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EDITOR AND PROPRIETOR.

TERMS.
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The new Senator from Ohio.
The EMANCIPATOR, the leading organ of the Abolitionists, thus announces the election of Mr. Tappan to the U. S. Senate from Ohio:

In Ohio, the Hon. Benjamin Tappan has been elected Senator for six years from the 4th of March, in place of the worthy Senator Morris. Tappan's majority was 7 over Ewing, the candidate. We presume Mr. Morris was dropped from political considerations, as the slavery party have gained nothing by the change. Mr. T. being brother to the President of the American Anti-Slavery Society, and an older and a stronger enemy of slavery than even Morris himself. He is an abolitionist, however, "of the old school," and has taken no part in the "modern movements," as has been so well known.

If further evidence were wanting of the abolition propensities of the Ohio Senator elect, the following statement, furnished us by unquestionable authority, would supply it:

"Some years since, while holding court in his District, he (Judge Tappan) was told that there had been a murder in Virginia—that an insurance had taken place in South Hampton County, &c., &c. He replied, that he considered that good news—that it was right for the slaves to rid themselves in any manner they chose, of their masters, and that if his son were to go to assist in quelling the insurrection, he would dasherit him."

This is the individual, whom the Van Buren party have elevated to a seat in the U. S. Senate—this is a specimen of the men, whom Messrs. Dromgoole, Rives and other Southern traitors have joined, and who have taken upon themselves the defence of the institution of slavery, and of the vital interests of the South. They would disinherit their sons if they aided in arresting the slaughter of Southern women and children, and yet there are Southern men, who have the effrontery to ask the Southern people to believe that they are their friends, and to confide in their hands the protection of their families. Wise, Robertson, Hunter, Preston, Thompson—all the Southern Whigs are, according to the practice of Messrs. Dromgoole & Co., too deeply imbued with abolitionism to be admitted to their secret consultations, while they extend the fraternal hug to Dr. Duncan, Tappan, & Co., who not only hold slavery to be a curse, but maintain that slaveholders are no better than thieves and robbers, and that it would be doing God service utterly to exterminate them.

We care not what may be the sentiments of the Northern democracy on Abolition—they must be of the most deadly hostility to our institutions, and we apprehend no danger from them, so long as we are united and true to ourselves. But when Southern individuals, occupying the important station of members of Congress, endeavor to persuade the Southern people that these, their worst enemies, are their best friends—when they actually enter into a conspiracy with them for the purpose of betraying the South, and handing it over, bound hand and foot, to those intent upon its destruction, we should be recreant to our duty; not to give the alarm, and put the country in possession of the facts.

We charge then, and we call upon the Southern people to take heed, that certain Van Buren members of Congress from the South have, for base party purposes, betrayed their constituents, and entered into a conspiracy with Van Buren members of the North on the subject of Abolition—and that they have endorsed these Northern Democrats as true friends of the South, knowing at the time that they were hostile to the institution of slavery, in every shape and form. We charge moreover, that in order to accomplish their nefarious scheme, they prepared two series of resolutions of very different import—one for circulation in the North, the other in the South.

There may be, and we do not doubt there are, many of the Whig, as well as of the Van Buren party, in the non-slaveholding States, who are opposed to slavery. But they make no loud professions of devotion to Southern rights—they have not assumed upon themselves, unasked, the task of protecting our institutions, and they have not had it thrust upon them by Southern traitors, that they might have the better opportunity of betraying it.—Those of them who are opposed to us, say so frankly—we know them as open enemies, we treat them as such, and we are in no danger of treachery or surprise; while those who side with us are equally frank and decided, and having no sinister object in view, their professions of friendship can be relied on. This is not the case with the Northern Democrats. They are seeking Southern votes for a Northern President, and for the time being, will scruple at no declaration which

will aid them to achieve their end. Their Abolitionism, odious as it may be, is not half so dangerous, nor the hundredth part so execrable, and detestable to every generous mind, as their duplicity and falsehood.—Let the South beware of this, and of those within our bosom who are helping them to palm it off on us, and it has nothing to fear.
Rich Whig

Several Ohio Papers contend that Mr. Tappan is not an Abolitionist, but the *Wheeling Times* bears the following testimony to the abolition sentiments of the new Senator from Ohio:

SENATOR FROM OHIO.

We promised as soon as possible, to give the characteristics of the newly elected Senator from Ohio. We have more reasons than one for fulfilling that promise at an early day. We know him, and we will speak of him what we know.

