

## ANN ARUNDEL COUNTY.

To Rev. L. Van Bokkelen, LL. D.,  
 State Superintendent of Public Instruction,  
 Rev. and Dear Sir :

As President of the Board of Commissioners of Public Instruction of Ann Arundel County, Md., I beg leave to submit the following report of our labors, and the operations of our school system within the County over which our supervision extends. The whole number of Public Schools in our County is 44, all of which are in successful operation. The first district contains ten, all of which are supplied with teachers. The second and third districts contain eleven each, and the fourth twelve. All these schools are in good working order. The number of pupils in each district is as follows: the 1st has one hundred and fifty; the 2d, one hundred and forty-six; the 3d, three hundred and forty; the 4th has three hundred and fifty-eight; the two schools in Annapolis, three hundred and fifty. Total number of pupils, 1344.

Although education has ever been regarded among all civilized nations, as absolutely essential to the welfare of the State and the advancement of the people, it was for a long period the privilege of the favored few only, to acquire a thorough intellectual training. Education has proved itself the most powerful element in the civilization of nations, and as mankind progressed in knowledge, their institutions became more liberal, their laws assumed a wiser and more impartial aspect, and the administration of their governments grew more humane. There was a period when it was thought that the masses were happier without any instruction; for it was contended that if the common people were educated they would become dissatisfied with the position Providence had allotted to them in this life, that they would abandon the various industrial pursuits in which they were engaged and aspire to something not suited to them as a class. When this erroneous view was forced to give way before a more enlightened and just public sentiment, it was stoutly maintained that the masses should be educated to such an extent only, that they might be able to read the scriptures and join in the public worship of God. At a still later period, it was thought, that it might be allowable to educate the people so far, that they might be able to write their own names and have a slight knowledge of Arithmetic. Even then it was found, that education did not spoil the people, for it was manifest that they labored more cheerfully and to better advantage, because they had some intelligence. Thus education, like every other noble enterprise, worked its way amid difficulties, surmounted the most formidable obstacles, dissipated