

larly propitious in this respect, and presents a prospect of indemnity which other states do not possess—and we are induced to consider the appropriations requisite to this object, rather as loans than as donations—and as loans for which the public will receive usurious interest.

Fifthly—It remains for your committee to consider the influence of schools of agriculture on the political institutions of our country. It has been urged against their establishment in Europe “that it is dangerous to educate the labouring classes, that their knowledge may become the elements of discontent, that an educated people are more difficult to govern; and that the government which labours to enlighten the people, prepares for itself the means of resistance.” However forcibly these arguments may seem where the divine right of Kings is acknowledged, and where blood peers it over virtue and intellect, our policy and our duty demand the observance of opposite maxims. Our agricultural population constitute our strength in war—they sustain the mass of the public burthens—and they are the guardians of our civil and religious freedom. Hence our dangers arise, not from an excess, but from a want of knowledge in the great body of the people. The course of studies contemplated, will embrace every branch of science which is applicable or useful to agriculture,—and the labours of the pupils will extend to every department of practical husbandry, including gardening, and the management of cattle.

There is another and a very interesting view, which may be taken of this subject. We know that a limited portion of the population of every agricultural country, is adequate to the supply of its wants. It appears, from the British statistical tables, that 33 per cent. of their population supply the country with provisions; 46 per cent are engaged in trade and manufactures, and that 21 per cent. comprise all the unproductive classes; and it further appears, that of those engaged in manufactures, 28 per cent. supply the domestic consumption; and 18 per cent. are employed for exportation. Our last census exhibits a glaring and awful contrast; 83 per cent. of the population of the United States, are extended under the denomination of agriculturists, and only 4 1-2 per cent. in trade and manufactures. In common years, the British supply their own provisions, and our exportations do not exceed a twentieth part of our productions. This is sufficient to prove defect, and to manifest the strong necessity of amendment in our system—that our primary interest, which is agriculture, may be improved; and that a due proportion of our population may be employed in manufactures, trade and commerce, to increase our wealth, and to fortify our institutions.

But to conclude, we trust it will not be denied that the general extension of education is “the best assurance of free government,” that the public prosperity, keep pace with the progress of literature. “sub scientia ibi libertas,” science and freedom march hand and hand; science discloses the blessing of Liberty, and freedom encourages reflection and research—the base and fountain of useful knowledge, whilst ignorance and vice support the throne of despotism—What is man without intelligence, and what is he not with its enlargement? Ignorance destroys the growth of virtue and liberal views—it debases man and prepares his mind for subjugation. Let us therefore complete a general system of instruction, to enlighten the rising generation—to expand the circle of intellectual enjoyments and ameliorate humanity.

(B.) Abstract from the returns of schools and academies of the several counties in the state of Maryland, receiving annual donations from the treasurer, over and above the funds assigned for the support of free county schools, under the acts of 1813, chapter 122, 1816, chap. 256, and 1817, chap 16 and 93.

Title of the School or Academy.	County in which the School or Academy is located.	Amount of annual donation.	Number of teachers employed.	Rate of tuition per annum.	Free Students admitted.	Number of Students.				
						Classical Department.	Dead Languages.	English and Mathematics.	Lancast'n system.	Total of all descriptions.
Charter Hall School	St. Mary's	\$2 000	3		20	49				69
St. John's College,	Anne-Arundel	1,000								
Lower Marlbro' Academy	Calvert	460			5		5	15		20
Frederick School	Frederick	800	5			27		15	79	121
Pager's Town Academy	Washington	800			8	26		44		70
Rockville Academy	Montgomery	800	2	9 to 20	8	18		29		47
Allegany School	Allegany	500								
Garrison Forest Academy	Baltimore	266 2-3	2	20 to 30	3					36
St. James' Academy	Baltimore	266 2-3								
Franklin Academy	Baltimore	266 2-3	1	12 to 25	2		8	28		36
Washington College	Kent	800								
Washington Academy	Somerset	800	2	20	16	25		15		40
Easton Academy	Talbot	800								
Centreville Academy	Queen-Anne's	800								
Elkton Academy	Cecil	300	2		3	5		45		50
West Nottingham Academy	Cecil	500	2		10	29		11		40
Cambridge School	Dorchester	500	2		2	30		30		60
Hillsborough School	Caroline	500	1		5		8	19		27
Harford Academy	Harford	500								
Totals,		12								

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