He stated, first, in a letter to the *Yankees at Columbus* that he is not an abolitionist. He stated what all who know him knew to be false. He has expressed himself an abolitionist in this place. In speaking of the Southampton insurrection in Virginia, he said, about three years ago, that the slaves were justifiable in their most murderous acts. In passing from here to Steubenville in a steamer, he was once speaking about abolition, and was asked what he would do if he saw, opposite Steubenville, the slaves in a state of insurrection, and murdering the wives and children of their masters. His reply was, "I would put arms in their hands." He is known in Steubenville as a *bravely abolitionist*.

He is a notorious infidel, denying not only revelation, but the existence of a God. He endeavors too on all occasions to inculcate the doctrine he holds into the minds of the young and to uproot any previously formed ideas of morality and right. He is a follower of Fanny Wright in her most gross and detestable views of society, seeking to do away with the institution of marriage, and throw mankind down to a level with the brute.

In fine, he is a bad man—one in whom we would place no confidence, and with whom we would never enter into conversation. A man who is in every sense of the word, contemptible, obscene in language, vulgar and abusive—the very worst man, who could have been found in the State of Ohio, as in the Union. He is the only man we know in whom we do not know some redeeming trait of character.

We do not speak of him as a politician, but as an American, and one who has regard for the moral character of his countrymen and wishes to put them on their guard against such a wretch. We hope this description, faint as it is, will be remembered, and that all who ever meet with him in his character of Senator, will treat him accordingly.

REPORT OF THE PRESIDENT AND DIRECTORS OF THE LITERARY FUND OF NORTH CAROLINA, ON THE SUBJECT OF COMMON SCHOOLS, November, 1838.

A resolution adopted at the last session of the Legislature, made it the duty of the President and Directors of the Literary Fund to digest a plan for Common Schools, suited to the condition and resources of the State, and to report the same for the consideration of the present General Assembly.

The Board have given to this subject attentive and anxious consideration, and taken pains to procure all the information within their reach, which seemed essential to enlightened legislation. On the 1st day of last, the President, under the direction of the Board, transmitted a Circular to the Governor of each State in the Union, requesting copies of all legislative acts and other official Documents in relation to Common Schools, either in existence or contemplation. This communication received the favorable and general attention, which the interesting subject to which it relates so well calculated to excite, and the Board have thus been enabled to present to the General Assembly many publications of great interest and value.

They regret to be compelled to state in connexion with this topic, that their efforts to procure still more important information, with respect to the actual state of education in North Carolina, have been much less successful, and that no means at their command will enable them to obtain such facts as are indispensable to the proper discharge of the duty required at their hands.

The reports to the Senate in 1816 and 1817, by the late Judge Murphey, the letter of Charles R. Kinney, Esq., communicated to the General Assembly by Governor Owen in 1823, and the letters of the late President Caldwell, originally published in the newspapers and republished in pamphlet form in 1832, have been procured, not without difficulty. They contain many valuable suggestions, and will reward the labor of the most careful examination; but they are all eminently wanting in that which individual effort is incompetent to supply—the precise and minute statement of facts by which alone the accuracy of their theories can be tested.

The memoir on the subject of Internal Improvements and on the resources and finances of the State, published by Judge Murphey in 1819, is the first and only essay that has been made towards the compilation of a system of Statistics, almost as indispensable to intelligent legislation, on the leading interests of the State, as a well arranged account book to the proper management of individual affairs.

If it shall be objected to this Report, that like all others which have preceded it, abounds in hypothesis and theory, the General Assembly will not be dis-

posed to censure too harshly, the most manifest defect, when it is apparent that none others than themselves are competent to afford a remedy. The Memoir of Judge Murphey, above referred to, comprised much valuable information, of great interest, at the date of its publication, and constitutes the proudest monument to his memory. On the subject of education, however, it did not profess to enter into details, and the lapse of nineteen years has wrought greater changes in the character and condition of the State, than would be likely to occur to an ordinary observer. Since that time no addition has been made to the meager amount of statistical knowledge. There is no publication extant, no individual in existence, that can afford any satisfactory information with respect to the number of common schools in the State, much less the number of pupils, the mode of instruction, the condition of the school houses, the characters and qualifications of the instructors. Indeed it is doubted, whether there is any one competent to meet these inquiries with regard to a single county; certainly there is none without the legislative body, and yet all this and much more, is not merely desirable and necessary, but indispensable to the great purpose contemplated by the Resolution requiring this Report. Of the number, resources and condition of our academies, something more, and yet very little is known. Even the history of the subject has been ascertained to be obscure by those best acquainted with it, and though the institution bears the name of the State, and has been proudly denominated "the child of the Constitution," its precise situation and resources, the mode of instruction, government and police, the effect which it has heretofore had, and is likely to have hereafter on the morals, intelligence and character of the State, are less familiarly known than they should be, even to the constituted authorities of the country.

