Haszard's Gazette.

VOL. 22 CHARLOTTETOWN, PRINCE EDWARD ISLAND, TUESDAY, JANUARY 20, 1852. NO. 1138.

WINTER ARRANGEMENTS OF MAILS.

THE MAILS for the neighbouring Provinces, during the Winter, will be made up at this Office every FRIDAY MORNING at Eleven o'clock, to be forwarded via Cape Traverse and Cape Tormentine commencing on FRIDAY the 19th of December, instant, and the Mails for England will be forwarded on that day, and on

Friday 30th January,
" 13th February,
and " 27th February.

THOMAS OWEN.
Postmaster General.

General Post Office,
Charlottetown, Dec. 9, 1851.

The Mails from Nova Scotia will be due every Monday night.
(All the Papers.)

Commissariat.

Notice to persons desirous of making Remittances to Halifax.

THE Commissariat Officer in charge at this Station will receive into the Military Chest, British Specie, or Dollars, for which he will give Drafts, payable at sight, on the Military Chest at Halifax.

ROBERT BOOTH,
Dep. A. Com. Gen.

Charlottetown, Jan. 5, 1852.

LEGISLATIVE LIBRARY,

PERSONS having BOOKS in their possession belonging to the LEGISLATIVE LIBRARY, are hereby particularly requested to return the same forthwith, especially those taken previous to the 1st instant.

H. W. LOBBAN, Librarian.

5th January, 1852.

NOTICE.

HALF Lot Number 26, the property of Messrs. THOMSON'S, of Belfast, Ireland. Notice is hereby given, that any person found trespassing in any way upon the unleased property of the above Gentlemen, will be prosecuted to the utmost rigour of the law, without distinction.

J. R. BOURKE, Agent,

January 13, 1852.

Charlottetown Mutual Fire Insurance Company.

NOTICE is hereby given, that the Annual General Meeting of the above Company, for the appointment of Officers for the current year, and other purposes, will take place at the Town Hall, on FRIDAY EVENING, the 23d day of January instant, at 7 o'clock.

By Order of the Directors,
HENRY PALMER,
Secretary & Treasurer.

Secretary's Office, Kent Street,
12th January, 1852.

To the Tenants on Lots 9 & 61.

THE Subscriber having, by Power of Attorney, dated the 6th day of March, 1851, been appointed Agent to take charge of LOTS 9 & 61, in this Island, the Property of *Lawrence Sulivan Esq.*, notifies the Tenants on those Townships, that all rents, and Arrears of Rent, due on the said Property, are required to be paid to him forthwith, he alone being authorized to receive the same.

JAMES YEO.

Port Hill, April 9, 1851.

ALL persons having any legal demands against the Estate o JAMES M'DONALD, late of Georgetown, Esquire, deceased, are requested to furnish the same duly attested to Mr. *Andrew A. M'Donald*, of Georgetown, within Six calendar months; and all persons indebted to the said Estate are requested to make immediate payment of their respective Accounts, Promissory Notes, &c., &c., to Mr. A. M'Donald.

E. THORNTON,
MARTIN BYRNE,
DANIEL BRENAN, } Executors.

Georgetown, 31st Octr., 1851.

R. B. IRVING,
NOTARY PUBLIC, CONVEYANCER,
And Public Accountant :

Office,—Hon. Mr. Lord's Commercial Buildings,
DORCHESTER STREET.

☞ Deeds of Conveyance of all descriptions, of Leasehold and Freehold Estate, including Assignments, Mortgages, &c., Letters of Attorney, Bonds, Indentures of Apprenticeship, Bills of Sale, Charter Parties, Arbitration Bonds and Awards, Petitions, &c., prepared with accuracy and despatch; Merchants' Books, Partnership and other complicated Accounts, &c., arranged and balanced, at moderate charges.

Charlottetown, 9th December, 1851.

COUNCIL OFFICE, June 19, 1851.

