

with new school houses. We passed a series of resolutions setting forth this great *necessity*, and inviting the people of each District to invest their private capital in building school houses after the plan prescribed, and under the supervision of the Building Committee, as provided by the By-Laws, pledging the Board to rent said houses at a rent of 6 per cent. on the cost of building, and to purchase the buildings at cost, as fast as we have the means of doing so. We resolved, also, not to keep the schools open, as Public Schools; more than three terms the present year. By this means we hope to save a fund for building purposes. We resolved to appropriate eight thousand dollars, out of any funds in the treasury, as a School House Fund, for this year. It is very questionable whether we can do this consistently, with carrying on the schools three terms. On the above plan we have about three new school houses building by the citizens, and several others talked of. Our enterprising friends, of Potatoe Neck, have prosecuted to completion their first class Academy building; and, though a Committee of the Trustees have invited our co-operation in organizing their school, by appointing one or more teachers, as yet, they have not, so far as I am informed, succeeded in selecting a suitable teacher for Principal. The delay has been occasioned, no doubt, by a misdirection of their efforts.

The people of our County are clamorous for Public Schools and school houses. They even go so far as to speak in strong language of complaint of our Board, because we do not build new school houses at once—they are impatient if the schools are not kept going all the year. This is the fact, notwithstanding they are assured, and know, that we have not the necessary means at our command. The inference from all this is plain; the people consider that they have the *right* to be educated by the State, not only to be educated, but *well* and *liberally* educated. They argue that it is the *duty* of the State to supply the means of educating her people—means commensurate with their rights. With the people it is a question of *right*, on the one hand, and of *duty* on the other. We believe that the people of Maryland hold this view of this great question of public education, and that they would not only sustain the system, but *would have* the Legislature, through their respective delegates, act up to the full measure of this great *State duty*. Why compromise a matter of plain duty by half-way measures? Why not perform her whole duty to her people? This, too, is the view that the *Political Economist*, with a comprehensive view of the whole interest of the State, in all its surroundings, would take of this question. *He* knows, full well—science has demonstrated the fact—that there is no element of State prosperity equal to an educated people. On the other hand, there is no element so expensive and dangerous as an ignorant and