The Board have no apology to offer for the introduction of these remarks. They believe there are none more devoted than they to the best interests of their native State, and they would regard themselves as recreant to the high duties of their office, if they were disposed to pander to public vanity, they should suppress any truth, which the public interests required to be promulgated.

The inability of the Board to obtain the full and accurate knowledge indispensable to a compliance with the command of the General Assembly, to digest a plan for Common Schools, "suited to the condition and resources of the State," will constitute the most appropriate apology, for the partial and defective statements which will be offered in regard to them.

North Carolina extends over an area of 50,000 square miles or 32,000,000 of acres. In 1839 her population consisted of 472,843 whites, 19,543 free persons of color, and 245,601 slaves. The average aggregate population to the square mile was about 14 7-10, and of white population 9 4-10. The aggregate population in 1840 will probably be about 850,000, or 17 to the square mile, and the white population 550,000 or 11 to the square mile. The number of white children between the ages five and fifteen years was, in 1830, 129,583—in 1840 the number will be about 150,000, or 3 to the square mile.

Accurate information, with respect to the proportion of our citizens who have received the benefit of a common school education, from their own resources, would shed great light upon our inquiries. The data of our command is vague and uncertain.—The Hon. W. C. Johnson, of Maryland, in the course of a series of interesting observations on the subject of common schools, made in the House of Representatives of United States, in February last, remarks that he has seen no report from N. Carolina on this subject, but that it is obvious that she stands greatly in need of an improved system of education, from the fact that, out of one hundred and eleven voters who gave testimony, in relation to the contested election in the first session of the 22d Congress, twenty-eight made their marks; in other words, one third could not write their names. It must be remembered however, that the Congressional District referred to is on our western frontier, and that although it certainly yields to no section of the State in the exhibition of mental and physical vigor, nevertheless, owing to its comparatively recent settlement and the sparseness of its population, the means of education are less generally diffused than elsewhere. The class of individuals to whose votes are most likely to be challenged are not always the most intelligent portion of the community. But after all proper allowances are made, the existence of such a fact in the most populous Congressional District in the State, and the one for which it will be most difficult to provide, in any general scheme of education is startling. In 1840, more than one-eighth of the voters of the State will be found in this region. In the same

district of country, there are not more than two well regulated Seminaries, where instruction is given in classical learning; and in these, no means are provided for the illustration of the physical sciences. With the exception of the University, we have but one institution in the State possessed of philosophical and chemical apparatus; a third will in a short time be supplied. There are not probably a dozen Academies prepared to give instruction in the use of the Maps and Globes, or half of this number furnished with Libraries.

The average number of students on the catalogues of the University for the last twenty years, is one hundred and eighteen, or in the ratio of about one to every four thousand of our white population in 1830. During this whole period however, many of our young men, probably, a third, were educated at the Colleges of other States, and if so, the ratio of students at college to the white population would be as one to three thousand.

Such is the only information that has been obtained with respect to the condition of the State.

More full and precise details can be furnished on the subject of our resources. But much, very much will be left to be desired. The average value of the entire surface of the State, is not less than two dollars per acre, making the aggregate sum of 64,000,000 dollars. The total value of all other species of property has been computed from satisfactory data to be at least 136,000,000 dollars, which, added to the estimate of lands, amounts to two hundred millions of dollars.

The small proportions of the annual productions of the State which finds a market within our own borders, renders it impossible to submit any calculations upon this subject which would have reasonable claims to accuracy.

The state of the fund set apart for the support of common schools is exhibited in the following statement of the permanent property and other sources of revenue, committed to the management of the Board:

1st. Permanent property.—a million of acres of swamp lands of uncertain value; 5,000 shares of stock in the Bank of the State, and 5,207 shares in the Bank of Cape Fear, subscribed at 100 dollars per share; 500 shares of stock in the Raleigh and Harlow Navigation Company, subscribed for, at 100 dollars per share, and probably worth half the sum; 650 shares in the Cape Fear Navigation Company, (500 subscribed for at 50, and 100 at 100 dollars per share) subject to a like depreciation; the dividends on 6,000 shares of stock in the Wilmington and Raleigh Rail Road Company, subscribed for at 100 dollars per share; and 175 shares in the Club-foot and Harlow Creek Canal Company, subscribed at 100 dollars per share the latter of no marketable value.

2d. SOURCES OF REVENUE.—The tax imposed by law upon the retailers of spirituous liquors—the tax on auctioneers—all monies paid into the Treasury on entries of vacant lands (except Cherokee lands)—and all profits accruing to the State, for subscriptions to works of Internal Improvement, and from loans made from the Internal Improvement Fund.