WHEREAS application has been made to His Excellency the Lieutenant Governor in Council, to close that part of an old Road commencing at the East side of Joseph Affleck's Farm, on Township No. 35, and running there from to the Main Road, across French Fort Settlement. Notice is hereby given, that the said Road, so far as it runs through the above mentioned Lands, will be closed at the expiration of six months from this date, unless sufficient cause be shewn to the contrary, in the terms of the Act of 3 Wm. 4, Cap. 23.

CHARLES DESBRISAY, C. C.

To Tenantry residing on portions of Townships 31, 40, 53, 57, 58, 59, 60 and 62.

TAKE NOTICE—That a majority of the present House of Assembly, during its last Session, passed an Act, which determined that all RENTS due in this Colony, shall henceforth be paid in *current money*. I do, therefore, hereby Notify Tenants residing on the various Townships under my management, that all Rents and Taxes must hereafter be liquidated in *Money, as it becomes due, or it will be rigidly enforced;* and also, that no excuses will in future be received for its nonpayment; or indulgence be permitted them as formerly. Those persons in Arrears of Rent are requested to come to an immediate arrangement for the payment of their respective Accounts, to prevent my being obliged to have recourse to legal proceedings for its recovery, or ejectment. And all Tenants who have performed labour on these Estates—or made payment in any other way—on account of Rents, and who have not been settled with for the same, are requested to call at my office in Charlottetown without delay.

OFFICE HOURS from 10 to 4.

☞ Any person or persons found *Trespassing* upon any of the Wilderness Lands, on the above Estates, are notified that they will be prosecuted to the utmost rigour of the law, without distinction.

⁂ Those Tenants wishing to dispose of their *Leasehold Interests in Farms*, can apply in writing forthwith, stating terms, number of Acres under cultivation, and buildings thereon, free of arrears of Rent.

WILLIAM DOUSE,
Land Agent.

Charlottetown, Dec. 2, 1851.

WANTED, during the Winter season from Tenants, to be delivered at "Port Selkirk" store, 10,000 Bushels of clean *Merchantable Grain*, for which Cash will be given, or all owed in payment of Rents, at the Market Prices.

Illustrated London News,
Ladies' Newspaper, and the Almanacks for 1852.

For sale at GEO. T. HASZARD'S Bookstore, Queen's Square, Charlottetown, Dec. 16.

PROFESSOR RYERSON,
ON THE SYSTEM OF FREE SCHOOLS.

(From the Annual Report of the Normal, Model and Common Schools in Upper Canada, for 1850.)

I beg to invite the attention of the Public Press, of District Councillors and School Trustees, of Clergy and Magistrates, and of all persons anxious for the education of our Canadian Youth, to the principle on which the expense of promoting that object should be defrayed. The School Law authorises two methods, in addition to that of voluntary contribution; the method of rate-bill on parents sending children to school, and the method of assessment on the property of all,—thus securing to the children of all equal access to school instruction. The discretionary power of adopting either method, is placed by law—where I think it ought to be placed,—in the hands of the people themselves in each Municipality. My present object is simply to submit to your consideration, the principal reasons which induce me to think that one of these methods is better than the other, in order to secure to your children the advantages of a good education. The method which I believe you will find most efficient, has been thus defined :—"A tax upon the property of all, by the majority, for the education of all."

1. My first reason for commending this as the best method of providing for the education of your children is, that the people who have been educated under it for two hundred years, are distinguished for personal independence, general intelligence, great industry, economy and prosperity, and a wide diffusion of the comforts and enjoyments of domestic life. The truth of this remark, in reference to the character and condition of the people of the New England States, will, I presume, be disputed by none. If their system of civil government be thought less favourable to the cultivation and exercise of some of the higher virtues, than that which we enjoy, the efficacy of their school system is the more apparent under circumstances of comparative disadvantage. I will give the origin of this school system in the words of the English "Quarterly Journal of Education"—published under the superintendence of the Society for the Diffusion of Useful Knowledge, and at a time when Lord Brougham was Chairman, and Lord John Russell Vice-Chairman, of the Committee :

