[For the Easton Gazette.]

PRIMARY SCHOOLS.

No. 9.

To the people of Maryland.

"*Literature is the great engine by which all popular governments must ultimately be supported.*"

Public confidence in the best of human institutions may be impaired, and the happiest efforts of benevolence, for the improvement of our species, may be defeated, by the baneful influence of misconceptions, arising from the want of a due intelligence to apprehend and appreciate their real merit; or the misrepresentations of men who yield to blind prejudice, or unhallowed design.

It is painful to hear of the many mistaken and perverted views of the law of public instruction which are in circulation—The most erroneous and exaggerated statements are presented, and the devices of the most astute of its opponents are propagated to deceive the people upon the *greatest measure of public munificence, which has been enacted in this state, since the declaration of our independence*

After a thousand explanations, and demonstrations of the truth, it continues to be reiterated that enormous sums for the pay of the teachers are to be levied upon the school districts—To put at rest this gross deception, it can alone be necessary to examine the law of the last session, chapter 162—By which it will appear that the *only taxing power* is conferred, by section 8, upon *trustees to be elected by their immediate neighbours*, the *taxable* inhabitants of their school district; and thi is limited to a sum sufficient to provide a school house, if one should be necessary, and "fuel, books, stationary and appendages"—And that this inconsiderable tax, being nothing more than now exists, in a less equitable mode, cannot touch the property of any person without the district in which he lives; as all the property he may possess in other districts will be exempt, and free entirely, from its operation—It cannot bear upon any but the '*resident inhabitants*,' nor even upon them without their free consent.

The power to collect this small tax, as conferred by the sections 11 and 12, cannot be held as rigorous or oppressive.

By the section 13 the trustees are required to pay the teachers *out of the money which shall come into their hands from the commissioners* and by section 15, it is made the *duty of the commissioners to apply for, and receive from the treasurer of the western shore, all the monies which shall be apportioned and payable to the county, which monies shall be paid by the commissioners*, to such districts as shall have *substantially* complied with the law; that is, to such as shall have provided houses, books, fuel, &c. and made a return of the number of white children between the ages of 5 and 15 years; and the apportionment of all such as shall neglect to comply will be returned to the treasury.

From section 24, it is very clearly to be inferred that revenues, sufficient for commencing the munificent purposes of the law, will be assigned and appropriated as soon as the *voice of the people, to that effect, shall have been heard in the Legislature.*

There is no power whatever to raise money, for the support of schools upon any county, and there is no cause to anticipate a direct tax, inasmuch as our other means are very ample; and the county charges are defrayed from such assessments.

The assurance of general confidence, and a salutary uniformity of action, render it necessary that the *great fund for the pay of teachers should be provided at the Treasury of the State*; for without the *essentially certainty of payment*, the beneficent design might be defeated in some counties from an omission or neglect to raise the requisite appropriation.

With respect to the cost of erecting school-houses—It cannot be expected that any considerable expenditure will be needed for that object. The Commissioners are required to lay off "their respective counties into a suitable and convenient number of school districts;" and in doing this it may be presumed that they will have regard to the existing school houses—So that it will be very rarely found necessary to build any, in the early years of the new system. But in cases of dense or concentrated population, where the houses should be found too small for the monitorial or mutual instruction, in which "*one teacher in reading, writing, arithmetic, grammar, or geography, is sufficient for a school of three hundred or more,*" *it might be necessary to build larger.*

The improvement of 'mutual instruction was first introduced to save the expense of teachers, but experience has discovered in it a greater benefit, which is the more thorough and practical education acquired by those children who *teach* as well as learn, and, in all well ordered schools on this plan, *every* child, before he leaves the school, is employed as a teacher.

It would be worse than a mere scratching of paper to attempt to argue against the bare assertion of those who *deny the ability of our people* to embrace the law of public instruction, and who exhibit pictures of its vast expense, to excite the terrors of taxation—Can it be believed that *we* are less capable *at this time*, than the Eastern people were more than an hundred years ago, when they commenced their public schools? No—it cannot—the supposition is too degrading to be entertained or tolerated. And after it has been proved, and satisfactorily ascertained by the unerring test of many years, that the estimate of the proper Committee of the House of Delegates, is full and ample for that purpose, to be told that ruinous taxes would fall upon us for the support of these schools, is like attempting to reason against established facts, and insulting to the intelligence of the large majorities in both branches of the General Assembly, who voted for the law in question—*There is no error in the estimate—old experience will sustain it.*

To contend that the extension of learning to the common people will not consist with the interests of an agricultural country, nor with the policy of our men of wealth and classical education, in the grant of universal suffrage, is refuted by the example of New England, where the first statesmen are common farmers, who labour daily in the various toils of husbandry, and where the suffrage is also general, or but little limited, if at all.

