

have attended the State and National meetings of Superintendents and Teachers in Washington, Elmira, and Harrisburg; have visited New York and Philadelphia on business connected with Text Books, have been present at the examinations and exhibitions of private Schools in Baltimore City and elsewhere, have regularly attended the meetings of the Board of Trustees of the Agricultural College and whenever invited have assisted at the dedication of School houses, and united in the ceremonies connected with educational progress.

In the performance of these duties, I travelled during the first School year ending June 30, 1866, 6557 miles, and have delivered over 100 lectures and addresses on Educational topics. I have attended Teachers', Institutes and Associations as often as other duties would permit, and have visited frequently the "State Normal School" and the "Normal Primary and Grammar School." In the discharge of these varied duties, I have been the recipient of kind attentions on the part of School officers and other persons which are gratefully acknowledged and most pleasantly remembered. Mingling freely with the citizens of almost every section of the State, I have yet to meet the man who opposes public Education. There may be difference of opinion as to modes of administration and minor points of School government, personal preference relative to location and style of School houses, some complaint that Schools are too far distant from a portion of the children or are not open the entire School year of ten months—but here, according to my observation, the objections cease. It will be a difficult task to find among the patriotic and intelligent people of Maryland, whatever may be their political sentiments or denominational preferences, any who would withhold from children the opportunity of free education or who dissent from the proposition that the prosperity of the Commonwealth depends upon the virtue and intelligence of the people.

Indeed, so general is this sentiment, that it has not been deemed necessary to discuss, in School addresses, the abstract questions connected with general education; but to devote the time to an explanation of the Law which provides the means for accomplishing the result which all unite in declaring to be most desirable.

I feel authorized to say that in Maryland popular education is not the banner of a party. It is the policy of the whole people.

Local preferences may exist, personal discussions will always arise, newspaper editorials and communications complimentary and condemnatory will stately appear, but apart from these and undisturbed by them, away down in the popular heart lie love of morality and intelligence and a determination to secure for every child the opportunities of thorough instruction.