Haszard's Gazette.

VOL. 22. CHARLOTTETOWN, PRINCE EDWARD ISLAND, TUESDAY, APRIL 13, 1852. NO. 1153.

TEMPERANCE.

[WE call attention to the Report below, as prepared by Sergeant Leitch of the 42d Regiment, now stationed here, and exhibiting a right soldierly view of the benefits of Temperance, and placing in a strong light the benefits attending its more extended success in the Army.]

VICTORIA DIVISION	No. 4.
John M'Neill,	W. P.
Alex. Leith,	W. A.
John Orlebar,	R. S.
Robert Hyndman,	A. S.
H. J. Cundall,	F. S.
Thomas Owen,	T.
Charles Bell,	C.
Philip M'Laren,	A. C.
David Chappel,	I. S.
John Turner,	O. S.

CHARLOTTETOWN, Prince Edward Island, 5th April, 1852.

WORTHY PATRIARCH AND BRETHREN:

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The arrangements, in conjunction with the other Divisions, for the suppression of the Liquor Traffic, were the most prominent proceedings during the past Quarter, and the zeal and harmony which prevailed were strikingly characteristic of our principles.

The general discussions resulted in a decision on which the subsequent action of the body has been based. That public sentiment is formed by *law*, more than law by *public sentiment*. That a good law calls forth a good public sentiment; and that, therefore, to wait for an expression of public opinion to sustain a law, which prohibits vice, before it is enacted, would be folly; consequently, under the influence of this conviction, delegates were elected to represent this Division at the Convention, and to assist in preparing Petitions to the Legislature, praying for the prohibition of the manufacture and sale of intoxicating Liquors to be used as beverages. The debates embraced forcible arguments and affecting illustrations in confirmation of the following propositions, and the objections entertained and urged against Total Abstinence from Ardent Liquors, except as medicines, were fully and fairly investigated:—

1. That a very large portion of human misery, including poverty, disease and crime, is induced by the use of alcoholic or fermented liquors as beverages.

2. That the most perfect health is compatible with total abstinence from all such intoxicating beverages, whether in the form of Ardent Spirits, or as Wine, Ale, Porter, Cider, &c.

3. That total and universal abstinence from alcoholic and intoxicating liquors of all sorts would greatly contribute to the health, the prosperity, the morality, and the happiness of the human race.

4. That persons accustomed to such drinks may, with perfect safety, discontinue them entirely at once, or gradually after a short time.

The several speakers also maintained that, as the Legislators have the power of prescribing partial regulations for the traffic, they had likewise undoubted authority to pass a prohibiting enactment. Statistics of misery, pauperism and crime, which had their origin in the use and abuse of Ardent Spirits, were submitted in corroboration of the expediency of the entire suppression of the cursed trade, as a matter of political economy. A detail of the topics discussed would require more time and talent than I could devote to it; but I endeavored to preserve a concise outline of the distinctive features of the proceedings on this important question, to be engrossed in our Records. The agitation involves the prevalence of Vice or Virtue—the safety of human life—hence the triumphs of the cause we espouse are pregnant with good to the health, happiness, and prosperity to the People of Prince Edward Island; consequently we feel that it is our duty to entreat moralists, reformers, and philanthropists to co-operate with us in our efforts for the annihilation of this great evil. * * * I regret that it becomes my duty to refer to the failure of your laudable and generous endeavours, to identify as many as you expected of the Military with this noble Order. If drunkenness and brawling be a vice in the Citizen, more, *much more*, is it one in the Soldier. The Soldier should be the Guardian and not the *Violator* of public peace and order. He should be an example of sober and orderly habits. It is useless, I fear, to inculcate sobriety in the Soldier when, at every turning and corner of the street, there is a Public House, with open doors, inviting him to enter. The Hero of Waterloo—Wallace or Bruce—aye—the name of our gracious Queen and her beloved Consort—are used as decoys to ensnare into the service of King Alcohol. It appears, that now is the time for the friends of Temperance to unite their energies, openly, for the extermination of the spirit traffic, and the securing of a law that will accomplish the object. The general principles of the Maine law, commend themselves to approbation, as the most effectual means of attaining the desired end. To effect this, we should be united "shoulder to shoulder," as one band. If we suffer the enemy to make inroads upon us, soon shall we be scattered to the four winds, without any settled standard to rally round. May our watch-word be "Onward and upward," till we obtain the victory. Brethren! The opposing phalanx is powerful, vigilant and active in the conflict: exemplify the animating influences of genuine *ardent Spirits* enlisted in the cause. Yes,

"Our hands and our hearts shall combine
To extend their beneficent sway."