LITTLETON DENNIS TEACKLE.

Princess Anne, Somerset Co. Aug. 5.

For the Easton Gazette.

PRIMARY SCHOOLS,

No. 2.

To the People of Maryland.

Avaunt! deception, and let truth appear.

Without any ceremonious introduction, I shall take up this subject where I left it, observing however, that in my first essay I admitted, for the time, Mr. Teackle's first "lemma," that the superficies of Maryland is but 10,000 square miles. I admitted it in order to prove, by demonstration, that, although Mr. Teackle's 'lemma' were granted, nevertheless it would not support his 'corollary.' This, I presume, I did to the satisfaction of every candid and unprejudiced mind. But now I deny the whole 'lemma,' 'tis false and unsupported by any evidence. The 'actual terrene superficies of Maryland,' according to the latest and most correct geography I have seen, is 14,000 square miles. The geography I allude to, is by J. E. Worcester, A. M. the last edition of which, was published in 1824, and is the book made use of in the examination of candidates for admission into the University in Cambridge. Taking then, upon the foregoing authority, the superficies of Maryland to be 14000 square miles, and continuing the calculation by a comparison of the number of square miles and districts of New York, we shall have about 2343 districts. To make this still plainer: if 46 000 square miles (the superficies of N. York) be divided into 7773 districts, into how many districts, ought 14,000 square miles (the superficies of Maryland) to be divided? The answer is 2343 districts of nearly 6 square miles. Now let us enquire whether there will be children enough to furnish every school with a sufficient number. This brings me to consider Mr. Teackle's second 'lemma,' namely, 'that the whole white population of Maryland is 260,000, or 26 to the square mile.' The whole population of Maryland, according to the geography above mentioned, and the census of 1820, is 407,000. Of this number 107 398 are slaves, which subtracted from 407 000, will leave 399,602 for the number of whites and free blacks. As we have no better rule for determining the number of white inhabitants, we will take Mr. Teackle's supposition, that there are '26 to the square mile,' which being multiplied into the number of square miles, constituting the 'terrene superficies of Maryland,' which we have before proved to be 14,000 will give 364,000 for the white population. Allowing 93 720 for the number of youth, there will be 40 for each school. Let it be understood that in making this calculation, I take the whole state of Maryland into the account, without 'abstracting' any cities, towns or villages. This I conceive to be the plainest method and the easiest understood. But admitting, that Baltimore adopts a system of education for herself, and has nothing to do with this complex plan, and allowing for her 14,000 youth, still there would be about 34 children for each of the Primary Schools.

'It remains to consider the ways and means' or as I would call it, the money matters. We have seen, that, the state of Maryland, requires to be divided into 2343 districts, and consequently requires 2343 teachers, at $300 per annum, which will amount to 702 900 dollars, which 'great fund to pay the teachers' Mr. Teackle gravely assures us 'will be provided by the state, and distributed from the treasury,' that is in plain English, the legislature will impose a tax upon the people to defray the expense of public instruction, which will be distributed from the treasury, after the sheriff has collected it and placed it there. For Mr. Teackle might as well tell me of getting so much money from the moon, as to talk about distributing $702,900 in addition to the ordinary expenses of the state, from our almost empty treasury. The following extract from the remarks accompanying the report of the committee of ways and means, 'will exhibit, in high relief' how much we may expect 'to be distributed from the treasury' under present circumstances and probable anticipations. The extract says—'From this prospective view of our finances, although all calculations of this sort are, in their nature somewhat uncertain, we think nevertheless, that in the course of three years from this time, without the addition of any considerable taxes, the imposition of which will be felt onerous by our fellow citizens, the annual surplus in the treasury over ordinary expenditures will be not less than $100,000—This estimate, however, is made on the supposition that no changes shall take place in the laws, which will diminish the present sources of revenue, and some modifications of existing laws are made which will be calculated to augment them, principally by preventing evasions and frauds, and to effect, which the committee will hereafter submit bills to the consideration of the house.' I know very little about state affairs, as I have never had any thing whatever to do with them, consequently I cannot 'assert from long experience and practical knowledge of our finances and resources,' but I do assert from scraps of knowledge I have been enabled to collect out of newspapers, and from the extract above, quoted from the remarks of the committee of ways and means, that the idea of appropriating $702,900 to the establishing of a general system of public instruction, or to any other purpose under the existing state of our finances and the future prospect of our fiscal resources, is idle and illusory. I am at a loss to conjecture how any man, who has been in the legislature as long as Mr. T. has, and who has been one of the committee of ways and means for several sessions, with the 'long experience and practical knowledge' which Mr. T. boasts of, can have the consummate impudence to sign his name to a publication containing an assertion, that, the 'great fund to pay the teachers' of the general system of public instruction, is to be distributed from the treasury, without imposing any additional taxes upon the people. But a man whose head is filled with as many quixotic schemes as Mr. T.'s can picture to himself a thousand things, whereof persons of a sensible and sober way of thinking can have no idea. He can represent to his imagination the state of Maryland divided off into districts, with fine school houses and excellent teachers and a plenty of books and stationary, and, to cap the whole an overflowing treasury, ready to meet all demands, to defray all expenses and to pay to the author of the luminous law of public instruction, a goodly sum for his trouble in preparing, and his indefatigable exertions in establishing it. But who can represent in such a manner as to be understood by sensible men, the various and complicated visions of such a quixotic plotter? No human being, I am confident can; but if it were possible, there would be such comical notions, such unaccountable schemes, such a conglomerated mass of absurdity and confusion, as would make a horse laugh, if he could have an idea of it—We want no such clogs about the wheels of our government; we want our political engine worked by men of sober thinking, men of sound policy, men of political economy.

