

REPORT.

The Committee on Education, to whom was referred the order inquiring into the expediency of establishing a general system of Education; and also the order inquiring into the propriety of appropriating the interest of this State's portion of the Surplus Revenue of the U. States in aid of Education, beg leave to

REPORT:

That they have considered those subjects, fully impressed with their magnitude; and have to regret that a proper regard to other duties has prevented them from giving to these topics that attention which they justly merit. Their report therefore is made with great diffidence.

The value of education will be readily admitted. Whether we regard it as philanthropists, or as patriots; as individuals, or as legislators, its importance and necessity are equally apparent; in the one case, to relieve the amount of individual woe, in the other, to give stability to our institutions. As we aid the diffusion of useful knowledge and increase the intelligence of the community, we widen the sphere and enlarge the means of human happiness, and elevate our National character. In all governments especially in our own, controlled as it is by the popular voice, it is the duty of the State to use its means to enlighten her citizens, and chasten public sentiment. Our very existence depends on the intelligence of the people.

Impressed with these sentiments the committee were not long deliberating on the expediency of some general system of instruction. All agree that one should be established, which would place within the reach of every child in the community the means of acquiring an education. The questions then arise, what shall that system be? And how is it to be supported? The last of these questions will be first considered; for it is not so much the perfection of the plan which makes it useful to the community, as it is the means and certainty of carrying of its being into effect.

Public schools may be supported in their modes: First; by the funds of the State entirely; Secondly,—by taxation levied purposely for that object; and Thirdly;—by a