

and ultimate population of the western states, should not be so disproportionate as they would be if their nominal boundaries should be retained.

This state, as early as the 30th October 1776, expressed its decided opinion, in relation to the vacant lands, by an unanimous resolution of the convention, which formed our constitution and form of government in the following words, viz: "Resolved, That it is the opinion of this convention, that the very extensive claims of the state of Virginia to the back lands, and that no foundation in justice, and that of the same, or any like claim is admitted, and the freedom of the smaller states and the liberties of America may be thereby greatly endangered, this convention being firmly persuaded, that if the dominion over these lands should be established by the United States, and the United States, as a common stock, to be parcelled out at proper intervals convenient, free, and independent governments."

In the years 1777 and 1778, the general assembly, by resolves, and instructions to their delegates in congress, expressed their sentiments in support of their claim to a participation in these lands, in still stronger language, and declined acceding to the resolutions, on account of the actual of the states claiming them exclusively to the United States. They continued to decline on the same grounds, until 1792, when to prevent the injurious impression, that disunion existed among the states occasioned by the refusal of Maryland to join the confederation, they authorized their delegates in congress to subscribe to the articles of the confederation, (which might otherwise have been done,) that Maryland relinquished its claim to a participation in the western lands.

Most of the other states contented, on similar grounds with those taken by Maryland, for a participation in these lands.

By the treaty of peace in 1783, Great Britain relinquished to the United States all claim to government property, and territorial rights of the same, and every right therefrom.

The justice and sound policy of ceding the unsettled lands, and of giving great readiness and force by those states, which had united in conquering them from Great Britain, strengthened by the surrender, on the part of Great Britain, of her rights of property and jurisdiction to the United States collectively and individually, by the cession and pacific spirit of disinterestedness and conciliation, which then animated the whole confederation, at length made a requisite impression upon the states, which had exclusively claimed those lands, and each of them, with the exception of Georgia, made cessions of their respective territories within a few years after the peace. The states were Massachusetts, Connecticut, New York, Virginia, North Carolina, South Carolina, and Georgia. The cession of the South Carolina territory, with the exception of New York territory, westwardly to the South Sea or Pacific Ocean. This cession gave a title to Massachusetts and Connecticut a joint one with Virginia, to such parts of what then called the North Western Territory, as came within the breadth of their respective charters. The rest of the territory lay with the limits of the cession to Virginia. New York, indeed had made a claim to a part of it. Cessions, however, from all these states, at length completed the title of the U. States, and placed beyond all controversy.

The state of North Carolina ceded claim to the territory which now constitutes the state of Tennessee.

Georgia, whose charter also extended westwardly to the Pacific Ocean, in 1802, ceded the territory, which now constitutes the state of Mississippi, Alabama, except a small part on the west side of them, which was acquired under treaty ending Louisiana. The conditions of that cession were, that the United States should pay one million two hundred thousand dollars to Georgia, and extinguish the Indian title within the limits, which she served.

The United States have, in this manner, acquired an indisputable title to all the public lands east of the Mississippi.

All the territory west of the Mississippi together with the southern extremity of the states of Mississippi and Alabama, was ceded to France for fifteen millions of dollars. This sum, as well as the sum expended for the purchase of the Indian title, public lands, as paid out of the treasury of the United States.

So far therefore as acquisition of public lands has been made by purchase, it has been at the common expense—so far it has been made by war, it has been at the common expense—and so far as it has been made by cessions from individual states, it has been upon the ground, expressly stated in most of the acts of cession, that the lands should be "considered, as the words of the act passed in relation to the benefit of such of the states as have benefited or shall become, members of the confederation or federal alliance of said states according to their usual respective proportions in the general charge and expense of the confederation, and no one of them shall be entitled to a particular benefit of the same."

In whatever point of view therefore public lands are considered, whether acquired by purchase, conquest or cession, they are emphatically the common property of the Union. They ought to be, and are, to the common use and benefit of the states, in just proportions, and should be appropriated to the use and benefit of particular states or states, to the exclusion of the others, without infringing the principles, upon which cessions of land were expressly made, and in violation of the spirit of our national compact, and the principles of justice and sound policy.

