

demonstrated to the world, that education to be effectual in accomplishing these important results must be founded and governed by principles of morality; that mere literary teaching is not sufficient to curb the restless passions of the human heart, and to hold together the discordant elements of society. If this be so, and there be those of our fellow citizens, who feel it an imperative duty, the neglect which would render them amenable to God, to have their children instructed in the principles of virtue and morality, while they are pursuing their literary studies, should not their scruples and sincerity be respected? If there be those among us who are firmly persuaded that they cannot patronize the public schools without doing violence to those higher obligations which they owe to their children, would not the cause of education be promoted by providing for the education of their children in schools more congenial to their feelings? This has been done in other States, and even in some parts of our State, without impairing the prosperity or diminishing the utility of the public schools.

But here let us pause. It is not the design of the committee here to discuss these questions; questions fraught with so much interests to the State, to the citizen, to education. They have conceived it their duty however, to bring the subject to the attention of the public. For themselves, they have no interest to serve, no design to accomplish, save the advancement of the cause of education. They have labored to place the system of public education in Maryland upon a just and equitable basis; they have labored to establish that system, which in their judgment would tend to diffuse among the people the light of knowledge, and place within the reach of every child in the community the means of acquiring a liberal education. How far their efforts may prove successful, they leave to a candid public to determine. If they feel an interest in the cause of education, it is only an interest that should be common to every individual in the State. Look abroad into the community and behold the innumerable advantages of education.

Who can calculate its social benefits in elevating and correcting public taste and sentiment, and substituting intellectual entertainments and amusements in place of those light, trifling, vicious and demoralizing amusements which lead to intemperance, idleness and crime? Who will reflect on the political benefits of education, and refuse to aid in the cause? Without education the vast improvements which have been made in mechanicism, in agriculture and manufacturers, would still be unheeded and unknown. The wealth of a nation consists, not so much in the number as in the intelligence and enterprize of its citizens, in the advanced state of its sciences, and the perfection of its manufacturers and agriculture. Education is the beacon light which guides a nation to greatness and to power.