

I now pass to several special topics, all of them important, and some concerning which information is needed to correct misapprehension. The appendix contains the by-laws issued by the State Board, Circulars issued by the State Superintendent, and an abstract of the proceedings of the Association of School Commissioners.

The subjects discussed are

1. School supervision.
2. Plans for the improvement of teachers.
3. Text Books, School Libraries and School Journal.
4. School Houses.
5. Irregular attendance at School.
6. Academies, High Schools and Colleges.
7. The Maryland Institute Schools.
8. Graded Schools.
9. Travels of the Superintendent.
10. Private Schools and Academies.
11. Comparative cost of the Schools and the Courts, &c.
12. Amendments to the School Law.
13. School Revenues.
14. Miscellaneous.

SCHOOL SUPERVISION.

To have good Schools there must be an active, intelligent and continued supervision. Without this the best theories will fail to produce beneficent results. Young teachers left to themselves will become discouraged, older teachers will be negligent, and settle down into apathetic routine work. School houses will be neglected and cheerless, children discontented and listless. There must be a supervising eye, a guiding mind, an active, energizing intelligence. Having studied the history of the progress of education in all the States by reading the reports transmitted to the Legislatures for a series of years, I find no note of progress until the system of County Superintendence by practical school men was adopted. This at once infused vitality, and when compensation was given to reliable, earnest men to devote their time to the work, from that date the Public Schools began to advance and meet the wants of the citizens. Schools literally groped in the dark—withered into worthlessness—became the reproach instead of the honor of the district when organized on independent bases and conducted without supervision.

A New Jersey report, 1864, lamenting the impotency of the School system, asks—"What can the State do to improve its condition?" The reply is, "Experience has taught us that this can be effected only by active Superintendents, who will devote their time to the supervision of the Schools, thus securing uniformity and efficiency.

A New York report, 1860, says: "The experience of