At this crisis there are serious considerations, that should stimulate our fraternal band to energetic efforts. We have encouraging inducements to cheer us to engage fearlessly in the strife. We have in our ranks associates of respectability, of mental endowments, and of moral courage, on whom must devolve the heat and burden of the day. Men, who are ever ready to come forward as the advocates and abettors of all that is useful and benevolent. Let one and all of us realize the glorious results, that must arise from the consummation of our fervent aspirations, and our hands shall be strengthened, and our hearts cheered, in our labor of love and mercy. As our Banner has been unfurled, let it not be lowered till success has crowned the battle. The Sword has been drawn, let it not be returned to the scabbard until it can be sheathed amidst shouts of victory.

Submitted in Love, Purity, and Fidelity,
A. LEITCH, Recording Scribe.

Legislative Proceedings.

LEGISLATIVE COUNCIL.

WEDNESDAY, March 24.

Hon. Mr. SWABEY rose and said—Mr President, I hold in my hand a bill, designed to extend the benefits of Free Education to the inhabitants of this Colony; it is a measure which has created considerable discussion out of doors, and in introducing it, I feel much responsibility, both as a member of this House, and also as a member of the present Government. In that capacity, considering the wholesome state of the finances of the country, I might have been induced to advise the Government to sit down in all the security which the command of a sufficient revenue is calculated to give; but, Sir, considering the value to the people of a system of general education, we have decided to run all risks, as to its being misunderstood or not appreciated; and to introduce the present measure. In the general sense, Sir, the importance—under a constitutional form of government—of Education is immense, for the day is gone by, when force of arms could govern a dense population: the failure of this system is evident by the revolutions in Europe, so frequent in occurrence, that England alone is left in the old world, not subject to such a state of rule); and it cannot be overlooked, that where such is the case, and public opinion has the sway, it is necessary that public opinion should rest on an enlightened basis, which can only be obtained by diffusing education, and all improvement—moral, religious, national and social—must arise out of the same source. It is well known to all the members of this House, Sir, that Acts relating to education have been in operation for years; but it has been found, that these enactments have not had the desired effect of providing education for the mass, to the extent that could be wished; and therefore, in the expectation, that an improvement on former Acts may be obtained, the present bill has been framed and now brought to this House. It is not desirable to force education on any people; but it is essential to the well-being of every country, that liberal institutions should exist therein. It is true, much has been done in this Colony toward education, but not enough, and hence the reason for offering a new form; and whatever may be the fate of this Bill, in or out of this House, I shall always be happy in having been among the few who have originated it. It deserves well at the hands of this House, and also of the country; and I trust, such will be its reception. Your Honors are aware, that much of the fund used for the present system of education, is derived from a tax on land; yet, even for the present system, this tax does not sufficiently provide. There is not a document relating to education which does not come under my inspection; and hence I can with more certainty state, that the present means of paying schoolmasters is entirely insufficient. As a member of the Board of Education, when young men come before me with a view of passing that Board, I view them with great pity, when I reflect, that the best of their lives will be spent in an avocation, degrading and dependent, that their remuneration is not any thing like an equivalent for the labour it demands. It is true, they obtain a grant from the Government, and go into the country to get the rest of their emolument, so called; and what does the latter amount to, when they do get it?—which is not always the case—a portion of grain, or potatoes, perhaps, lodging and a meal of fish; and the anxiety felt and time wasted in the collection of these, very far exceed, any good that is derived therefrom; and this is not all—they are never their own masters, but are always subject to the whims and caprice of their employers, which entirely impairs their efficiency; but to which they must submit or seek employment elsewhere, because any old woman can raise a storm against a teacher—should he perform his duties with independence—let him be ever so well qualified to perform these duties. I have made some extracts about the amount of payment to the Schoolmasters, and find that Queen's Country, which can afford and does contribute more than either of the others, pays or professes to pay its teachers from £36 to £50 each, including the Legislative grant. By this Bill the Schoolmaster will obtain £45 from the State; but even this sum will remunerate him far better than £60 under the present system; he will get its amount in money from the Government, which will make him independent of his employers. If information as to the wishes of the people be required, even as far as the new system is known, I think it might be gathered from the numerous and respectable petitions which have been received on the subject, 42 of which I alone have presented, and there are very many others; a few have been received, apparently adverse to the system, because the parties sending them have possibly been misled as to the nature of the plan; these are mostly drawn up in the way of suggestion, and I think, there is no petition actually adverse to the measure: the few parties, who make the greatest opposition to it, are those who have no children to educate; but they quite overlook the fact, that, for the trifling sum which they will contribute, they will in return have well educated, and consequently, peaceable, honest, well-behaved, and respectable neighbours and communities; but in addition to this, loyalty to the crown, submission to the laws, and every social duty will be fostered, and even proprietary rents will be of more easy collection; let us then not listen to these selfish persons whose very selfishness, on due enquiry, would enlist them in this cause.