The transcript in the appendix taken from the report of the Public Treasurer, exhibits the whole fiscal transactions of the Board since April, 1837, and is given at length to enable those disposed to enter into the investigation, to satisfy themselves of the degree of reliance which may be placed upon the following estimates:

ESTIMATES FOUNDED UPON THE FORE-GOING STATEMENTS.

The Bank stock belonging to the fund, is of greater value than the subscription price, and this excess of value will be more than equivalent to the depreciation of the navigation stocks. There can be no risk, therefore, in estimating the Bank stock and the Roanoke and Cape Fear Navigation stock at par—and the Club-foot and Harlow Creek Canal stock as destitute of value. The value of the Wilmington and Raleigh Rail Road stock can only be determined by time and experience. At present favorable expectations are entertained.

RECAPITULATION.

10,207 shares of Bank stock at \$100 per share	\$1,020,700
500 do Roanoke Navigation	50,000
650 do Cape Fear do	32,500
Cash in the Treasury, 21st October, 1838	27,285
	\$1,130,485

6,000 shares of stock in Wilmington and Raleigh Rail Road Company, subscribed at \$100 per share	600,000
	\$1,732,485

ESTIMATED ANNUAL INCOME.
The Bank and Navigation stock, as above, will probably yield a yearly profit of six per cent. on \$1,100,000

66,000

Wilmington and Raleigh Rail Road stock, 5 per cent. on 600,000	30,000
Tax on retailers of spirituous liquors do on auctioneers	2,800
1,200	
Monies paid for entries of vacant lands	5,000
	\$111,000

One of the principal sources of revenue

during the last two years, viz: interest arising from loans made by the fund for Internal Improvements, is omitted in the estimate, because the principal money may be appropriated to some public work during the present session, and this may or may not be a source of revenue, according to the character of the enterprise.—The swamp lands are omitted, because no calculation can be made with respect to them on which the Board can rely themselves, much less command the assent of others.

To devise a system then, which shall secure instruction in reading, writing, and arithmetic, for 150,000 children, dispersed through the State in the ratio of three to every square mile, with the resources stated, would seem to be the precise duty required of the Board, by the last General Assembly.

Massachusetts is entitled not merely to the high distinction of having given birth to the common school system in America, but to the peculiar glory of having preceded all other people in the efforts now making for the intellectual regeneration of the world. The cradle of liberty was none other than the cradle of intelligence, and the spirit of our free institutions can continue to exist in none other than the brilliant atmosphere which gave it birth. The population of Massachusetts in 1830 was 610,014 or 81 to each square mile of her Territory; in 1840 it will be about 710,000 and about 94 to the square mile. The number of children between the ages of four and sixteen is returned at 177,053, and the amount expended for instruction is estimated at \$841,000, of which sum \$463,000 is raised by a direct taxation. The latter sum is divided annually among more than three thousand teachers. The assessed value of property of the people of that State in 1830 was \$208,360,407, and is probably much greater now. The reputation of her citizens for intelligence and enterprise, is co-extensive with civilization. It is a matter of just pride with her Statesmen, that a common school system cherished to the extent which has been shown, is well suited to the condition and resources of that commonwealth.

Let us compare, for a moment, the relative advantages of the two States in relation to the common school system. The population of Massachusetts in the proportion of ninety-four. Density of population is a great advantage, provided it be equally diffused, inasmuch as the school-house can be brought nearer each man's door. In equality of diffusion, owing to the non-existence of large towns, we have greatly the advantage; and it is believed that it can be shown to a demonstration, that the advantage arising from the greater density of population in Massachusetts is fully counterbalanced by evils of an opposite nature, from which we are exempt. We are blessed with a climate equally salubrious, a soil of greater average fertility, a larger variety of productions, and more valuable staples, a domain between six and seven times as extensive, an amount of aggregate wealth nearly as great, and greater, man for man, divided among our citizens with an equality, strikingly similar to that which characterizes their distribution over the State. In the relative dissemination of intelligence, it must be admitted that the superiority is not with us, and to this cause alone, must be ascribed the fact, that, with immensely greater facilities for the production of wealth we have so little surpassed our keen sighted rivals. Neither argument nor example is necessary to prove that the enterprise, and consequent wealth of every nation, is in a direct proportion to its intelligence. It is the history of every individual.