"The first hint of this system—the great principle of which is, that the property of all shall be taxed by the majority for the education of all—is to be found in the records of the city of Boston for the year 1635, when at a public or 'body' meeting, a schoolmaster was appointed 'for the teaching and nurturing of children among us,' and a portion of the public lands given him for his support. This, it should be remembered, was done within five years after the first peopling of that little peninsula, and before the humblest wants of its inhabitants were supplied; while their very subsistence, from year to year, was uncertain; and when no man in the colony slept in his bed without apprehension from the savages, who not only every where crossed their borders, but still dwelt in the midst of them.

"This was soon imitated in other villages and hamlets springing up in the wilderness. Winthorp, the earliest governor of the colony, and the great patron of Free Schools, says in his journal, under date of 1645, that divers Free Schools were erected in that year in other towns, and that in Boston it was determined to allow, for ever, £50 a-year to the master, with a house, and £30 to an usher. But thus far only the individual towns had acted. In 1647, however, the Colonial Assembly of Massachusetts made provision, by law, that every town in which there were fifty families should keep a Free School, in which reading and writing could be taught; and every town where there were one hundred families should keep a school where youth could be prepared in Latin Greek, and mathematics, for the College or University, which in 1638 had been established by the same authority at Cambridge. In 1656 and 1672, the colonies of Connecticut and New Haven, enacted similar laws; and from this time, the system spread with the extending population of that part of America, until it become one of its settled and prominent characteristics, and has so continued to the present day."

I will now present the character of this system in the words of those who best understand it. That great American Statesman, Daniel Webster,* received his early training in a Free School, and stated on one occasion, that had he as many children as old Priam himself, he would send them all to the Free School. Mr. Webster, in his published speech on the Constitution of Massachusetts, expresses himself on the Free School system in the following words :—

"In this particular, New England may be allowed to claim, I think, a merit of peculiar character. She early adopted and has constantly maintained the principle, that it is the undoubted duty of Government, to provide for the instruction of all youth. That which is elsewhere left to chance, or to charity, we secure by law. For the purpose of public instruction, we hold every man subject to taxation in proportion to his property, and we look not to the question, whether he himself have, or have not, children to be benefited by the education for which he pays. We regard it as a wise and liberal system of policy, by which property, and life, and thepeace of society are secured. We seek to prevent, in some measure, the extent of the penal code, by inspiring a salutary and conservative principle of virtue and knowledge in an early age. We hope to excite a feeling of respectability and a sense of character, by enlarging the capacity, and increasing the sphere of intellectual enjoyment. By general instruction, we seek, as far as possible, to purify the whole moral atmosphere; to keep good sentiments uppermost, and to turn the strong current of feeling and opinion. as well as the censures of law, and the denunciations of religion, against immorality and crime. We hope for a security, beyond the law, and above the law, in the prevalence of enlightened and well-principled moral sentiment. We hope to continue, and prolong the time, when, in the villages and farm-houses of New England, there may be undisturbed sleep within unbarred doors. And knowing that our Government rests directly on the public will, that we may preserve it, we endeavour to give a safe and proper direction to that public will. We do not, indeed, expect all men to be philosophers or statesmen; but we confidently trust, and our expectation of the duration of our system of government rests on that trust, that by the diffusion of general knowledge and good virtuous sentiments, the political fabric may be secure, as well against open violence and overthrow, as against the slow but sure undermining of licentiousness."

The Honourable Edward Everett,—late President of Harvard University, late Governor of the State of Massachusetts, and late American Ambassador to England—remarks as follows, in his Address on the "Advantages of Useful Knowledge to Working Men."