So far as these lands have been made the proceeds been received into the treasury, all the states have been entitled to a proportionate benefit from them. They have been appropriated for public defence, there is no ground for the charge, that for the defence of every part of the Union, as a common concern. So far, as the proceeds have been applied to the general expenditure of the government, they are distributed to the principles and spirit of the Constitution. But so far as appropriations have been made, in favour of one state or state, to the exclusion of the others, the appropriations would have been made, and might have been extended alike, your committee conceive that there should be a departure from that line of

which impartial justice, so essential to the peace, harmony, and stability of the union, imperiously prescribes.

Your committee then proceed to inquire, whether the acts of congress, in relation to appropriations of public lands, have been conformable to the dictates of impartial justice.

By the laws relating to the survey and sale of the public lands, one thirty-sixth part of them has been reserved and appropriated in perpetuity for the support of common schools. The public lands are laid off into townships, six miles square, by lines running with the cardinal points; these townships are then divided into thirty-six sections, each a mile square, and containing 640 acres, which are designated by numbers. Section No. 12, which is by a central section, has invariably always been appropriated, and provision has been made by law for the like appropriations (in future surveys), for the support of common schools in each township.

In Tennessee, in addition to the appropriation of a section in each township for common schools 200,000 acres have been assigned for the endowment of colleges and academies. Large appropriations have also been made in Ohio, Indiana, Illinois, Mississippi, Alabama, Louisiana, Missouri, Michigan, and the North Western Territory, for the erection and maintenance of seminaries of learning of a higher grade than common schools. Your committee have not had an opportunity of ascertaining the exact amount of those appropriations, but from your own examination as they have been able to make, it is believed, that they bear a smaller proportion to those for common schools, than in Tennessee. Tennessee, in Seybert's Statistical Annals, is stated to contain 40,000 square miles, which are equal to 25,000,000 acres. One 36th part of this number of acres, which is the amount of appropriation for common schools, is 711,111. The appropriation for colleges and academies in that state is as above stated, 200,000 being something less than two thirds of the common school appropriation. It is believed, that the appropriations in the other states and territories for seminaries of a higher grade, do not amount to more than two thirds or one fifth of the appropriations for common schools. Your committee think they will not be far from the truth in estimating them at that proportion.

The states and territories east of the Mississippi, which have had appropriations made in their favour for the support of literary institutions; that is to say, Ohio, Indiana, Illinois, Mississippi, Alabama, Michigan, and the North Western Territory are estimated, in Seybert's Statistical Annals, to contain of unsold lands,

Ohio lands sold,	200,000,000 acres
To which add Tennessee,	11,897,125
	25,600,000

And the aggregate number of acres in those states and territories will be 237,277,125

One 36th part of that aggregate number, being the amount of appropriation for common schools, is 6,591,586 acres.

Add one 36th part of the common school appropriation as the appropriation for Colleges and Academies,

	1,318,317 acres.
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And the aggregate number of acres appropriated for the purposes of education in Ohio, Indiana, Illinois, Tennessee, Mississippi, Alabama, Michigan, & the North Western Territory, will be 7,909,903

At \$2 per acre, which is less, according to Seybert's Statistical Annals, than the average price of all the public lands, which have heretofore been sold, the amount in money will be \$15,819,806

Seybert estimates the lands purchased of France by the United States in 1803, at 200,000,000 acres. By the laws relating to the survey and sales of lands in Louisiana, Missouri and Arkansas, appropriations of land for the purposes of education have been made after the same ratio, as in the new states and territories on the east of the Mississippi, and it is presumed this same policy will be adhered to in relation to the whole of the public lands on the west of that river. On that supposition the appropriations for common schools, that is, one 36th part of 200,000,000 acres, will be 5,555,555 acres.

For Colleges and Academies one 5th part of the appropriation for common schools

	1,111,111 acres.
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And the aggregate number of acres will be 6,666,666 2-3

At \$2 per acre, the amount in money will be 13,333,333 1-3

So the aggregate number of acres appropriated for the support of literary institutions on the east side of the Mississippi,

	7,909,903
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At the aggregate number of acres, which if the system heretofore followed, should be added, (as it ought to be) adhered to, will ultimately be appropriated to literary purposes on the west of the Mississippi

	6,666,666 2-3
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And the total of literary appropriation in the new states and territories will be 14,576,569 2-3 acres