From the best sources of Information, I have ascertained that the present annual cost to a parent for schooling, is £1 5 for each scholar, this parent is supposed to be in possession of 100 acres of land, and by the present Bill he is only asked to pay Four Shillings and two pence, for which he may have 6 or 7 children taught! and if they could only be persuaded, that such is the fact, I think, they would not long hesitate to throw away the old system and accept the new one especially when it is reflected, that owing to the present price for each scholar, where a man has 5 or 6 children, but is constrained to give first one child a half year's schooling, then another a half year, whereby the energies of the teacher are fritted away, the children obtain no lasting benefit, the parent perceives no fruit for his outlay, and education in this way is little short of a farce.

There is some little variation between the present Bill and the former Acts relative to the branches to be taught—the Classics are omitted in this Bill or left as optional; the branches now to be taught in the first or lowest class schools comprise Book Keeping, Reading, Writing, Arithmetic, English Grammar and Geography, without the use of the Globes; and the second or upper class schools, comprise in addition to these, Algebra, Geometry, Trigonometry, Mensuration, Land Surveying, Navigation and Geography, with the use of the Globes. Since the Bill was first introduced, it was found, that including classics in the highest class would deprive many of our best teachers in other respects of their fair remuneration. The Teachers of Classics are therefore, otherwise to be provided for, and this Bill makes provision for their salary to reach in certain cases £60, by adding 10s. per head to be paid by the parent for each child who is required to be taught the classics. These are the principal items of the Bill. Much has been said about Primary Schools; but the manner, in which these primary schools for the most part have been conducted, is a nuisance: there are some new powers in this Bill, which design a material improvement in the system of conducting these schools.

With respect to changing the sites of School Houses, it has hitherto been the duty of a Magistrate to decide on such points; not, however, with general satisfaction to the public, but now the School Visiter will be required to judge of the best locality and inform the Magistrate, who with this assistance will more easily be enabled to make his award and have the new School House placed in its proper position, or the best advantage. It has been in view of the Legislature, to procure such school books as will make the style of Tuition more uniform, than it has hitherto been. Sums of money have been expended in the purchase of books with a view of making the system of tuition uniform, and these books were deposited in various parts of the country, but the parents would not purchase them, consequently this object has been defeated; this Bill proposes, that £500 shall be expended in the purchase of such books as will carry out this design more complely, whereby one general form of education will be the result.

Now, Sir, the way of getting at the means of paying for the tuition in these schools claims attention, it is designed by this Bill to be raised by a tax on land in the following way—every 100 acres to pay 4s. 2d; Royalty and Pasture Lots 2s. each; the reserved lands in Georgetown 1d. per acre; Charlottetown and Common Lots and Georgetown and Common Lots 3d. per acre; Tradesmen's Shops 2s. 6d. each; Mills, Distilleries and large stores with 10 acres 5s. each. The Bill provides, that this tax shall be collected by Assessors to be appointed by the Government; but, I think, this is not the proper duty of the Government, and that such appointment will therefore be unconstitutional; the present Pump and Well Assessors might do the duty.

I think, Sir, it will not be considered, that I am off the track, if I recapitulate a little that I have said on former occasions. I need not advert, however to the general blessings of a good education, they are well known to all your Honors; but I may be permitted to say, although the system of education now proposed for this Colony, aims at being as liberal and enlightened as possible, yet as it has been considered impracticable to enforce the general use of the Scriptures in Schools, the Bill is silent on this point. I have always been of opinion, and have several times expressed it in this House, that it is far better to let the Scriptures silently work their way into the schools, than to legislate for them; and from the results of this system, which have come to my knowledge, I take credit to myself for having advocated it as I have, and these results confirm me in the belief, that if the people are left to themselves, the Scriptures will ultimately establish themselves among the people in all our schools. One School Visiter informs me, that in every School in his County, the Scriptures are used; and the other two Visiters report, that in about three-fourths of the Schools under their inspection, they have found their way, so that we may safely conclude, that in about five-sixths of our schools the Scriptures are used; and this, your Honours will remember, without legislative enactment, and confirms me in the opinion, that if the matter is made compulsory it will have an effect entirely contrary to that which is desired. I regretted to hear it said in a certain quarter, that this Bill puts a Veto on the use of the Scriptures! such is no the case, a veto has not been put on the use of the Bible; but from the reasons I have repeatedly expressed and always maintained, it has been thought advisable, not to legislate with respect to it, and hence the silence of the present Bill on the subject.

