

am sure, most masters pretend to possess." Stripes and blows are the last and basest remedy. Reason and persuasion should first be used.

IMPORTANCE OF COMMON SCHOOLS.

From tables which have been made, it is proved that nineteen out of twenty receive all their education in Common Schools.— These schools then, educate the nation, and this education is that and *that only*, which the Common Schools are prepared to give. As is the Common School so is the education of the people.

So the Common School are the sources of the nation's intelligence, they are both the *guardians* of our freedom and the pillars of state.

The security of life, property, and civil liberty, lies in the virtue and intelligence of the people, and nineteen out of twenty of our citizens must receive all their intelligence from the Common Schools. Who then can over estimate these primary Institutions?

The importance of Common Schools will be more distinctly seen by looking at their relations with other Institutions. In this country, the *very existence* of Colleges, Academies, and Professional Seminaries must be dependent on good Common Schools.— The proof is this. If children while in neglected miserable primary schools receive a distaste for letters, a dislike for mental refinement, they never can be induced to enter the higher schools. But let the primary schools be good, and the children receive in them a love for letters, a desire for higher improvement, and they will go into the higher Seminaries and thus give these institutions their surest aid. "When the *lower* stratum of air is warm, the upper cannot be cold. So of education. When its spirit is once thoroughly infused into the mass of the people, colleges will require no stimulus but the power of that spirit."

Let us examine the connexion between the Bible Society and Common Schools. It will be remembered that these schools give to nineteen out of twenty, all their ability to read the Bible.* The Bible Society is then, dependent on these schools; for the distribution of the Scriptures presupposes an education, and just so far as the people are not educated, this benevolent effort fails.

And finally, what is the value of laws, unless there is intelligence to perceive their justice, and virtue to which they can appeal? But this intelligence and this virtue can be given to the great mass only through Common Schools; and thus have we not shown that the character and condition of these schools are of the highest importance to the people.

Our schools can, and *ought* to increase the MIND of the nation. They ought to enlarge its views, its productive powers, its energies, and render the people industrious, and morally and intellectually happy. The *COMMON schools should prepare men for their callings.*

Th
Pisistrat
bably, v
restored
the Ale
royal) 7
when J
but the
Cleopat
rary was
atic chri
Ab
there, as
Augustu
libraries
latter pa
Ric
libraries
different
books, i
France,
to native
T
Dresden
extensiv
ascertain
Th
MSS., v
Th
000 boo
the Bad
volumes
containi
Dis
ber of th
come a
a great
"R
ing a co
which p
thought.
to cut d
up a str
good lib
with go
what cap
expect t
unless w