

other day in the success of our city Schools. Says he, "this fall is really only the commencement of the Public Schools, heretofore I have stood aloof from the Public Schools." But finding that we had some system in our Schools, he thought he would give them a trial and now is so well satisfied, that were things reversed, could he send free to the Private Schools, and pay to send to the Public Schools, he would prefer the latter.

SUPPLEMENTARY REPORT.

It may not be amiss to add a few remarks as a Supplemental Report to the report already furnished you by my predecessor.

This, the second year of our Public Free School System, has just closed the fall term of the Schools.

By comparing the work and Schools of the present year, with the same of last year to the end of the fall term, we can form a correct conclusion, whether the Schools at this time are in a better condition, whether the citizens of our County manifest more interest in Public Education, whether the School system has worked its way to the better feelings of the citizens of the County, than one year ago.

To this, I can safely answer in the affirmative. The Fall term of 1865 found our Schools attended by about 4000 children. The reports of our Schools ending the Fall term of 1866, show an attendance of over 5000 children, an increase of over 1000 children for the time of last year's report, and many more yet to come in during the winter term.

In many instances citizens stood aloof from the Public Schools last year, the same persons have nobly come forward this year to their support, and are numbered among the Schools' best and firmest friends, and would not to-day exchange our School system for the best abroad, nor would they be willing to transfer their children from the Public Schools to the Private Schools, which they have heretofore encouraged, even if they could send free of tuition, and pay to send to the Public Schools.

They see in the system, which our State Board has furnished us, the elements by which the Schools of Maryland can be placed on a better footing, and in a much shorter period, than those of any of our older sister States that have been experimenting with systems for twenty or thirty years.

They find *live teachers* in our Schools, who can teach not only all the branches taught in our Private Schools, but can teach them better; they find our manner of instruction is more solid, more thorough, more systematic, than any of our Private or Select Schools, that they teach more successfully that which it is necessary for every body to learn.

We let these facts stand *broad and free* for the opponents of the Public Schools to get around them, if they can.