

EDGEFIELD ADVERTISER.

A Democratic Journal, Devoted to Southern Rights, News, Politics, General Intelligence, Literature, Morality, Temperance, Agriculture, &c.

"We will cling to the Pillars of the Temple of our Liberties, and if it must fall, we will Perish amidst the Ruins."

EDGEFIELD, S. C., APRIL 13, 1854.

VOL. XIX.—NO. 13.

W. F. DURISOE, Proprietor.

THE EDGEFIELD ADVERTISER IS PUBLISHED EVERY THURSDAY BY W. F. DURISOE, Proprietor. ARTHUR SIMKINS, Editor.

TERMS. Two Dollars per year, if paid in advance—Two Dollars and Fifty Cents if not paid within six months—and Three Dollars if not paid before the expiration of the year. All subscriptions not discontinued at the time of subscribing, will be considered as made for an indefinite period, and will be continued until all arrears are paid, or at the option of the Publisher. Subscriptions from other States must invariably be accompanied with the cash or reference to some one known to us.

ADVERTISEMENTS will be cheerfully inserted at 75 cents per square (12 lines or less) for the first insertion, and 37 1/2 cents for each subsequent insertion. When only published Monthly or Quarterly \$1 per square will be charged. All Advertisements not having the desired number of insertions marked on the margin, will be continued until forbid and charged accordingly.

Those desiring to advertise by the year can do so on liberal terms—it being distinctly understood that contracts for yearly advertising are confined to the immediate, legitimate business of the firm or individual contracting. Transient Advertisements must be paid for in advance. For announcing a Candidate, Three Dollars, in advance. For Advertising Extraordinary, Two Dollars, to be paid by the Magistrate advertising.

The Nebraska Bill.

IN THE SENATE, on Monday last, Mr. Badger took occasion to defend his amendment to this bill, providing that it should not be construed to revive any pre-empted law either in favor of or against slavery. Judge Butler followed him on the same subject. We quote his remarks in full.

Mr. Butler. Mr. President, I hope the Senate will hear me with some patience upon this subject; I shall not speak long; but it is due to myself that I should make some explanation in reference to the true legal character of the provision referred to by my honorable friend from North Carolina, as I think it has been misconceived, and as I think errors have been put into circulation calculated to affect the public mind; and put in circulation, too, by the suggestions of Southern men at Washington.

I concur with my honorable friend from North Carolina in all that he has said as to the legal import of his proviso upon the general provision of the bill. And, sir, that I may be distinctly understood, I lay down this proposition broadly, as far as my authority can go as a lawyer, that, according to the legal import of the bill, we have conferred upon the territorial governments created by it all the powers of legislation over every subject; and the proviso itself, in a court of justice, would not give it a different character. Now, what is the provision of the bill and the proviso? The proviso does not at all change the character or interpretation of the provision of the original bill; and, in my opinion, it had simply conferred upon the territorial government the power to legislate upon all matters of rightful legislation, it would be, before a court of justice, a bill having exactly the same operation.

Now, sir, take that bill with all its provisions, and is there a reasonable man—I will not appeal to gentlemen as lawyers merely, who may be supposed to have some technical peculiarity of reasoning; but is there a reasonable man who has read the bill, who will say, that by its provisions it intended to revive the French and Spanish laws upon the subject of slavery? It neither intended to revive, nor by its provisions could it revive either the Spanish or the French law. I would say, sir, that by desuetude those laws have gone out of existence; but I attach no more importance to the Missouri compromise than this—while I say the Missouri compromise is repealable and controllable by any other act of Congress, I am not going to say that there are not powers under the Missouri compromise, which, having been executed, are not well and properly executed. The States which have been formed, and the Territorial governments which have been organized under its implied and acquiescent authority, were good executions under it. And, sir, I suppose that from 1803 until this time, no court, no legal tribunal, no lawyer has ever adverted to, or evoked in any way the Spanish or French laws in these Territories. I do not say those laws were repealed by the Missouri compromise expressly; but if custom grew up under the Missouri compromise, under which the laws of the Territory were administered, the former was a dead letter.

