

That question may be regarded as settled. All the testimony combines in one grand, emphatic, unanimous "Aye." The plan proposed embraces one feature which is supposed to be original and another which is somewhat novel.

First.—It is intended to use the Normal Professors six months of the year at the School in Baltimore, and during four months, April, May, June and July, as itinerants; to send them to the Counties to conduct Teachers' Institutes, and to visit and inspect the Schools, under the direction of the State Superintendent. This will give all the Teachers the benefit of their experience and insure an early uniformity in modes of conducting Schools.

Second.—It is designed to connect with the Normal School Model or Experimental Schools, in which the Normal Students will assist. These Schools will be under the charge of eminent Teachers and will be made, if possible, superior to any private School in the City, so that their advantages will be sought after by our best citizens. They will be pay Schools and soon will be more than self-sustaining. These Model Schools will be open to inspection, and it is thought will exhibit such advantages that every town of one or two thousand inhabitants will desire to have similar graded Schools, and similar systems of instruction.

The State Superintendent urges upon the General Assembly the most liberal appropriation for this Normal School that can be made consistent with other demands upon the Treasury, not only for payment of salaries, but for furnishing the rooms and procuring all needful apparatus.

TITLE IV. PAGE 56. SOURCES OF INCOME.

SECTION 1. If money be withheld all else pertaining to this system will fail. If a man wants a skilful mechanic, an intelligent clerk, an experienced physician, an able lawyer, he can get them, but he must pay for them. So we can have comfortable School houses and faithful Teachers, but not without money. They must be paid for. The question is "What is a thorough System of Public Instruction worth?"