Perhaps I should previously have stated the reasons why Princetown and Royalty are not mentioned in the Bill; they have been left out to be counted in the Districts, because it was thought, it would be a hardship to exact taxes from their present inhabitants in the same proportion as the populous towns of Charlottetown and Georgetown, as they have no extra privileges.

It is intended by this Bill, to have but one School Visiter, whose sole duty it shall be to attend to the Schools throughout the Island, for which he is to have a Salary of £200 per annum, and the Government have the power of setting him aside, and appointing another in his place, if it is found, that he does not faithfully discharge his duty. Hitherto when a Schoolmaster wished to have a licence to teach, he had to obtain a certificate from the trustees of the school he wanted to get; but in too many cases, the trustees have abused this power, by granting certificates to improper persons; it is now trusted, that this may in future be obviated, by making it necessary for the Visitor to grant a Certificate, because he is supposed to be better enabled to judge of the qualifications of the person applying for a school. With these remarks, Sir, I beg to move the second reading of the Bill.

Hon. Mr. HENSLEY would almost be inclined to infer from the remarks made by his Honor, that he expected that the Bill, now introduced by him, would meet with much opposition; if he (Mr. Hensley) were inclined to oppose it, it would be from the fact, of the Bill having been withheld from this House, to this late period of the Session. The Governor in his Speech, at the opening of the Legislature, stated, that this Bill would shortly be handed to us; here the Assembly has been sitting 2 months, and it is only to-day that we have the Bill before us, and now the *Royal Gazette* announces, that the Session will close next week! the Government are certainly to blame for want of courtesy to this House on a subject of such paramount importance to the social, moral and religious interests of the Colony. His Honor has said, that it would be unconstitutional if the Government did not appoint them; it was the duty of Government to appoint all assessors.

Hon. Mr. SWABEY did not anticipate any opposition to the Bill, but it having fallen to his lot to introduce it, it was due from him to make some observations on its features and intended working.

Hon. Mr. HOLL said—Mr. President, I quite agree with my hon. friend, Mr. Hensley, as regards the late period in the Session at which this Bill has been introduced; but as it is before us, and as I take a deep interest in the subject, I cannot refrain from making a few observations upon it, the more especially, as my attention has been called by his Honor, the mover of the second reading of this Bill, to what I consider a very important omission in its enactments.

There is no question, that Education is the antidote to the evils produced by ignorance, but education is a comprehensive term, and embraces more than mere secular instruction. It must be based upon Religion, in order to effect the good which is essential to be derived from it. It is not only the cultivation of the mental powers, that is requisite—it is not a mere qualification for the common business of this state of existence: this may be done, and still a most important part left undone: Education must reach the heart, and if the ingredient of religious instruction be omitted, a grievous error is committed, and if not based upon religion, it is building on a foundation of sand.

The highest and wisest of statesmen in other and older countries, whenever this important subject has been under their consideration, have expressed a desire, that religion should form the basis of instruction, and have only been deterred from carrying out this principle by the unfortunate differences existing among communities, calling themselves Christian: much has been done and is still being done in order to introduce a more healthy system, and though I grant there is some difficulty in legislating upon this subject, yet I do think, it by no means impracticable.

A Bill is at present before the Parliament of England on the subject of Education: it is known as the Manchester and Salford scheme, and will probably lead to some practical results, the greatest object being to introduce religious teaching into the schools. Mr. Cobden, in a speech delivered by him at Manchester, admits, that religion ought to be infused into Education, but finding it difficult of accomplishment, falls into the error of excluding it altogether: but I can never subscribe to so atheistical a system.

It is admitted by all sects, that they can rally round the Bible! what then is there to prevent the general use of the Bible in our schools? Here there can be no difference of opinion among Christians.

