

the disastrous influence of the other, the glorious destiny of the cultivated intellect sanctified by divine grace, and the fearful future misery of the other, it is amazing that good men, men of cultivated minds, men who are good citizens and well-wishers of human society, who we might presume would exult in the triumph of virtue, intelligence and religion, should be found arrayed against the cause of education. It may be alleged by those that it is not the cause of education which they oppose, but the system inaugurated amongst us. If such be the case, let them suggest modifications and improvements, and if found worthy, they will certainly be incorporated in the law. It seems however, but too evident that in most cases it is not the system adopted, but the money which it costs, that constitutes the real ground of opposition. It is true, a cheaper system might be devised, but it would not prove equally efficient; and no money is spent to better purpose or should be more cheerfully given, than that which promotes the general good of society. In such a momentous work as that of popular education, dollars and cents ought not to constitute the paramount consideration. While it is the obvious duty of legislators to have a due regard to economy in the provisions of the school law, the cost should not be permitted to impair the efficiency of the system. The State of Maryland has unquestionably one of the most excellent school systems that has ever been devised, and yet it is not much more expensive than other greatly inferior ones; and we are fully persuaded that if intelligent men will do us the favor to visit our schools occasionally, to hear the children recite their lessons, and observe the mode of instruction which our teachers practice, they will be constrained to admit the vast superiority of the schools now in operation to those of former periods. The examination to which teachers must submit, and the frequent visitations of the District Commissioners and of the President of the Board, exert a very happy influence upon the children, while these visits render it impossible for a school to be conducted improperly for any length of time. Formerly a teacher might secure a school upon the recommendation of friends, and as there was no one appointed to visit his school and examine his pupils, he might, if he was incompetent and destitute of integrity, waste the precious time of the youth committed to his charge, and do them a positive injury, by imperfect or radically wrong instruction. This could not now happen.

During our visits through the County and intercourse with leading citizens, we are thoroughly convinced of the fact, that the two dominant elements in the opposition now manifested to our school system, are of a political and pecuniary character. This is all wrong. Politics should never be allowed to enter the Sanctuary or the School, and those who exercise control over religious or educational institutions, commit a