

drawn, are happily portrayed in a message of the late distinguished Governor of that State; he says, in substance, the first duty of government, and the surest evidence of good government, is the encouragement of literature; it is the precursor and protector of free institutions, under which 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 education may be considered as the "*palladium of our freedom*," for the apprehension of its subversion can be entertained as long as the great body of the people are enlightened.

In further support of this opinion, and to prove that independent of political considerations, the public economy is concerned in the encouragement and maintenance of this interest, the following facts are presented.

1. That all the official reports of New England, New York and Pennsylvania, testify that the cost of education has been reduced by the operation of modern improvements, such as those herein proposed, to one fifth of what it was under the old system of private schools.

2. That those reports do further prove, that the high qualifications and industry of teachers, which are secured in proportion to the certainty of well requited employment, and their responsibility to the public, insure a faithful discharge of their duties, and a corresponding improvement in their scholars.

3. That there has been an interesting improvement in the moral character of the people wherever the system of public schools has had a fair experiment.

It is to be remarked, that the proposed system depends upon a principle of compact between the local officers and inhabitants of the school districts, on the one part, and the Treasury of the State on the other, to wit: Those officers and inhabitants are to perform certain specified duties, and to provide the proper *material* of the Institution, within the limits of their several sections; that is to say—the Justices of the Levy Court are to appoint the Commissioners and Inspectors; the Commissioners are to lay off their county into a convenient number of school districts; the Inspectors to examine and certify as to the qualifications and moral character of persons applying to act as teachers; the inhabitants of the School District are to elect their Collector and Trustees, to provide a suitable school house, and fuel, books, stationery, and appendages; and the Trustees are to report a census of all the white children between the ages of five and fifteen years, within their district: these requi-