

If he was right in the general proposition which he laid down that, independent of this particular clause, it would be in the power of the Convention to declare in another part of the Constitution that the Legislature should have the right to appropriate money for the specific purposes of education, then he could not see the object of the gentleman from Montgomery in placing his amendment where he now desired it to be. But even if he, (Mr. E.) was wrong in this position, he had prepared an amendment in terms so broad that its intent could not possibly be misapprehended—an amendment which, in his judgment, would obviate every difficulty, and which he would now read as a part of his remarks.

Mr. E. then read his amendment, (of which the reporter has not a copy.)

He desired now to show to the Convention that the appropriations made by former Legislatures were not such as came within the rules of justice, or common sense, and that they were not even in accordance with the intentions of the framers of the laws themselves. He did not conceive that the amendment of the gentleman from Montgomery, or the report of the committee on education came up to the point which the Convention desired to attain, and which the people themselves, so far as his, (Mr. E.'s,) (knowledge enabled him to speak, intended to reach. He desired to show that the relative population of the counties and of the city of Baltimore, was not represented either by population, black and white—or so as to receive, either under the report of the committee on education, or of the amendment proposed by the gentleman from Montgomery, the benefits which they were entitled to receive—but that the system operated with signal injustice and inequality.

Mr. Brown rose to a point of order, concerning the relevancy of the debate.

After a brief conversation thereon,

Mr. Ege, (having been decided to be in order,) proceeded with his remarks.

He proposed, he said, to take the school fund appropriated to the different counties of the State, and to show the gross inequality that existed in its distribution. He proposed to show that many of the counties of the State, received a proportion of the fund upon principles not just in themselves, and against which he came here to contend.

He hoped to see a principle adopted in the Constitution for the establishment of a general system of common school education, by which general knowledge should be diffused among all classes of our citizens, whether living on the low lands of the bay shore, or in the pure mountain regions of the west.

But he would now proceed to show the inequalities that existed in the application of the public funds. Take, for example, the counties of Kent and Anne Arundel proper. They received more than one fourth of all the taxes they paid into the treasury, whilst the county which he, [Mr. Ege.] had in part the honor to represent, (Carroll,) received only eight hundred dollars. Even this small sum was more equally distributed among the people in his county, than perhaps the

money received by any other county in the State. Still, he believed, it was not properly distributed, because particular localities were the exclusive recipients of its benefits.

Mr. E. then read the following statement:

TABLE,
Showing the White population of each County and Baltimore City, with the amounts of the Academy and College fund, and the Free School fund, annually distributed amongst them.

| Counties. | White Population. 1850. | Academy Fund. | Free School Fund, 1851. |
|----------------------|----------------------------|---------------|----------------------------|
| Allegany, . . . | 21,643 | \$800 | \$2,588 63 |
| Anne Arundel . . . | 16,542 | 3,800 | 3,335 86 |
| Baltimore city . . . | 141,440 | | 5,525 53 |
| Baltimore co. . . | 34,354 | 800 | 3,047 83 |
| Carroll, . . . | 18,676 | 800 | 3,144 03 |
| Caroline, . . . | 6,096 | 800 | 2,227 15 |
| Calvert, . . . | 3,630 | 800 | 2,015 02 |
| Cecil, . . . | 15,482 | 800 | 2,856 40 |
| Charles, . . . | 5,565 | 800 | 2,141 07 |
| Dorchester, . . . | 10,788 | 800 | 2,842 62 |
| Frederick, . . . | 33,300 | 1,200 | 4,473 08 |
| Harford, . . . | 14,414 | 700 | 2,931 24 |
| Kent, . . . | 5,615 | 800 | 2,370 70 |
| Montgomery, . . . | 9,435 | 1,000 | 3,636 42 |
| Pr. George's, . . . | 8,902 | 800 | 2,722 77 |
| Queen Anne's . . . | 7,040 | 800 | 2,636 59 |
| St. Mary's, . . . | 6,236 | 600 | 2,411 57 |
| Somerset, . . . | 13,417 | 800 | 2,754 93 |
| Talbot, . . . | 7,085 | 800 | 2,861 39 |
| Washington, . . . | 26,888 | 800 | 3,559 65 |
| Worcester, . . . | 12,401 | 800 | 2,832 81 |
| Total, . . . | 419,039 | \$19,670 | \$62,915 29 |

Note.—The Free School fund is distributed as follows: One-half to each county, and Baltimore city, equally; and the other half amongst said counties and city, in proportion to their white population.

Such were the inequalities and such the injustice of this system. He wared against it. He desired that it should be brought to an end. He wanted to see a general system adopted in place of that partial and miserable one which was now in operation, by which a select few received the benefits of academic and collegiate education to the detriment of the great mass of the children of the State.

Let academies and colleges be left to private enterprise, or to corporations that were able to maintain themselves by their own efforts. Let them not draw their sustenance from the public treasury, whilst industry, energy, enterprise and learning itself were left to slumber. He desired to see the State cleansed from this foul leprosy which had so long been eating into its vitals, and no effort of his should be wanting to secure its extermination.