The several districts under this Act are allowed the choice of their own School Masters, subject to an examination, as to their qualification and character; this is as it should be, and it is to be hoped, that sufficient provision is made for the dismissal of Teachers on account of misconduct; but why should not each district be authorised to introduce the Bible? It is time, the Testament is in use in many of the schools, but it has found its way there more by accident than otherwise: the cheapness of the book being, in a great measure, the cause of its introduction, unaccompanied, doubtless with a desire on the part of many of the parents to have it there.

I may now be permitted to introduce a few extracts from certain authors, in support of the views and opinion I have always entertained—that there should be no bar to the introduction of the sacred Scriptures into schools, and, whenever, within the 12 years that I have had the hodor to hold a seat in this Council, the subject of Education has been under consideration, I have ever advocated that view of the case. In the United States, the Bible, I believe is admitted into the common schools, and the principle, for which I am contending, is engaging the attention of eminent statesmen mote than at any former period.—The American Minister, Mr. Lawrence, in reply to an address presented to him lately at Galway, says—"I believe in the utility of universal education, and I would teach every man, woman and child to read and write, if possible,—give the people universal education—and I beg to be understood on this point—living as I do in a country that is united by self government—a government of the people, and from the people, our only security lies in universal education founded on religion!" this opinion, coming from such a source, I consider most important.

The omission in the enactments of the Bill to which I have referred, is that of no provision for the introduction of the Scriptures into our Schools, which is tantamount to shutting it out altogether.

Hon. Mr. SWABEY. I beg His Honor's pardon—the Scriptures are not excluded from the schools but are used there, and in addition thereto, the books of the Irish joint Commission, which comprise copious extracts from the Scriptures, are freely used in the Schools.

Hon. Mr. HOLL—I am no advocate for that system of making extracts from Scriptures; why not admit the Bible in all its integrity? It was given as a whole, for the use of mankind by God himself, who is the best judge of what his creatures should read and learn, and I would like to preserve it in that state when used in the schools of a Christian country: I am no friend to the doctrine of *expediency*, and will not quietly submit to it, because I consider the admission of mere extracts from the Bible, in lieu of the Book itself, an improper compromise, and to say the least presumptuous! And as to the Scriptures being in some of the schools, they are found there by accidental circumstances, and not by the act of the Legislature: the Bible, in fact, is working its *own* way, and some of the people wish to have it. It will now draw your Honors' attention to a pamphlet containing very powerful and explicit arguments in favor of the view I have taken of this question: I will merely read an extract which is contained in the inaugural address delivered by Professor King, at the opening of the Free Church College, at Halifax, N. S. in 1848."—

"The object which it progresses to aim at, is indeed, a matter of the utmost importance. The best interests of the individual, the safety and well-being of Society, are involved in it, and whether we look to the anxieties which a parent may feel for the happiness of his child, or to the duties which devolve upon the Magistrate or the Statesman to provide for the peace of the community over which he presides; we cannot but feel, that education must form an essential element in the means to be employed by each for the accomplishment of the end in view. In many quarters, this instrumentality, even where it might have been easily available, has been grievously neglected. The consequent disorders, characteristic of a demoralized population, have awakened the attention of every thinking man to the causes of such evils; so that at length the question of Education has become one of the most engrossing topics of the day. Whatever vigilance may be exercised in endeavoring to detect crime when committed, or to guard life and property against its assaults, and whatever ingenuity may be shewn in devising penal inflictions, or new modes of restraint, for those who may have been convicted of crime, there is at length a growing conviction that something more than all this is required, and that with whatever success Bridewells, Prisons, or Penitentiaries, conducted upon the most approved plans, may be employed for the restraint and reformation of offenders, the wisest, the most humane, and the most economical mode of putting down crime, is to "train up a child in the way he should go."

"The very statement of these facts, however, shews that much that is called Education is unworthy of the name—that in what may pass as such, there may be found, in some instances, a want of what is essential, in others, the presence of what is opposed to its efficiency; and that consequently the interest awakened by such institutions may be that of observing a progress in evil through the application of an instrument, powerful indeed in its operation, but not properly adjusted to the subject to which it is applied. It is true, knowledge is power; and the individual whose intellect has been cultivated, is capable of accomplishing far more than the untutored savage. But he whose intellect is thus cultivated is also a moral assent; and if neglected in respect of his moral principles, the cultivation of his intellect is only arming him with a more powerful instrument which he will employ for the accomplishment of evil. The depravity of his heart inclines him to what is wrong, his acuteness is but cunning, for following out the base and unworthy objects upon which he is bent; and the knowledge which he has acquired, and his superior skill in the arts and sciences, give him increased advantages against those whom he would make his prey. This is a view of the case which necessarily presents itself in the consideration of the moral constitution of man, and it is what has been often illustrated in the history of man, both in his individual and his social conditon.