"Think of the inestimable good conferred on all succeeding generations by the early settlers of America, who first established the system of Public Schools, where instruction should be furnished gratis, to all the children in the community. No such thing was before known in the world. There were Schools and Colleges supported by funds which had been bequeathed by charitable individuals: and in consequence, most of the Common Schools of this kind in Europe, were regarded as establishments for the poor. So deep-rooted is this idea, that when I have been applied to for information as to Public Schools from those parts where no such system exists, I have frequently found it hard to obtain credit, when I have declared, that there was nothing disreputable in the public opinion here, in sending children to schools supported at the public charge The idea of Free Schools for the whole people, when it first crossed the minds of our forefathers, was entirely original; but how much of the prosperity and happiness of their children and posterity has flowed from this living spring of public intelligence!"

The following extracts from the Annual School Reports of 1847 and 1848, prepared by the Secretary of the Massachusetts Board of Education, deserve special attention, as well for the beauty of their language, as for the nobleness of the sentiments which they express :—

"The present year (1847) completes the second century since the Free Schools of Massachusetts were first established. In 1647, when a few scattered and feeble settlements, almost buried in the depths of the forests, were all that constituted the Colony of Massachusetts; when the entire population consisted of twenty-one thousand souls; when the external means of the people were small, their dwellings humble, and their raiment and subsistence scanty and homely; when the whole valuation of the colonial estates, both public and private, would hardly equal the inventory of many a private individual at the present day; when the fierce eye of the savage was nightly seen glaring from the edge of the surrounding wilderness, and no defence or succour was at hand; it was then, amid all these privations and dangers, that the Pilgrim Fathers conceived the magnificent idea of a Free and Universal Education for the people: and, amid all their poverty, they stinted themselves to a still scantier pittance; amid all their poverty, they imposed upon themselves still more burdensome labours; amid all their perils, they braved still greater dangers, that they might find the time and the means to reduce their grand conception to practice. Two divine ideas filled their great hearts,—their duty to God and to posperity. For the one, they built the Church; for the other, they opened the School. Religion and Knowledge !—two attributes of the same glorious and eternal truth,—and that truth, the only one on which immortal or mortal happiness can be securely founded.

"As an innovation upon all pre-existing policy and usages, the establishment of Free Schools was the boldest ever promulgated, since the commencement of the Christian era. As a theory, it could have been refuted and silenced by a more formidable array of argument and experience than was ever marshalled against any other opinion of human origin. But time has ratified its soundness. Two centuries now proclaim it to be wise as it was courageous, as beneficent as it was disinterested. It was one of those grand mental and moral experiments whose effects cannot be determined in a single generation. But now, according to the manner in which human life is completed, we are the sixth generation from its founders, and have we not reason to be grateful both to God and man for its unnumbered blessings? The sincerity of our gratitude must be tested by our efforts to perpetuate and improve what they established."—(Tenth Annual Report to the Board of Education, for 1847, pp. 107, 108.)

"The Massachusetts School system represents favourably the system of all the New England States. Not one of them has an element of prosperity or of permanence, of security against decay within, or the invasion of its rights from without, which ours does not possess. Our law requires that a school should be sustained in every town in the State,—even the smallest and poorest not being excepted;—and that this School shall be as open and free to all the children as the light of day, or the air of heaven. No child is met on the threshold of the school-house door, to be asked for money, or whether his parents are native or foreign, whether or not they pay a tax, or what is their faith. The School-house is common property. All about it are enclosures and hedges, indicating private ownership and forbidden intrusion; but there is a spot which even rapacity dares not lay its finger upon. The most avaricious would as soon think of monopolising the summer cloud, as it comes floating up from the west to shed its treasures upon the thirsty earth, as of monopolizing these fountains of knowledge. Public opinion —that sovereign in representative government,—is in harmony with the law. Not unfrequently there is some private opposition, and occasionally it avows itself and assumes an attitude of hostility; but perseverance on the part of the friends of progress, always subdues it, and the success of their measures eventually shames it out of existence."—(Eleventh Annual Report, 1848, pp. 88.)