At \$2 per acre, the amount in money will be \$29,153,139 1-3

Such is the vast amount of property, destined for the support and encouragement of learning in the states and territories, carved out of the public lands. These large appropriations of land, which are the exclusive benefit of those states and territories. They are appropriations for state, and not for national purposes;—they are of such a nature, that they might have been extended to all the states;—they therefore ought to have been so extended. All the other states paid their full share for the purchase of the region west of the Mississippi, and for the extinguishment of the Indian title, on both sides of that river. Massachusetts, Connecticut, Virginia, North Carolina, South Carolina and Georgia, besides paying their proportion of those expenses, ceded all their vacant territory on the east side of the Mississippi. All these states, therefore, might with great propriety complain of partiality and injustice, if their applications to congress for similar appropriations for like purposes should be refused. But of this they need have no apprehension, if they are true to their own interests, and are united in asserting them; for, if contrary to all reasonable expectation the states, which have already received the benefit of literary appropriations, should be opposed to the extension of them to their sister states, the latter are more than two thirds in number of all the United States, and have a still larger proportion of representatives in congress. These states are Vermont, New Hampshire, Maine, Massachusetts, Rhode Island, Connecticut, New York, New Jersey, Pennsylvania, Delaware, Maryland, Virginia, North Carolina, South Carolina, Georgia and Kentucky, and together have one hundred and sixty nine representatives in congress. The favoured states on the contrary have only seventeen representatives. The excluded states have therefore an overwhelming majority in congress, and have it completely in their power to make appropriations for the benefit of their literary institutions, upon the improbable supposition, that the representatives of the favoured states would oppose them in congress, a supposition too incredible to their character for justice to be admitted.

The magnitude of the appropriations, that would be required to place the states, which have not yet enjoyed any for the purposes of education, upon an equal footing with those, in whose favour they have already been made, can afford no just ground of objection. For superior as the population of those states is, yet if the ratio of appropriation be observed with regard to them, which has been adopted in relation to the others, i. e. one 36th part of the number of acres in the territory of each for common schools, and one 5th part of that one 36th for colleges and academies, the number of acres required will be much less than has already been given to the favoured states and territories. It will indeed amount to but a very small portion of the public lands. For according to Seybert's Statistical Annals, those lands in 1813 amounted to 400,000,000 acres. The amount required for all the excluded states would be less than two and a half per centum of that quantity;—to show which more clearly, your committee beg leave to submit the following statement, founded upon calculations made upon the extent of territory in each of those states, as laid down by Seybert's Statistical Annals.

New Hampshire contains, 6,074,240 acres. One 36th part of that extent, being the number of acres of public land, to which that state is entitled for the support of common schools, is 168,728

One 5th part of that 36th to which New Hampshire is entitled for the support of Colleges & Academies, is 33,745

Total for New-Hampshire, 202,473 acres. Vermont contains 6,531,800 acres. One 36th part for common schools, is 181,991

One 5th of one 36th for Colleges and Academies, is 36,398

Total for Vermont, 218,389 acres. Massachusetts including Maine, contains 28,990,000 acres. One 36th part for common schools, is 805,277

One 5th of one 36th for Colleges and Academies, is 161,055

Total for Massachusetts and Maine, 966,332 acres. Rhode Island contains 1,011,200 acres. One 36th part for common schools, is 28,085

One 5th of one 36th for colleges, is 5,617

Total for Rhode-Island, Connecticut contains 2,991,360 acres. One 36th part for common schools, is 83,093

One 5th of the 36th for Colleges and Academies, is 16,618

Total for Connecticut, New York contains 28,800,000 acres. One 36th part for common schools, is 800,000

One 5th of one 36th for Colleges and Academies, is 160,000

Total for New York, New Jersey contains 5,221,800 acres. One 36th part for common schools, is 144,577

One 5th part of one 36th for Colleges and Academies, is 28,917

Total for New-Jersey, Pennsylvania contains 29,872,000 acres. One 36th part for common schools, is 829,777

One 5th of one 36th for Colleges and Academies, is 165,955

Total for Pennsylvania, Delaware contains 1,356,800 acres. One 36th part for common schools, is 37,688

One 5th of one 36th for Colleges and Academies, is 7,537

Total for Delaware, Maryland contains 8,960,000 acres. One 36th part for common schools, is 248,888

One 5th of one 36th for Colleges and Academies, is 49,777

Total for Maryland, Virginia contains 44,801,000 acres. One 36th part for common schools, is 1,244,444

One 5th of one 36th for Colleges and Academies, is 248,888

Total for Virginia, North Carolina contains 29,720,000 acres. One 36th part for common schools, is 825,555

