

that class in the community, whose means would have enabled them to give their children the advantages of a learned education, but it has injured still more, though not so directly, and therefore not so manifestly, that portion of our community, who must have the means of instruction brought home to them, or be compelled to bring up their children in ignorance. A general system of elementary schools, that would have brought knowledge to every poor man's door, has been, from the first settlement of the state, considered an object of the first moment. And, indeed, in a government formed upon the broad basis of universal suffrage, what object can appear of greater magnitude to the sound mind of a reflecting and experienced statesman? If the elements of society be dark and confused, without any pervading principle to hold them together, or direct their motion; what but disorder can ensue? Knowledge must enlighten and reduce the chaos to order, before liberty can be stable, or virtue secure.

The only mean, by which this knowledge can be effectually diffused throughout the mass of society, are common schools, established in every part of the country. You may create these schools however, by law, and establish a fund for their support, but your work is useless and of no avail, unless you first provide competent and suitable teachers. These are not to be had in our state, and are only to be supplied by academies and colleges. The policy which destroys the superior institutions of learning, therefore, is fatal to the primary schools. The poorer classes of the community are even more interested in the establishment and endowment of colleges and grammar schools within our state, than the rich; because the latter can procure teachers for their children at home, or can send them abroad for their education; while, on the other hand, the children of the poor must rely for their education upon the primary schools located near them; and such schools cannot be had, until a competent supply of teachers can be furnished by seminaries of a higher order.

Your committee are therefore of opinion, that the permanent welfare and true interest of the state, call loudly for the establishment of one seminary of learning of the highest class, where the highest branches of literature and science may be taught, and where a number of poor young men, selected for peculiar genius from the academies, may be educated at the public expense, and who may be required, in consideration of the benefits derived by them from the public, to become teachers in the academies or seminaries of the second grade.

Your committee also most earnestly recommend a continuance of the fostering care of the government to such academies as at present derive assistance from the public, and the establishment of such additional institutions of this class, as may be found necessary for the accommodation of all parts of the state. In each of these academies provision ought to be made for the education of a certain number of boys, who may be selected from the primary or common schools for their peculiar merit, out of those who have not the means of defraying the expense of a more complete education, and who in return may be required to become teachers, for a certain time, in the primary or common schools.

Your committee beg leave further to report, that they deem it a matter of the first importance, that common schools should be established in every neighbourhood throughout the state, in which the children of such persons, as cannot pay for it, may receive instruction at the public expense, for a term of three years. The best mode of contributing the public aid to schools, of this class, in the opinion of your committee, would be to provide by law, that, whenever a neighbourhood shall have erected a school-house, and collected a certain number of pay-scholars, a part of the salary of a teacher shall be paid from the treasury of the state, on condition of the master engaging to instruct gratis the children of such poor persons, as shall be ascertained to be unable to pay therefor. This plan, which makes individual exertions a pre requisite to public patronage, offers their best evidences of zeal, and pledges for fidelity, in administering the funds, which the schools may derive from the state.

Your committee are fully aware, that, while the present pecuniary embarrassments of the country continue, it would not be proper to impose any burthen upon the people of the state for the immediate attainment of these important objects; but they have thought it their duty to call your attention, and that of the public, to this outline of a system, which provides plain but useful educations for all the poor, and for the further advancement of such of them as are found to be possessed of extraordinary talents, and at the same time affords an opportunity to our youth, in all situations in life, to be educated in their native state. A system, which if matured by further reflection and carried faithfully into execution, would, there, have no doubt, be productive of results most important to the prosperity, the character, the dignity, and happiness of the state, and essential to the permanency and stability of republican institutions. But while they are fully sensible, that this is not the time to expect any further appropriations to literary purposes, out of the funds of the state, they beg leave to call your particular attention to a subject of the first moment, not only to Maryland, but to all the original states of the union.

The public lands, though located in the west and south, are the common property of all the United States. Each state has an equal right to a participation, in a just proportion, of that great fund of national wealth. By laws passed by congress at different periods, one 36th part of those lands are set apart for the endowment and support of common schools in the states and territories, that have been and shall hereafter be formed out of them; and many whole townships, containing 23,040 acres each, are appropriated for the support of seminaries of learning of a higher class. Your committee can discern no reason, why the people, who have already settled in, or who may hereafter remove to, those states and territories, which have been formed out of these public lands, should enjoy any peculiar and extraordinary advantages from this common property, not possessed by those who remain in the original states. They are far from censuring that enlightened policy, which governed congress in making the liberal appropriations just above mentioned for the encouragement of learning in the new states and territories. They, on the contrary, most heartily applaud it. But they at the same time, are of opinion, that the people of the original states of this union, by whose common sword and purse those lands have been acquired, are entitled, upon principles of the strictest justice, to like appropriations for the support and endowment of literary institutions within their own limits.

Your committee therefore recommend the adoption of the following resolutions:

Resolved by the general assembly of Maryland, That, each of the United States having an equal right to a participation in that great fund of national wealth, the public lands, the original states of the union, are entitled to appropriations of land for the support and encouragement of learning and literary insti-