

he has the capital to go into that sort of business. Who does the instructing? Who educates the minds of the pupils sent into that institution? It is notorious that the work of practical teaching is done by some poor fellow who has no capital, except, as the gentleman from Cecil (Mr. Pugh) suggested, his own God-given talent; and upon that very God-given talent, the man who has the capital in our young ladies' boarding school or academy, moulds his thousands of dollars. That is the truth of the matter, and everybody acquainted with schools knows it.

Mr. STIRLING. I would like to suggest to the gentleman from Howard (Mr. Sands,) that he seems to forget one consideration; and that is that the retired student, a poor oppressed fellow like that, does not know the people of this State, and is not competent to go out and deal with the people. He does not know the members of the legislature, and if he came up here, he would not be known.

Mr. SANDS. I ask my friend if he wants this superintendent of public instruction, to be a lobby member of the legislature?

Mr. STIRLING. I want him to be known.

Mr. SANDS. I want him to understand the business of teaching.

Mr. STIRLING. To be a Dominic Sampson.

Mr. SANDS. I am sorry we have not more Dominic Sampsons; that we have not more educated men and women. I want that stamp of man united with the practical; and you may get him for less than \$3,000 a year. I understand from my friend's suggestion, that he would have a man put into this office who is to be ornamental, instead of useful, tall, good looking, and of pleasing address to talk to the legislature. That is not the kind of man I want at all. I want a kind of man who has been in the schools, who understands what is taught in them in every branch of education, a man who understands the great science of communicating ideas. That is the kind of man I want, and I say if you want to get such a man, a useful, true and faithful public servant, you must get a man with the spirit of Dominic Sampson in him, a man who loves his employment. He must be a man who has spent years in it, and learned to love it; a man who will spend his time and the talents which God has given him, in labor for the children under his care.

I wish gentlemen to recollect that there is a second section in this article which makes provision for quite a large number of deputies, who, of course, are to do the drudgery of the business. The second section says:

"Section 2. There shall be an assistant superintendent of public instruction in each county and the city of Baltimore, who shall be appointed by the State superintendent of public instruction, shall hold office for four years, receive such compensation and perform

such duties as the general assembly may prescribe."

This corps of assistants will be practically the men who will go into the State schools, and do the drudgery in this matter. If you are to give the superintendent \$3,000, what are you to give to each of these twenty-two assistants? Shall they have \$1,500, or must you have a fancy man for each county, a Henry Ward Beecher for each county, and give him \$3,000?

The people are anxious for a uniform system of public education. They desire it greatly. They are willing to pay whatever this officer is worth; but they do not want him to be of the lobby member sort. They want him to be a plain, practical, educated man. And I say again, as to these men taking it as a God-send, there are hundreds of them in the State who would be glad to receive \$2,000, and would receive it as a God-send. They are the class of men who are educating your children to-day, and doing it that some fine gentleman who has a little more capital than they have, may mould his thousands of dollars.

I say this office would be one of the pleasantest positions that could be bestowed on any man. Give him his corps of assistants, one for each county and the city of Baltimore, and the State superintendent would do very little of the hard work. He would stay at home and read the reports of his county assistants. That is what he would do in all probability, if he were the sort of man that could stand up and say, I am worth \$3,000 in the market, and if you don't choose to give me that, you may go and get somebody else. I want a plain, honest, earnest man, who will spend his life in the matter of public education, and give all his time and attention to the discharge of his duties, for the benefit of the children of the State and the people of the State. Such men, I repeat it, can be found all over the State, who would gladly accept this position for the salary which the amendment of the gentleman from Caroline (Mr. Todd) proposes; and I hope that amendment will prevail.

Mr. DANIEL. I really believe that there will be more applications made for this office to the governor, even at a salary of \$2,000, than it will be pleasant for him to decide upon. I do believe from my knowledge of salaries in the State and in the city of Baltimore, of public school teachers and others, that \$2,000, with all the travelling expenses paid, is a very competent salary. You will get any man for \$2,000 in this State that you could get for \$3,000. I believe that putting up the salary to \$3,000 would have the contrary effect from what my colleague anticipates; for instead of securing a man who is entirely competent, and who will take the place from the love of it, in a great measure, and because he is fond of that sort of duty, he will bring into com-