One 5th of one 36th for Colleges and Academies, is 165,111

Total for North Carolina, South Carolina contains 15,411,200 acres. One 36th part for common schools, is 428,088

One 5th of one 36th for Colleges and Academies, is 85,617

Total for South Carolina, Georgia contains 39,680,000 acres. One 36th part for common schools, is 1,102,222

One 5th of one 36th for Colleges and Academies, is 220,444

Total for Georgia, Kentucky contains 32,400,000 acres. One 36th part for common schools, is 898,888

One 5th of one 36th for Colleges and Academies, is 177,777

Total for Kentucky, Total amount of literary appropriation necessary to do justice to the states which have not yet had any, 9,370,760 acres. The senate will perceive from the foregoing calculations that if the ratio of appropriation for the purposes of education, which has hitherto been observed, be adopted with respect to the sixteen states, which have not yet received any appropriations of that nature, a much smaller number of acres will be required, than has already been assigned to the western region of our country. It would be an inconsiderable portion of the aggregate of public lands; a much less quantity, indeed, than now remains unsold in any of the states, which have been formed out of them, with the exception perhaps of Ohio and Tennessee. The magnitude of the appropriations then, which equal justice now requires, cannot be considered as a reasonable objection to them, and as the literary appropriations, that have heretofore been made, have been granted for state and not for national purposes, according to the just principle set forth in the beginning of this report, similar appropriations ought to be extended to all the states.

The circumstance, that the lands, which have heretofore been appropriated for the purposes of education, are a part of the territory of the states, for whose benefit they have been assigned, can furnish no reasonable ground for the preference, which has been given them. The public lands are not the less the common property of all the states, because they are situated within the jurisdictional limits of the states and territories, which have been formed out of them. Such states have no power to tax them—they cannot interfere with the primary disposal of them, or with the regulations of congress for securing the title to purchasers—it is in fact congress alone, that can enact laws to affect them. The interest, which a citizen of an Atlantic State has in them, as a part of the property of the union, is the same as the interest of a citizen residing in a state formed out of them. But hitherto appropriations of them for state purposes have only been made in favour of such states; and the citizen on the eastern side of the Alleghany may well complain, that property, in which he has a common interest with his fellow citizen on the western side, should be appropriated exclusively to the use of the latter. That this is the fact in regard to that part of the public lands, which have been assigned for the support of literary institutions and the promotion of education, cannot be denied.

Your committee do not censure the enlightened policy, which governed congress in making liberal appropriations of land for the encouragement of learning in the west, nor do they wish to withdraw one acre of them from the purposes to which they have been devoted; but they think they are fully justified in saying, that impartial justice requires, that similar appropriations should have been extended to all the states alike. Suppose congress should appropriate 200,000 acres of the public lands for the support of colleges and academies in New-York, and Virginia, who gave up and ceded a great portion of those lands to the United States, on the express condition, that they should be considered as a common fund for the use and benefit of all of them, according to their usual respective proportions in the general charge and expenditure; should apply for a similar grant, and her application should be refused—would she not have a right to complain of the partiality of such a measure, and to charge the federal government with a breach of good faith, and an infringement of the conditions, on which the cession was made? It cannot be denied, that she would. Congress have already made a grant of 200,000 acres of land for the support of colleges and academies, not indeed in New-York, but in Tennessee. Would not Virginia, if she now made an application for a like grant, and were refused, have the same reason to complain, as if New-York, instead of Tennessee had been the favoured state?

Your committee beg leave to illustrate, by another example, the equity of the principle, which it is the object of this report to establish. Foreign commerce and the public lands are alike legitimate sources from which the United States may and do derive revenue. Foreign commerce has fixed its seat in the Atlantic States. Suppose congress should pass a law, appropriating one

36th part of the revenue, collected from foreign commerce in the ports of Baltimore, New York, Boston, Norfolk, Charleston, and Savannah, to the support of common schools throughout the states, in which they are situated; the other states, every person will admit, would have a right to complain of the partiality and injustice of such an act;—and yet, in what respect would an act appropriating one 36th part of the revenue, derived from foreign commerce to the use of schools in the six states, in which it should be produced, be more partial or unjust than an act appropriating one 66th part of the public land, in Ohio, Indiana, Illinois, Tennessee, Mississippi, and Alabama, the six states, in which the public lands on this side of the Mississippi are chiefly situated, to their exclusive benefit in the maintenance of their schools?