"Amongst the demoralized, they have been ever found the most dangerous, whose means of gratifying their inclinations have been most enlarged by, what in such a case is *mis*-called, education. Nor is the mere worldly polish and refinement of society sufficient to correct the evil. France boasts of being the most refined nation on the face of the earth, and, *in so far* as concerns what the world calls refinement, the boast is not without grounds; yet the atrocities which marked her revolution at the close of the last century, when the principles of her Philosophers had matured into their appropriate fruit, threw into the shade all of crime that savage life had ever presented. And with all her high polish still, and with all the advancement which she may have since made in the refinement of life, the deeds connected with her revolutions in the earlier part of this year, many of them too revolting to be recorded in the public journals, but which have been reported on unquestionable authority, have been of a corresponding character, and loudly proclaim, that in educating man his whole constitution must be considered; and that in order to fit him to act either with comfort to himself or with benefit to others, even in reference to this life, he must be trained to act under a sense of responsibility as a moral agent. It is essential therefore to a right education that it be brought to bear on the moral nature of man; and as there is no true morality but what has its foundation in true religion, education, in order to deserve the name must be based upon religion. Man must be taught to feel himself every where under the observation of Him "whose eyes are in every place, beholding the evil and the good," and who "will render to every man according to his deed;" nor can the Magistrate, even in the very common matter of taking evidence, have any security, that a regard to truth will dictate the statements made before him, except in so far as he may have reason to believe, that the witness may be influenced by the fear of that God whose name may have been involved."

"Now, sir, if it be questioned whether these principles are condusive to the peace of a nation, I should refer the enquirer to the profound tranquillity which England has enjoyed, during the two last years of continental turmoil! It is my firm belief, that she has been preserved in this peaceable state in consequence of her firm and untiring support of religion and religious instructions; because she is the grand depositary from which Christianity is spreading throughout the world—a signal example to all the nations of the Earth! And I contend, it is ever thus with nations as with individuals, the prosperity of each depend upon the honour they give to the Almighty, and I maintain, that we cannot arrive at this happy condition with greater certainty, than by making the word of God the foundation of our popular education. I will now lay before your Honors a few extracts from the appendix to the report of the American Bible Society for 1839; they are in support of a resolution to the following effect: "That the use of the Scriptures as a reading-book in common Schools, is of such importance as to deserve immediate and universal encouragement in all our States or Territories."

"A general review of the efforts which have been made, in our day, to restore the Bible to the schools, would occupy far too much time to be now attempted; although this, like the mode of its exclusion, is a portion of this great subject, full of interest, and important. It may be sufficient to state in passing, that the minds of Christians over the whole world have been, for some years, deeply pondering *this matter*. Christian Protestant churches generally throughout Europe, have made a more steadfast resistance than ourselves to the exclusion of the Bible from the course of general education, and are, therefore, in this respect, generally in a better condition than ourselves. In England there is no school system of sufficient extent to deserve the name of National; but the Institution which has the oversight of what are called the National Schools, has introduced the Scriptures into them. The schools of Scotland, so far as they have been under the care of the National church of that kingdom, remain on their ancient model.

"As it regards our own country, the only successful effort of a general kind with which I am acquainted, has been lately made in the State of Maryland; where the admirable society which I represent this day, are now in the midst of an attempt which has been attended with the most cheering success.* In the course of that

* "Resolutions presented by the Rev. R. J. Breckenridge, and unanimously adopted by the Board of Managers of the Maryland State Bible, at their regular monthly meeting at the Depository, on Thursday the 18th of April, 1839:—

"*Resolved* 1. That this Board has learned, through the monthly report of the corresponding Secretary, with devout gratitude to Almighty God, that the Bible has been introduced by the proper authorities into the public schools of the city of Baltimore, as one of their regular reading books.

"2. That this Board records, with thankfulness and deep humility, its sense of the great honor put on them by the Lord, in having used their feeble agency in a work, which has had so speedy and happy an issue.

"3. That we find, in this effecting token of divine power, a great encouragement to proceed with renewed vigor in the general wish committed to us; and more especially in the important business of restoring the Bible, as a class-book, to all the schools of our Commonwealth."