

tem of free public school education, and perform such other duties pertaining to his office as may from time to time be prescribed by law.

Mr. TODD moved to amend by striking out "three," in line five, and inserting "two," so as to make the salary \$2,000.

Mr. CUSHING. I should like to hear some reason assigned for that.

Mr. TODD. I can give my reasons in a very few words. We have already fixed the salary of some State officers below that amount, whose duties are more onerous than will be the duties of the superintendent of State instruction. It is a very nice, pleasant little office, with light duties; and I think \$2,000 will be a sufficient salary. I offer this amendment to test the sense of the convention upon the question.

Mr. CUSHING. I earnestly hope there will be no reduction made in this salary. Any man who is fit to be the State superintendent of public instruction is either worth \$3,000 or is worth nothing. If you want to make the office so cheap that men of every degree of calibre and every want of qualification shall apply and get it, reduce your salary to such a sum that a first-class man will not take it. If the man that is appointed shall do his work properly, there is no office in the length or breadth of this State that will tax every energy of a man, mental and physical, as this office will tax him. If he makes the faintest approximation to what the people of this State will demand of their superintendent of common school instruction, it will almost wear him out. It is no "nice office;" it is no sinecure. It is no office in which a man can have all the work done by deputies; but it will require in every detail of system throughout the whole State the personal supervision of the man himself.

Another portion of this report intrusts to the man so appointed, the suggestion to your legislature of a complete common school system. You put upon him a grave and important duty, which will in all probability affect the action of your legislature when it comes to complete the system of details. Yet there is a proposition to reduce his salary below that which in this State almost any man in teaching a private school can accumulate clear of all expenses, when the bill itself provides him a salary less than any man fit to take the position can make at any department of business in which he may choose to engage within the State of Maryland. You do not want second-class work, nor a second-class man. Unless you intend to take a first-class man for the place, you would better have none at all. I do not know one man fit to have it that would take it at \$2,000. I wish the convention seriously to think of this question. It is reducing the salary of an officer who will be, so far as regards the interests of the State

and of the people, one of the most important of all its officers.

Mr. SANDS. I will just say that I agree entirely with the member from Baltimore city (Mr. Cushing) in this respect, that we want a first-class workman. There we agree. As to the fact that we cannot get a first-class workman for \$2,000, there we do not agree. I know many men within the State of Maryland, and could select them if called upon to do so to-morrow, who would take it as a perfect God-send; men of capacity, men of ability, men who are laboring hard now in the occupation of private teaching, having the highest grade of qualifications, and who do not make \$1,000 a year. It has been notorious through the State that this branch of employment in the State—teaching—was the worst remunerated in the community. I have seen gentlemen of the very highest grade of qualifications teaching for a salary of only \$1,000. I know them and can select them by the half score at least, this day.

As to the duties of this office being so onerous, I really do believe that it would be the pleasantest berth a man qualified for them could possibly occupy. As to his having to prepare and suggest to the legislature a system of common schools, all that he would have to do would be to look into the systems of some of our other States which have such admirable public school systems, and recommend such features as in his judgment are best calculated to promote public instruction. Then what would be his practical work? To travel through the limits of the State, from Allegany to the seaboard, with his expenses and everything else paid; with no anxiety of mind about the expenditure of his salary in travelling, or anything else. He is provided with an office, which would of course be made a very comfortable one, and all expenses of travelling from place to place are to be paid. This is in addition to the salary of \$2,000, which I say would be, to many gentlemen of the very best and highest qualifications in this matter, a perfect God-send. To go from point to point in the State, and enter a school here and there all over the length and breadth of the land, where the little ones go to receive public instruction, would be a very pleasant task no doubt—to go there and simply see that the mode of instruction in the schools was in accordance with the provisions of the public school system. Simply to ask, What books are taught here? Are they such as are directed to be used? What is your manner of instruction? What is the progress of your pupils? Who could imagine a more pleasant duty than that, concerning the teaching of the young idea how to shoot; mingling with these little harmless ones whom we all idolize so much? It seems to me the pleasantest occupation in the world.

The question comes down to this point;