The bill which has passed the Senate, by its own provisions, independently of the proviso of my honorable friend from North Carolina, excludes the very idea of reviving any old law; so that it stands as nothing more than this: An act conferring upon the Territorial Legislature all rightful powers of legislation over every subject. That is all the powers which it confers. In this respect allow me to say in this connection, it is a better bill than the compromise known as the Clayton Compromise of 1848, in which my late distinguished colleague [Mr. Calhoun] acquiesced. What was that compromise? I wish to bring up that issue so as to compare the two, and let them stand upon the same principle.

And during the time when that bill was under consideration by the committee of eight, of which Mr. Calhoun was a member, I was frequently consulted, and I will not give the opinions of any body else. The predicate of northern men was, that whatever compromise should be entered into, the Mexican law should not be repealed by the act expressly or otherwise; and what was more, I remember it was said, "We will not consent to confer upon the territorial government the power to repeal that existing law which excludes slavery." The northern men said, very properly, "Here is a southern President; you propose to put into operation a government under his auspices and direction; will he not appoint a governor and judges; will he not put into operation a government that may repeal that Mexican law, and thus introduce slavery into the territories?"

I know what Mr. Calhoun's views were, and I know what were the views of some of his distinguished legal advisers. Sir, Mr. Calhoun's view was, that, as common territory, belonging to all the States as equals, and held by Congress as trustee to administer for them, the Constitution of the United States, *proprio rigore*, extended over the Territories, whether we carried it there expressly or not; and that it had not only a controlling, but a repealing operation upon the laws of the conquered country. I appeal to my friend from Delaware [Mr. Clayton] if I am not right in this?

Then that bill with even the Mexican law, then existing, was so shaped that we were willing to abide by the decision of the courts. Sir, I will here state what I have never said before: In the councils which I had upon the subject, I said, that whatever might be Mr. Calhoun's opinions upon these subjects—and I concurred with him—it was a hazardous experiment to leave to the courts so important a question. I recollect his reply well. He said:

"It will give rise to the greatest debate that has ever been conducted in America; let that issue be made before the Federal Courts of this Union, and there never has been such a debate as will then arise; and the American mind has never been engaged in such a debate as will take place upon that issue."

He added: "If, sir, it is decided that the common territory, won by the common blood and common treasure of the South as well as the North, shall be appropriated to one class in preference to another, the sooner the South know their fate the better, and then let them look out either to acquiesce or to take the position which a free people have a right to take when they think their rights have been invaded."

Those were his views. Now this bill is infinitely better than that; because we use this bill as a sponge to wipe out the Missouri line. As long as the Missouri Compromise line remains, it is a certainty that southern men will not carry their slaves over the line. There is that certainty before you, if you draw the line and let it exist! But I say to southern gentlemen, who are prying into this matter with something like legal subtlety, and letting the great question of southern rights—I will not say Southern rights, but the common rights of the country—rest upon a mere *opere juris*, a mere point of law—those who are looking about and endeavoring to find a flaw here and there, with a view, in some measure to dissatisfy the South, let them take this alternative which I now present. Let any southern man take this alternative: Will you take this bill, with its legal provisions and certain legal import, by which the southern slaveholders may have—I do not say by which they will have, but by which they may have—a potential capacity to enjoy the common territory of the country, or will you reject the bill upon your responsibility as a public man, and hug the Missouri Compromise, and keep that odious geographical line in force? Under one, it is certain we can have no rights; under the other, we may have some.

Now, Mr. President, is it not something for a Southern man to fight for his border? If Missouri is to be exposed to the invasion of Northern fanatics, is there anything wrong in her Southern sisters coming to her rescue? I do not say that I would wish Missouri to carry slavery over into Nebraska or Kansas. We wish no such thing. But when the certainty is before us, that if that line continues, and the waves of agitation are poured out upon it, Missouri may be swept from the map of Southern States, is it not something for a Southern man to go to the rescue of that border sister of ours? I do not say that will be the fact; but I am very much inclined to think that the operation of this bill, if it shall become a law, will be such that the territorial government will pass no statute upon the subject of slavery, one way or the other. I think it will continue to be a neutral territory—neither slavery pouring into it, nor free-soilism and fanaticism rolling their waves upon Missouri. I am inclined to think it will retain its true position, if it maintains any thing like discretion—neutrality being neither one way or the other: I am satisfied that the Territorial Legislature, after we have sponged out this line, will not pass any law upon this subject. Do you suppose that any Territorial Legislature will pass a law to exclude or expressly to admit slavery? It would be a suicidal act on the part of the Legislature, and they are not going to commit such an act of folly. No, sir, they will leave it to be settled by American citizens, without regard to whether they own or do not own slaves. That will be the operation of the bill, in my opinion; and I say that to my Southern associates who are disposed to act with us upon this subject.