It were vain and idle for us, in our present circumstances, to attempt to vie with New York in the establishment of public schools, and other institutions of that kind. New York has more than three times the number of square miles, that Maryland has, not only exceeds Maryland, but every other state in the union, in the advantage of its situation, in its resources from agriculture and commerce, in the amount of its exports and in the number of its inhabitants. The state has a fund of 1 100,000 dollars and 80,000 acres of land, the income of which is appropriated to common schools. And shall we be simple enough, as to put ourselves in competition with such a state? I hope we have more prudence and good sense among us. Where are our resources, where is our rich treasury? If any man, who knew nothing of the state of our finances, were to hear Mr. Teackle descanting, with all his volubility, upon his favourite topics, of digging canals levelling mountains, filling up valleys, and speaking in pompous terms of his superluminously brilliant scheme of public instruction, he would be naturally led to suppose, that we had an immense, inexhaustible treasury, and were devising ways and means for getting our money into circulation. If pride urge us on to adopt measures, in order to distinguish ourselves among our sister states, let us remember that pride and poverty are the most ill-matched things in the universe; let us take care lest in climbing too high, we fall; for it will be but little consolation then, that it be said of our state "*magnis tamen excidit ausis,*" that if we did not succeed, nevertheless we fell attempting great things. "Take care" says Franklin, "lest you pay too dear for your whistle." To conclude with the words of an ancient poet:

". . . . . Si quid novisti rectius istis,
Candidus imperti: si non his utere mecum,"

If you know any maxims truer than these, candidly communicate them to the public: if not make the best use you can of mine

With great respect, the People's Advocate, PUBLICOLA.

Somerset County, July 27, 1826.

For the Easton Gazette.

To the people of Maryland.

Mr. Teackle has impressed Solomon, to aid him in the support of his system of Primary Schools. And he discovers a disposition to make other sacred writers, *bend obsequious to his high behest.* 'But behold a greater than Solomon is here.' He speaks in the 14th chapter of Luke and the 28th, 29th and 30th verses. "For which of you intending to build a tower sitteth not down first and counteth the cost, whether he have *sufficient* to finish *it*? Lest haply after he hath laid the foundation, and is not able to finish *it*, all that behold *it* begin to mock him—saying this man began to build and was not able to finish."

Wisdom, reason, and prudence, join to enforce the principle of this text upon the minds of the voters of the counties of this state, with regard to the Primary School law. We should not act unadvisedly, or blindly precipitate, in a matter of so great moment; but we should calmly sit down and count up the cost, that we may be satisfied in our minds whether or not we have *sufficient* to defray the expense of educating '*all the youth of this state*' 'lest haply, after we have laid the foundation and are not able to finish *it*,' we should thereby cause ourselves to be justly obnoxious to the taunts and sarcasms of other states.—'All that behold it begin to mock him, saying, this man began to build, and was not able to finish.'