"It is a gratifying circumstance, that many of our sister States, convinced by our success, have followed our example; and at the present time, in the rich and populous County of Lancashire, in England, a movement is on foot, led on by some of the best men in the United Kingdom, whose object it is to petition Parliament for a charter, empowering that County to establish a system of Free Schools, on a basis similar to ours."—(Ib. p. 24.)

The extracts contain the testimony of the most competent witnesses as to the principles and efficiency of the Free School system; while the well-known character of the New England people for self-reliance, economy, industry, morality, intelligence and general enterprise, is a sufficient illustration of the influence and tendency of the system, ever under the admitted disadvantage of a defective Christianity and a peculiar form of Government. What such a system of Schools has accomplished in the less genial climate of New England under such circumstances? It is worthy of remark, that in no state or city where the Free School system has been fairly tried, has it ever been abandoned. The inhabitants of New England who have tried it for two centuries, (and they are second to no people in their rigid notions of economy and individual rights), regard it as the greatest blessing which their country enjoys, and her highest glory. Other cities, towns, and states are adopting the New England system of supporting schools as fast as they become acquainted with its principles and operations.

2. The second ground on which I commend this system of supporting Common Schools to your favourable consideration, is its cheapness to parents educating their children. I will select the example of one District, rather better than an average specimen; and the same mode of reasoning will apply to every District in Upper Canada, and with the same results. In one District there were reported 200 schools in operation in 1848; the average time of keeping open the schools was eight months; the average salaries of teachers was £45 7 1; the total amount of the money available for the teachers' salaries, including the Legislative Grant, Council Assessment and Rate-bills, was £7,401 18 4½; the whole number of pupils between the ages of five and sixteen on the School Registers, was 9,147; the total number of children between those ages resident in the District, 20,600; cost per pupil for eight months, sixteen shillings. Here it will be seen, that more than one-half of the children of school-age in the District were not attending any school. Now, suppose the schools be kept open the whole year, instead of two-thirds of it; suppose the male and female teachers to be equal in number, and the salaries of the former to average £60, and those of the latter £40; suppose the 20,600 children to be in the schools instead of 9,147 of them; the whole sum required for the salaries of teachers would be £10,000—the cost per pupil would be less than ten shillings—less than five shillings per inhabitant—which would be reduced still further, by deducting the amount of the Legislative School Grant. Thus would a provision be made for the education of every child in the District for the whole year; there would be no trouble or disputes about quarterly school rate-bills; there would be no difficulty in getting good teachers; the character and efficiency of the schools would be as much improved as the attendance of pupils would be increased; every child would be educated by the contribution of every man according to his means.

3. This is also the most effectual method of providing the best, as well as the cheapest, school for the youth of each section. Our schools are now often poor and feeble, because a large portion of the best educated inhabitants stand aloof from them, as unworthy of their support, as unfit to educate their children. Thus the Common Schools are frequently left to the care and support of the least instructed part of the population, and are then complained of as inferior in character and badly supported. The Free School system makes every man a supporter of the school according to his property. All persons—and especially the more wealthy—who are thus identified with the school, will feel interested in it; they will be anxious that their contributions to the school should be as effective as possible, and that they themselves may derive all possible benefit from it. When all the inhabitants of a school section thus become concerned in the school, its character and efficiency will inevitably be advanced. The more wealthy contributors will seek to make the school fit and efficient for the English education of their own children; the Trustees will be under no fears from the disinclination or opposition of particular individuals in employing a teacher and stipulating his salary; and thus is the foundation laid for a good school, adapted to all the youth of the section. The character of the school will be as much advanced, as the expense of it to individual parents will be diminished; the son of the poor man, equally with the son of the rich man, will drink from the stream of knowledge at the common fountain, and will experience corresponding elevation of thought, sentiment, feeling and pursuit. Such a sight cannot fail to gladden the heart of Christian humanity.