Your committee are aware, that it has been said, that the appropriation of a part of the public lands to the purposes of education, for the benefit of the states formed out of them, has had the effect of raising the value of the residue by inducing emigrants to settle upon them. Altho' in the preambles of such of the acts on this subject, as have promulgated the promotion of religion, good government, and the happiness of mankind, have been assigned as a reason for passing them, and no mention has been made of the consequent increase in the value of the lands, that would remain, as a motive for the appropriation; yet the knowledge, that provision had been made for the education of children in the west, though other motives usually influence emigrants, might have its weight in inducing some to leave their native homes. If such has been the effect, the value of the residue of the lands has no doubt been increased by it. This increase of value however has not been an exclusive benefit to the Atlantic states; but a benefit common to all the states, eastern and western, while the latter still enjoy exclusively the advantage, derived from the appropriations of land for literary purposes. The incidental advantage of the increase in value of the public lands, in consequence of emigration, if it is to be considered in the light of a compensation to the old states, must be shown to an advantage exclusively enjoyed by them. That this however is not the case is perfectly obvious;—because the proceeds of the lands, thus raised in value by emigration, when sold, go into the U. States treasury, and are applied, like other revenues, to the general benefit, in other words, to the benefit of the whole Union.

It is moreover most clear, that this increase of the value of lands in consequence of emigration, produces a peculiar benefit to the inhabitants of the new states, in which the inhabitants of the other states, unless owners of land in the new, have no participation. This benefit consists in the increase of the value of their own private property.

On the other hand, it is undoubtedly true, that emigration is injurious to the Atlantic states, and to them alone. While it has had the effect of raising the price of land in the west, it has, in an equal ratio at least and probably in a much greater, prevented the increase of the value of lands in the states, which the emigrants have left. It is an indisputable principle in political economy, that the price of every object of purchase, whether land or personal property, depends upon the relation, which supply bears to demand. The demand for land would have been the same, or very nearly so, for the same number of people, as are contained within the present limits of the U. States, if they had been confined within the limits of the Atlantic states. But the supply in that case would have been most materially different. It must have been so small in proportion to the demand, as to occasion a great rise in the value of the land in the Atlantic states; for it cannot be doubted, that it is the inexhaustible supply of cheap and good land in the west, which has kept down the price of land on the eastern side of the Alleghany. If the Atlantic states had been governed by an exclusive, local and selfish policy, every impediment would have been thrown in the way of emigration, which has constantly and uniformly operated to prevent the growth of their numbers, wealth and power; for which disadvantage the appreciation of their interest in the public lands, consequent upon emigration, can afford no adequate compensation. It appearing then perfectly clear to your committee, that emigration is exclusively advantageous to the new states, whose population, wealth and power, are thereby increased at the expense of those states, which the emigrants abandon, the inducement to emigration furnished by the appropriation of public lands for the purposes of education in the west, instead of affording a reason for confining such appropriations to that quarter of the union, offers the most weighty considerations of both justice and policy, in favour of extending them to the states, which have not yet obtained them.

Your committee beg leave to present one further reflection to the consideration of the senate, drawn from the effect produced by encouraging learning in the western states alone, upon the relative moral power of the Atlantic and Mississippi states. They are far from wishing to make any objection to the augmentation of the intelligence and mental improvement of the people of the west. On the contrary they sincerely desire the advancement of their brethren in that quarter of the union, in every thing that can strengthen, dignify and embellish political communities. But while they entertain these sentiments, they cannot shut their eyes to the political preponderance, which must ultimately be the inevitable result of the superior advantages of education there, and they must therefore ardently desire that the same advantages be extended to the people of the Atlantic states.

Your committee are persuaded, that from the views, which they have thus presented, on the subject of appropriations of public lands for the purposes of education, the senate will be satisfied, that Maryland, and the other states, which have not yet had the benefit of any such appropriations, are entitled to ask of the general government, to be placed on an equal footing with the states, which have already received them. They believe that no one, convinced of the justice of such a measure, can question its expediency; nor can they entertain any apprehension, that an application to congress, supported by the combined influence of all the states, which are interested, would fail of success. For the purpose therefore of drawing the attention of the national legislature to this important subject, and of obtaining the co-operation of the other states, your committee beg leave to recommend the adoption of the following resolutions;

Resolved, by the general assembly of Maryland. That each of the United States has an equal right to participate in the benefit of the public lands, the common property of the union.

