE BY-LAW OF SAID TOWN.

HARTFORD:

PRESS OF THE CASE, LOCKWOOD & BRAINARD COMPANY.

1879.