4. The Free School system is the true, and I think, only effectual remedy for the pernicious and pauperising system which is at present incident to our Common Schools. Many children are now kept from school on the alleged grounds of parental poverty. How this excuse is well founded, is immaterial to the question in hand; of the fact of the excuse itself, and of its wide-spread, blasting influence, there can be no doubt. Trustees of schools are also invested with authority to exonerate poor parents, desirous of educating their children, from the payment of a school rate-bill—an additional amount of rate-bill being imposed on the more wealthy parents of children attending the school, in order to make up the deficiencies occasioned by the exemption of the poorer parents. Such parents are thus invested with the character of paupers; their children are educated as pauper children; while other parents sooner than attach to themselves and children such a designation, will keep their children from the school altogether—thus entailing upon them the curse of ignorance, if not of idleness, in addition to the misfortune of poverty. Now, while one class of poor children are deprived of the benefits of all education by parental pride or indifference; the other class of them are educated as paupers or as ragged scholars. It is not likely, that children educated under this character, will imbibe the spirit of it? If we would wish them to feel and act, and rely upon themselves as freemen when they grow up to manhood, let them be educated in that spirit when young. Such is the spirit of the Free School system. It banishes the very idea of pauperism from the school. No child comes there by sufferance; but every one comes there upon the ground of right. The poor man as well as the rich man pays for the school according to his means; and the right of his son to the school is thus as legal, as that of the rich man's son. It is true, the poor man does not pay as large a tax in the abstract as his rich neighbour; but that does not the less entitle him to the protection of the law; nor should it less entitle him to the advantages provided by law for the education of his children. The grovelling and slavish spirit of pauperism becomes extinct in the atmosphere of the Free School. Pauperism and poor laws are unknown in Free School countries; and a system of Free Schools, would in less than half a century, supersede their necessity in any country.

5. The system of Free Schools makes the best provision and furnishes the strongest inducements for the education of every youth in each School Section of the land. To compel the education of the children by the terror of legal pains and penalties, is at variance with my ideas of the true method of promoting universal education; but to place before parents the strongest motives for educating their children, and to provide the best facilities for that purpose, is alike the dictate of sound policy and Christian patriotism. The quarterly rate-bill system holds out an inducement and temptation to a parent to keep his child from the school. The parent's temptation and difficulty is increased in proportion to the number of children he has to educate. The rate-bill is always sufficient to tempt the indifferent parent to keep his child or children from the school; it often compels the poor man to do so, or else to get them educated as paupers. In proportion to the smallness of the school will be the largeness of the rate-bill on each of the few supporters of it, in order to make up the salary of the teacher; and as the school diminishes in pupils, will the rate-bill increase on those that remain. The withdrawment of every pupil from the school, lessens the resources of the Trustees to fulfil their engagement with the teacher, and increases the temptation to others to remove their children also. Thus are Trustees often embarrassed and perplexed —teachers deprived of the just fruits of their labours—good teachers retiring and poor ones substituted—schools often closed, and hundreds and thousands of children left without school instruction of any kind. Now, the Free School system of supporting schools puts an end to most of these evils. A rate being imposed upon each inhabitant of a School Section according to his means, provision is at once made for the education of every child in such section. Every parent feels that having paid his school-rate—whether little or much,—he has paid what the law requires for that year's Common School education of all his children, and that they are all entitled by law to the benefits of the school. However poor a man may be, having paid what the law requires, he can claim the education of his children as a legal right, and not supplicate it as a cringing beggar. His children go to school, not in the character and spirit of ragged pauperism, but in the ennobling spirit of conscious right, and on equal vantage-ground with others. Each parent, feeling that he has paid for the education of his children, naturally desires that they may have the benefit of it. [illegible] therefore, the quarterly rate-bill per pupil is a tempt[illegible] said [illegible] parent to keep his children from the school, the ann[illegible] rate upon property furnishes each parent with a corresponding inducement to send his children to school—relieving Trustees at the same time from all fear and uncertainty as to the means of providing for the teacher's salary. It is not, therefore, surprising to find that wherever the Free School system has been tried in Upper Canada or elsewhere, the attendance of pupils at school has increased from fifty to three hundred per cent. The facilities thus provided for the education of each child in a School Section, will leave the ignorant, careless, or unnatural parent without excuse for the educational neglect of his children. The finger of universal reproof and scorn pointed at him, will soon prove more powerful than statute law, and without infringing any individual right, will morally compel him, in connexion with higher considerations, to send his children to school. This system of "compulsory education," I wish to see every where in operation—the compulsion of provision for the education of children—the compulsion of their universal right to be educated—the compulsion of universal interest in the school —the compulsion of universal concentrated opinion in behalf of the education of every child in the land. Under such a system, in the course of ten years, an uneducated Canadian youth would be a monstrous phenomenon.

