

VOTES AND PROCEEDINGS.

North Carolina contains 29,720,000 acres.		
One 36th part for common schools,	825,555	
One 5th of one 36th for Colleges and Academies,	165,111	
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Total for North Carolina,		980,666 acres.
South Carolina contains 15,411,200 acres.		
One 36th part for common schools,	428,088	
One 5th of one 36th for Colleges and Academies,	85,617	
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Total for South Carolina,		513,705 acres.
Georgia contains 39,680,000 acres.		
One 36th part for common schools,	1,102,222	
One 5th of one 36th for Colleges and Academies,	220,444	
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Total for Georgia,		1,322,666 acres.
Kentucky contains 32,000,000 acres.		
One 36th part for common schools,	888,888	
One 5th of one 36th for Colleges and Academies,	177,777	
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Total for Kentucky,		1,066,665 acres.
Total amount of literary appropriation necessary to do justice to the states which have not yet had any,		9,370,760 acres.

The senate will perceive from the foregoing calculations that if the ratio of appropriation for the purposes of education, which has hitherto been observed, be adopted with respect to the sixteen states, which as yet have received no appropriations of that nature, a much smaller number of acres will be required, than has already been assigned to the western region of our country; it would be an inconsiderable portion of the aggregate of public lands; a much less quantity, indeed, than now remains unsold in any of the states, which have been formed out of them, with the exception perhaps of Ohio and Tennessee. The magnitude of the appropriations then, which equal justice now requires, cannot be considered as a reasonable objection to them, and as the literary appropriations, that have heretofore been made, have been granted for state and not for national purposes, according to the just principle set forth in the beginning of this report, similar appropriations ought to be extended to all the states.

The circumstance, that the lands, which have heretofore been appropriated for the purposes of education, are a part of the territory of the states, for whose benefit they have been assigned, can furnish no reasonable ground for the preference, which has been given them. The public lands are not the less the common property of all the states, because they are situated within the jurisdictional limits of the states and territories, which have been formed out of them. Such states have no power to tax them—they cannot interfere with the primary disposal of them, or with the regulations of congress for securing the title to purchasers—it is in fact congress alone, that can enact laws to affect them. The interest, which a citizen of an Atlantic State has in them, as a part of the property of the union, is the same as the interest of a citizen residing in a state formed out of them. But hitherto appropriations of them for state purposes have only been made in favour of such states; and the citizen on the eastern side of the Allegany may well complain, that property, in which he has a common interest with his fellow-citizen on the western side, should be appropriated exclusively to the use of the latter. That this is the fact in regard to that part of the public lands, which have been assigned for the support of literary institutions and the promotion of education, cannot be denied.

Your committee do not censure the enlightened policy, which governed congress in making liberal appropriations of land for the encouragement of learning in the west, nor do they wish to withdraw one acre of them from the purposes to which they have been devoted; but they think they are fully justified in saying, that impartial justice required, that similar appropriations should have been extended to all the states alike. Suppose congress should appropriate 200,000 acres of the public lands for the support of colleges and academies in New-York; and Virginia, who gave up and ceded a great portion of those lands to the United States, on the express condition, that they should be considered as a common fund for the use and benefit of all of them, according to their usual respective proportions in the general charge and expenditure," should apply for a similar grant, and her application should be refused—would she not have a right to complain of the partiality of such a measure, and to charge the federal government with a breach of good faith, and an infringement of the conditions, on which the cession was made? It cannot be denied, that she would. Congress have already made a grant of 200,000 acres of land for the support of colleges and academies, not indeed in New-York, but in Tennessee. Would not Virginia, if she now made an application for a like grant, and were refused, have the same reason to complain, as if New-York, instead of Tennessee, had been the favoured state?

Your committee beg leave to illustrate, by another example, the equity of the principle, which it is the object of this report to establish. Foreign commerce and the public lands are alike legitimate sources, from which the United States may and do derive revenue. Foreign commerce has fixed its seat in the Atlantic States. Suppose congress should pass a law, appropriating one 36th part of the revenue, collected from foreign commerce in the ports of Baltimore, New-York, Boston, Norfolk, Charleston, and Savannah, to the support of common schools throughout the states, in which they are situated: the other states, every person will admit, would have a right to complain of the partiality and injustice of such an act;—and yet, in what respect would an act appropriating one 36th part of the revenue, derived from foreign commerce to the use of schools in the six states, in which it should be produced, be more partial or unjust than an act appropriating one 36th part of the public land, in Ohio, Indiana, Illinois, Tennessee, Mississippi, and Alabama, the six states, in which the public lands on this side of the Mississippi are chiefly situated, to their exclusive benefit in the maintenance of their schools?

Your committee are aware, that it has been said, that the appropriation of a part of the public lands to the purposes of education, for the benefit of the states formed out of them, has had the effect of raising the value of the residue, by inducing emigrants to settle upon them. Although