A comparison of the relative advantages of North Carolina, with either of the States that has entered upon the great career of improvement, will serve to show there is nothing connected with the condition and resources of this commonwealth, that should deter the patriot from the attempt to discharge his duty. New York, Pennsylvania, and the infant Colossus, Ohio, are opposite and cheering examples. The empire State, that astonished the world, by the accomplishment of a physical improvement, "a century in advance of the age," has effected infinitely more for our country and mankind, in the admirable organization of her system of intellectual improvements. With a territory not quite equal in extent to ours, an aggregate population perhaps three times as great, she has established more than ten thousand common schools, in which, instruction is given to a larger number of children than that of our whole white population. If Dr. Witt Clinton had never been born, and the first conceptions of the whole scheme of Internal Improvements were yet to be formed, they would certainly and inevitably result from her common school system. It is mind that acquires dominion over matter, and education that forms the mind. Pennsylvania entered comparatively late into the generous contest of physical and intellectual improvement, but she entered with a giant's stride, and has made and is making a giant's progress. With an extent of territory, less by one-tenth than ours, an aggregate population twice as large, her system provides for the immediate instruction of 300,000 children, at an annual expense of \$600,000.

This expense, let it be remembered, has been voluntarily assumed by her citizens, at the polls, in their several school districts; and at a time when they were charged with the maintenance of a system of internal improvements, extensive and costly beyond all parallel. Ohio, that in the memory even of the middle aged men of the present generation, was a wilderness, promises to outstrip all her sisters in physical and intellectual improvement. One of her citizens* is entitled to the proud distinction of having given the first impetus to the greatest physical improvement of the age—and another,† a forest born Professor, has, probably, accomplished still more gigantic results, by the interest which he has excited in favor of education in this native State, and throughout our country. It cannot be necessary to enter more extensively into these calculations.

Our condition is not unfavorable to the establishment of common schools; we have the necessary resources, and need nothing but the will to apply them liberally, and the intelligence to apply them with discretion. With respect to the mode of application, we have fortunately access to more satisfactory information, than on any other topic, that has engaged our attention. The regret that we have not been enabled to act efficiently at an early period, is lessened by the consideration that we are enlightened by the recorded experience of those who have preceded us. If there were widely discordant opinions, as to the best mode of national enlightenment, we might still experience much difficulty in arriving at satisfactory conclusions.

So far, however, as the Board have had an opportunity of examining the history of education in the old and new world, the mode of procedure is substantially the same. In Sweden, Prussia, Germany, Austria and Russia, the machinery is arranged with a simplicity, and the system pursued with a despotism of government. In this country, where the people are sovereign, action implies deliberation, and to deliberation are sometimes incident, hesitation and delay.

In digesting the system of common schools, now to be submitted, the Board claim for themselves no originality of conception. They have done nothing more than to endeavor to adapt to our condition and purposes, machinery which has been well tried, and found eminently useful elsewhere.

Of the 50,000 square miles, or 32,000,000 acres, constituting the surface of North Carolina, a million and a half of acres were estimated by the Engineers appointed to examine them, to consist of vacant and inaccessible swamp lands in the Eastern section of the State. If this estimate approximates accuracy, & we add to the extent of the swamps, the mountainous districts of the west unaccessible to cultivation, we may safely conclude that at least one-tenth of the State is uninhabited. There remain, then, 45,000 square miles of inhabited territory. If this area be divided into common school districts, six miles square, or as nearly so as the nature of the country will admit, the State contain 1250 will districts. If the population were diffused throughout the State, with precise equality, each district would contain about one hundred and eight children, between the ages of five and fifteen, and the most remote child would be a little more than four miles, in a direct line, from the centre of this district, while the greater number would be less than half the distance.

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It may be very desirable, and certainly will be so ultimately, to have smaller districts and more numerous schools. New York, we have seen, has divided the same extent of territory, into more than ten thousand districts. She has, however, nearly 5 times as many children to provide for, and it is a matter of much regret with her most intelligent citizens, that they have not fewer, and consequently better schools.

The division proposed, would, if our counties were all of the same extent, give about nineteen schools to each county.

As stated in the outset, the Board have no means of ascertaining, but the opinion is confidently entertained, that there have been at no time a dozen good schools sustained, in the most populous and wealthy of our counties. It is believed, moreover, that if the requisite funds were at the command of the Board, the establishment of a greater number of schools would not be desirable. For the obvious reason that it would be impossible to supply them with competent instructors. Indeed, as will hereafter be shown, the greatest difficulty to be encountered, in Pennsylvania entered comparatively late into the generous contest of physical

and intellectual improvement, but she entered with a giant's stride, and has made and is making a giant's progress. With an extent of territory, less by one-tenth than ours, an aggregate population twice as large, her system provides for the immediate instruction of 300,000 children, at an annual expense of \$600,000.

*Dr. Drake, †Professor Swan