Mr. Teackle has made an estimate of the cost, and he tells us that we have *sufficient* to defray the expense of educating 'all the youth of this state.' '*Eighty thousand children will be annually trained up to knowledge and usefulness, to be the bone and sinew of the body politic, at an expense so little felt, as to seem like a boon from some unseen hand.*' But as some of Mr. Teackle's calculations have been already exploded, and as all of his essays appear to be entirely on one side of the question, prudence directs that we should calculate and determine for ourselves.

'Eighty thousand children will be annually trained up'—By how many teachers is the grand question—not by *four hundred*, nor by *four times four hundred*. This question can only be answered by allowing a proper number of children for each teacher to instruct, and I think Mr. Teackle will agree, that no one teacher can pay proper attention to more than thirty children.

This I am certain will not be denied by the best friends of the proposed system of primary schools, for if this be not admitted, we may begin to doubt the superiority of the proposed plan, over 'the present imperfect and defective mode.'

It is said that competent teachers can be employed at an annual salary of 300 dollars. Allowing every thirty children to cost 300 dollars annually 80,000 children will cost 800,000 dollars annually. This would be '*at an expense so little felt as to seem like a boon from some unseen hand!!*' But it is the counties alone that are interested in this matter at present. The city of Baltimore has five years given her to devise a better plan.

Mr. Teackle has computed the youth of this state to be 60,000 exclusive of the cities, &c.—60,000 youth divided into schools of thirty children each, will make 2,000 schools—2,000 teachers at 300 dollars each will make the cost for teachers alone 600,000 dollars annually.

It is admitted that the treasury of the state can pay something. How much is a matter of dispute, and a subject of mere speculation. I will suppose the treasury to pay from twenty to thirty thousand dollars annually, and for the sake of fixing on some definite sum, we will say 26,000 dollars—which sum deduct from 600,000 dollars and there will be left 574,000 dollars to be provided *by a tax on the counties!!!* and according to the ratio in which the present direct tax is laid this alarming sum will be levied as follows.

On St. Mary's	$16,037 79
Kent	17,112 50
Anne Arundel	39,808 61
Calvert	9,778 48
Charles	26,345 26
Baltimore	145,623 81
Talbot	16,797 59
Somerset	22 487 15
Dorchester	22,367 30
Cecil	24,142 19
Prince George's	31 200 29
Queen Anne's	22,845 25
Worcester	19,928 60
Frederick	64,655 54
Harford	21,716 66
Caroline	9,130 64
Washington	34,662 75
Montgomery	20,736 69
Allegany	8,626 90
Total	$574,000 00

And this is not all, for in addition to the sum *each county would have to pay*, may be reckoned at least six per centum commission for the collection, which would be for the whole of the counties 34,444 dollars, and also the additional sum of six per centum on the last mentioned sum—say $2,066 64 cents which makes an aggregate sum of *six hundred and ten thousand, five hundred and ten dollars and sixty four cents.* In this estimate of cost, there is nothing said about the cost of school houses, fuel, or stationary.

Now we will grant Mr. Teackle's proposed system of primary schools to be all that his fostering hand can possibly make it—say the conservative father,—the authority of whose word, would hold the restless spirits, and unruly passions of the '*great body of the people*' in awe, and make them subserve the best interest of the state.—The Midas, which would turn our dimes into dollars and our dollars into eagles and *mainly 'aid our circulation!*' 'The palladium of our freedom'—or the tower, from whose lofty battlements would issue forth the heavy artillery of American independence—The benevolent hand that would '*remove the bushel* and set our candle on a candlestick that it may give light to all that are in the house.' The magick wand of Minerva that would 'open wide the book of knowledge,' and teach our citizens to be as *wise as the men of the East.* 'The live coal!' *that would kindle the light which gives fervour to the heart and fructifies the soul as well as the understanding; and which would fit and qualify many an heart (full of the divine, but now dormant seeds of usefulness) to do the errand of his Lord!*'—I suppose he means that such learning as would be obtained, in *primary schools* would supersede the *unction from above!!!* If *this* be an '*echo of his own thought*'—'There is not a *dart* in fates dark quiver, triple edged and barbed with *shame, want* and *pain*, that I would not sooner meet than *that thought* even in a dream.'

I say granting Mr. Teackle's proposed plan of Instruction to be all this (with the exception of the last mentioned) and it would be worse than mad policy for us to vote for it in our present depressed situation. In fact it would be stupid ignorance, which beggars description and makes language itself silent.

A COMMON FARMER.

For the Easton Gazette.

