

the State, shall proffer their cordial and strenuous co-operation, it is obvious, that the great purposes, for which the Board was constituted, can never be accomplished. Some persons, indeed, have suggested, that the Secretary of the Board should visit the schools, individually, and impart such counsel and encouragement as he might be able to do;—not reflecting that such is their number and the shortness of the time during which they are kept, that, if he were to allow himself but one day for each school, to make specific examinations and to give detailed instructions, it would occupy something more than sixteen years to complete the circuit;—while the period, between the ages of four and sixteen, during which our children usually attend school, is but twelve years; so that, before the Secretary could come round upon his track again, one entire generation of scholars would have passed away, and one third of another. At his quickest speed, he would lose sight of one quarter of all the children in the State. The Board, therefore, have no voice, they have no organ, by which they can make themselves heard, in the distant villages and hamlets of this land, where those juvenile habits are now forming, where those processes of thought and feeling are, now, to-day, maturing, which, some twenty or thirty years hence, will find an arm, and become resistless might, and will uphold, or rend asunder, our social fabric. The Board may,—I trust they will,—be able to collect light and to radiate it; but upon the people, *upon the people*, will still rest the great and inspiring duty of prescribing to the next generation what their fortunes shall be, by determining in what manner they shall be educated. For it is the ancestors of a people, who prepare and predetermine all the great events in that people's history;—their posterity only collect and read them. No just judge will ever decide upon the moral responsibility of an individual, without first ascertaining what kind of parents he had;—nor will any just historian ever decide upon the honor or the infamy of a people, without placing the character of its ancestors in the judgment-balance. If the system of national instruction, devised and commenced by Charlemagne, had been continued, it would have changed the history of the French people. Such an event as the French Revolution never would have happened with free schools; any more than the American Revolution would have happened without them. The mobs, the riots, the burnings, the lynchings, perpetrated by the *men* of the present day, are perpetrated, because of their vicious or defective education, when children. We see, and feel, the havoc and the ravage of their tiger-passions, now, when they are full grown; but it was years ago that they were whelped and suckled. And so, too, if we are derelict from our duty, in this matter, our children, in their turn, will suffer. If we permit the vulture's eggs to be incubated and hatched, it will then be too late to take care of the lambs.

Some eulogize our system of Popular Education, as though worthy to be universally admired and imitated. Others pronounce it circumscribed in its action, and feeble, even where it acts. Let