LIBERAL SUPPORT OF THE SCHOOLS BY THE MAYOR AND CITY COUNCIL.

It is due to the Mayor and City Council of Baltimore to say that they have continued a liberal support to their public schools ever since they have proved to be worthy of their patronage. When the pressure of over-legislation in the work of internal improvement was so considerable that the most experienced of the city's financiers were troubled in the relation, the schools were not allowed to suffer any material disadvantage. Under their supervision in the management of the Board of Commissioners having their immediate control, they have made their advancement and established their character.

NO ASSISTANCE FROM THE GENERAL ASSEMBLY OF THE STATE.

It is further due to the Mayor and City Council of Baltimore and the Board of Commissioners of Public Schools that the fact should be recorded of their performance of the service that has elevated their system of Public Schools unaided by any act of State legislation. The first enactment of the State Legislature for the benefit of the Public Schools of the city of Baltimore has yet to be passed. A like condition does not exist in any other State of the Union. Encouragement for the work of public education has in all other instances emanated from the State. In this instance the city has done the work without the State's assistance or encouragement. The only acts upon the records of the General Assembly of the State, relating to the Public Schools of Baltimore city, are those which allow the Mayor and City Council to provide the means and otherwise support the system of schools of their establishment.

OUR SYSTEM.

It is believed that our system of Public Schools is as simple and as easily worked as any in existence. It consists of

but three grades of schools—the Primary, the Grammar and the High Schools. These grades are in such close alliance as to be necessary to each other's prosperity, and, if properly worked, they cannot fail in the securing of each other's progress. It is supposed by some persons that the High Schools are mere appendages to the Grammar and Primary Schools, and that the force and character of the system are in the Grammar and Primary Schools. This is an error the misfortune of which might be disastrously tested in the abolition of the High Schools. Were it not for the High Schools the Grammar and Primary Schools, in their composition as a system, would dwindle into insignificance. The High Schools are as thoroughly integral in our system as are the Grammar and Primary Schools, and they are of equal importance in their grade. It is true that many of the pupils of the Grammar Schools receive all the education they secure in those schools. This is a matter of necessity. Those pupils are obliged, by the circumstances of their families, to procure situations for their support, otherwise they would be continued at school until a more thorough education were obtained.

THE PUBLIC SCHOOLS NOT POOR SCHOOLS.

In spite of all the efforts that have been made to prove the contrary, there are many persons in our community that regard the Public Schools as schools provided for the poor, and that they are conformed to the necessities of the poor. In social life it is not always that the poor as a class can be found. The character is inadmissible when personally applied. A poor people's church would simply be no people's church, and poor people's schools are no people's schools.

The Public Schools are not poor schools. They are schools provided by the law for the children of all classes of the people. In our country we may talk of classes of the people in the way of distinction as classes, but not as castes. In his class one proper sort of man is as good as another, and in his political relations one man of any class is as good as any