MR. GRAHAM,

The extraordinary providential events which have already marked our first National Jubilee, and the glorious hope of other splendid realities which are now rising above our political horizon, will constitute the year eighteen hundred and twenty-six a memorable epocha in the history of America. The pure and spotless soul of our unparalleled Washington was taken in mercy from the evil to come, and not permitted to witness the dreadful throes and convulsions, which, like a foaming sea, agitated and afflicted his beloved native land, from his death up to the present time. His two illustrious successors, who were beheld by the astonished world marching in 'the time that tried men's souls,' with more than mortal energy and more than mortal purity, to independence or death; after leading their country safely through the fierce and fiery ordeal of conflicting opinions, (which were the inevitable result of causes above all human control,) retired, like Cincinnatus of old, to the shades of retirement, and after living to see the seal of half a century stamped upon their godlike labours, we have seen them both sink to rest on the *same day*, whilst millions of their free countrymen were wafting their glad hosannas to Heaven, and pouring out their gratitude for unnumbered blessings.

The highly gifted son of one of those distinguished patriots has been called to be our Chief Magistrate, by the free suffrages of his fellow citizens, and by the partial union of the mighty parties that were once marshalled under those opposing leaders now no more.

Although it may not be *necessary* that those party distinctions should exist in a popular government; yet they will exist, from the very nature of our liberal institutions. The hope of office and emolument alone, where all have an equal chance of success, and when all cannot be gratified, is itself a sufficient cause for opposition. But the contest about principles and the application of principles—about the measures and the motives of our rulers, will always constitute a wide field for controversy, and call into active exercise all the worst, as well as the best feelings and passions of our nature.

Already has an opposition to the administration reared its Hydra head throughout these states. It *may be* an honest and upright exercise of reflection and opinion, but it is to my mind like the erratic movements of a comet, portending desolation and mischief.

I am not informed as to the state of feeling in other counties in this state, but, sir, in my own native Talbot, it requires no great penetration to trace its origin—its progress—its principles—its motives—its hopes and its fears. The gigantic caucus project, which met with so signal a defeat last year from the voice of the people, is not, it would appear, yet abandoned. The head of the serpent has been only bruised. Its baneful principles appear to be still at work from Maine to Florida; and let the people take timely warning from past experience. Now the same party that approved this Congressional caucus still adhere together, and have proposed candidates who will elect such a Senate as they approve. This same party, it is generally believed, are also unfriendly to the administration. If there is a majority of voters in this county in favor of such men, and such sentiments, then the will of the people is the law, and that law must be obeyed.

But, sir, there is a redeeming spirit abroad. The consummation so long devoutly wished is at hand. The union of the independent, the rational, and the liberal minded of both the old parties, will be formed, and will constitute a power too strong to be resisted by designing, interested demagogues, whose element is confusion. The two gentlemen, Messrs. Lockerman and Goldsborough, who are suggested in your last paper, are very suitable candidates, and will receive most cordial support; and they are bound by every principle of duty and patriotism, to comply with the wishes of their fellow citizens.—This coalition will form the most numerous and respectable party that has ever existed in this county since the origin of parties; and if they are true to themselves, may prevent certain anticipated evils, at thought of which I feel the most gloomy apprehensions. I may be too sanguine, but I will venture the assertion, that if the liberal party shall succeed in this state, the most important consequences will result from it. The people will be represented by men of the best talents and the best morals, and the demagogue, the impudent, the incompetent, and the dispenser of electioneering whiskey, will descend to their natural level and stagnate in obscurity. It will also be the signal to other states to follow the same dignified and redeeming policy; and the 4th day of September, 1826, will be regarded with veneration by the rising generation—it will yield in importance only to the 4th day of July 1776—and will be commemorated as

The Spirit of '26.

Mr. MINER, the respectable and intelligent editor of the Village Record, (Pennsylvania,) in reference to the selection of a United States Senator to supply the vacancy which will be caused by the expiration of Mr. FINDLAY's term of service in March next, makes the following observations:

There are, we believe, but few of the friends of the Union who did not look with much anxiety to the course pursued by that body last winter. The numbers, length, and character of the speeches of Mr. Randolph; his extreme personalities, permitted by the Vice President, without a call to order, gave tokens of deterioration in that heretofore venerable body, at once mortifying and alarming. Vacancies, as they arise, should be filled with great care, the candidate being selected on no narrow grounds of party preference, but solely on consideration of talents, patriotism, and virtue. The people, therefore, should look well to the selection of their Assembly tickets, for in the view we have taken, the coming session will be one of particular importance.

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