

furnish wings to literature, and winnow its healthful influence over all the dwellings and pursuits of man—guiding and quickening the operations of laborious industry and ingenious art—solacing the rest of wearied diligence—supplying with thought the vacuity of suspended action—instructing and delighting the leisure of accumulated wealth—detecting the artifice of political intrigue—confounding the schemes of profligate ambition—animating the patriot's hope, and nerving the hero's arm—and we must all admit, that the most important end of education is the diffusion of knowledge among the great body of the people: and when we compute how large a portion of our happiness depends on the wisdom of our peculiar legislation, we cannot but feel the deepest solicitude for the common spread of this blessing.

And having regard to the particular merits of the general system, which is now the subject of consideration, we may freely repeat the matured views and illustrations which have been employed heretofore in vindication of this principle.

It has been considered, and the experience of other states justifies the anticipation, that the *general admission of all classes to a common School*, will elicit talents and prove in practice a felicitous accommodation to the genius and spirit of our constitution and form of government.

The beneficial effects of a systematic course of common education in New-York, from which, in fact, the system of Maryland is mainly drawn, are happily portrayed in a recent message of the distinguished Governor before referred to—philanthropy and wisdom are most manifest in the enlightened views of the statesman—He says, in substance, that the first duty of government, and the surest evidence of good government, is the encouragement of education—a *general diffusion of knowledge is the precursor and protector of free institutions*, under it we may confide as the *conservative power, that will watch over our liberties and guard them against fraud, intrigue, corruption and violence*—a good system of common schools may be considered as the “*palladium of our freedom*,” for no apprehension of its subversion can be entertained as long as the great body of the people are enlightened by education—to break down the barriers which poverty has erected against the acquisition of knowledge, is to restore the just equilibrium of society, and to perform a duty of paramount obligation.

The subjoined abstract from the last report of the Superintendent of common schools, to the Legislature of New-York, will exhibit, in high relief, the vast advantages of their system, since its commencement in 1816.