6. The system of Free Schools may also be commended upon the ground of its tendency to promote unity and mutual affection among the inhabitants of each school division. The imposition of quarterly rate-bills is a source of frequent neighbourhood disputes and divisions. The imposition of an annual rate upon all the inhabitants of a School Section according to property, puts an end to quarterly rate-bill disputes and divisions, unites the feelings as well as the interest of all in one object, and tends to promote that unity and mutual affection which a unity of objects and a oneness of interest are [illegible]lated to create. The care and interest of one will be the carwn, Janterest of all—that is, to have the best school possible; and the [illegible]ellectual light of that school, like the material light of Heaven, will freely beam upon every child in the School Section.

7. I think the system of Free Schools is, furthermore, most consonant with the true principles and ends of civil government. Can a more noble and economical provision be made for the security of life, liberty and property, than by removing and preventing the accumulation of that ignorance and its attendant vices which are the great sources of insecurity and danger, and the invariable pretext, if not justification, of despotism? Are any natural rights more fundamental and sacred than those of children to such an education as will fit them for their duties as citizens? If a parent is amenable to the laws who take away a child's life by violence, or wilfully exposes it to starvation, does he less violate the inherent rights of the child in exposing it to moral and intellectual starvation? It is noble to recognise this inalienable right of infancy and youth by providing for them the means of the education to which they are entitled,—not as children of particular families, but as children of our race and country. And how perfectly does it harmonize with the true principles of civil government for every man to support the laws and all institutions designed for the common good, according to his ability. This is the acknowledged principle of all just taxation; and it is the true principle of universal education. It links every man to his fellow-man in the obligations of the common interests; it wars with that greatest, meanest foe to all social advancement—the isolation of selfish individuality; and implants and nourishes the spirit of true patriotism by making each man feel that the welfare of the whole society is his welfare—that collective interests are first in order of importance and duty, and separate interests are second. And such relations and obligations have their counterpart in the spirit and injunctions of our Divine Christianity. There, while every man is required to bear his own burden according to his ability, the strong are to aid the weak, and the rich are to supply the deficiencies of the poor. This is the pervading feature and animating spirit of the Christian religion; and it is the basis of that system of supporting Public Schools which demands the contribution of the poor man according to his penury, and of the rich man according to his abundance.

But against this system of Free Schools, certain objections have been made; the principal of which I will briefly answer.

First objection :—"The Common Schools are not fit to educate the children of the higher classes of society, and therefore, these classes ought not to be taxed for the support of the Common Schools."

Answer.—The argument of this objection is the very cause of the evil on which the objection itself is founded. The unnatural and unpatriotic separation of the wealthier classes from the Common School, has caused its inefficiency and alleged degradation. Had the wealthy classes been identified with the Common Schools equally with their poorer neighbours,—as is the case in Free School countries—the Common School would have been fit for the educa

* Now [in 1851] Secretary of the United States.