Resolved, That the states, in whose favour congress have not made appropriations of land for the purposes of education, are entitled to such appropriations as will correspond, in a just proportion, with those heretofore made in favour of the other states.

Resolved, That his excellency, the governor, be requested to transmit copies of the foregoing report and resolutions to each of our senators and representatives in congress, with a request, that they will lay the same before their respective houses, and use their endeavours to procure the passage of an act to carry into effect the just principles therein set forth.

Resolved, That his excellency, the governor, be also requested to transmit copies of the said report and resolutions to the governors of the several states of the union, with a request, that they will communicate the same to the legislatures thereof respectively, and solicit their cooperation.

All which is respectfully submitted.

V. MAXCY, Chairman.

Of all the crimes that ever disgraced society, that of swearing admits of the least palliation. Nothing can be offered to justify an impious oath, and yet it is the most common thing. Visit what class of people you may, from the votaries of the midnight stew to the most elevated walks in life, you hear imprecations that would astound the ears of a stolid, and wound the feelings of the least reflecting mind. No possible benefit can be derived from profanity; nothing is held forth as a temptation to commit the act; nothing, but the perverseness and depravity of human nature, would ever have suggested such a thing as this or may yet such is its prevalence that by many it is mistaken for a fashionable acquirement, and considered an indicative of energy and decision of character. Fatal delusion! Reflect young man! Has not the same imperious mandate which says "Thou shalt not kill," said in terms as strong—"Thou shalt not take the name of the Lord thy God in vain?" Pause then, before you utter that dire oath, which is the curse of the world.

SHERIFF'S SALE.

By virtue of two writs of fieri facias from the court of Appeals and Anne Arundel county court, and to me directed, which were exposed to public sale, on Friday 22d inst at the residence of Samuel Ward of 35ml. situated on the Patuxent River, in Anne Arundel county, three Negro Women, Hannah, Bett, and Nancy Seized and taken as the property of Samuel Ward of 35ml. and will be sold to satisfy debts due Robert Franklin, administrator of Nicholas Norman, and Zachariah McCarty, for the use of Joseph Owens. Sale to commence at 12 o'clock.

BENJ. GAITHER, Sheriff.

June 7 A A County.

Summer Arrangement.

Cheap Travelling to Annapolis.

THE FARE TO ANNAPOLIS IS NOW REDUCED TO FOUR DOLLARS.

The Mail Stage for Annapolis will, for the future, leave George town, via Marlborough and Queen Anne, every Monday and Friday morning, at 6 o'clock, A. M. stopping to take up passengers at all the public houses on the Pennsylvania avenue, Washington City, and arrive in Annapolis the same afternoon by 5 o'clock. Returning, leaves Mr. Williamson's City Hotel, Annapolis, every Tuesday and Saturday at 6 o'clock A. M. and arrive in Georgetown by 5 o'clock the same evening. A horse mail will leave Georgetown every Wednesday for Annapolis and return on Thursday.—Small packages can be sent with safety by the horse mail.

For seats please apply at the Stage Office, at the Union Tavern, Georgetown, or at the Stage Office next to Mr. Brown's, Washington City.

THE PROPRIETORS.

Parties wishing to go from the District, or gentlemen upon business, can be accommodated with a stage at the shortest notice, if necessary upon the days the mail goes on horseback.

June 7. 3w.

50 Dollars Reward.

Absconded from the farm of Mrs. Sarah Clements, on the south side of Severn-River near Annapolis on the 20th May ultimo a Negro Man named **JACOB**

He is about 5 feet 9 or 10 inches high, and his person though slender is muscular; his colour is not remarkably black nor lighter than usual; he has a stern, sulky, bold expression of countenance; speaks promptly when spoken to, and is rather more intelligent than plantation negroes generally are; his motions indicate considerable activity and strength, and he walks remarkably fast and with great ease to himself. He has large nostrils and a flat nose; has lost two of his front teeth, and has a small scar on his left hand, just below the third finger. He has a wife living in Baltimore named Delilah, the property of Mrs. Cave W. Edelen, whether it is likely he has gone. The above reward will be paid to any person who will deliver the said slave to the subscriber at the before mentioned farm, or who will secure him in the Annapolis goal.

Benjamin Scott, Manager.