Now, sir, is there not something due from the South? Ought they not cordially to give up much in order to concur in the deliberate judgment of a portion of our northern and northern friends, who have come forward amidst perils among which we have never trod, to do us justice? Sir, I would go very far to stand by them. I will be the last to desert them. I will stand by them because I believe they are right. I will stand by them because they have intrepidly assumed the position of justice, with the proscription of an uncalculating fanaticism over their heads. Something is due to them, and I will stand by them.

But there is another remark which I wish to make. I was not in the Chamber at the time when the honorable Senator from Michigan claimed the passage of this bill as a triumph of what is called the inherent right of the people of a Territory to invest themselves with a government. He claims this, I understand, upon the broad ground that they can assume upon themselves such rights whenever they may think that a proper case to do so arises.

Mr. Cass. Does the honorable Senator say that down as my doctrine? It is not so at all.

Mr. Butler. Then I do not know what it is.

Mr. Cass. The gentleman attributes that doctrine to me. I never laid it down at all.

Mr. Butler. I do not wish to do the Senator injustice.

Mr. Cass. I know the Senator does not.

Mr. Butler. Certainly not.

Mr. Cass. My doctrine is simply the doctrine of our revolutionary fathers. I do not deny the power of Congress, as a matter of necessity, to prescribe a form of government for the Territories; but the moment they do so, then comes in the inherent right of the people to regulate their internal affairs for themselves. This is precisely the ground which our revolutionary fathers took. I do not wish to argue this question now, and I have not the strength to do so if I would; but I repeat, what I said on a former occasion, that there may be a difference of opinion, and a very rightful one; as to how far such powers of legislation may go. As the honorable Senator from North Carolina has said, under our legislation, at one time, a Governor and three judges were authorized to govern a Territory. We did have such a regulation; but I think it was all wrong. Better ideas have now begun to prevail, and we have a more definite idea than we had formerly of how far we may properly go.

Mr. Butler. I would be the last to do injustice to the distinguished Senator from Michigan; but allow me to say, although a younger man than he is, though I do not know that the world will think so, that I think it was outside the record, and contradicted by the record, when he assumed that this bill either recognized or countenanced that species of sovereignty which, in his own language, he has described, and which I will not undertake to explain. So far from being so, the bill is a recognition of the fact that Congress has the original and exclusive authority upon the subject of territorial governments, and that a territorial government can take, mark the word, I use it as a lawyer, no more than Congress may give, and that Congress can give no more than is conferable by the Constitution of the United States. So that, if upon this occasion, Congress has thought proper to part with a great deal of the original and exclusive power which it once had, and to confer it upon the territorial government, as a mere deputy, it has been an act of discretion entirely. It is not what the people of the Territory enact; it is not what they have any right to do.

Now, sir, as my friend from Indiana has said, I would deal differently with the Territories, according to where they were. Suppose you were to take the Sandwich Islands, I would say that I, as a representative of the American mind, would delegate to those colored people, the Sandwich Island people, who know nothing of the common law, nothing of those principles of *Magna Charta* which infuse themselves into the English mind, the powers which I have agreed to give in this bill to American citizens, conducting the operations of government, under the sanction of the sacred and recognized principles of the common law? No, not at all, sir. I will give these powers in this case, because it is prudent and proper. I will give them to those who, understanding the great principle of American institutions, will impress it upon the statutes of the Territory, until it shall assume such a position as will enable it to come into the Union as an equal State; but I am not going to deal so with all other Territories. I will deal so with this, because, if you will allow me to say so, I know that Kentucky, Missouri, Pennsylvania, North Carolina, and, in part, South Carolina, have mingled their judgments in the population of Missouri; and that will be a judgment which is likely to prevail in the laws of these territories. Sir, the mingled opinions of the citizens living in and beyond Missouri will carry out that judgment in the territorial laws of these territories, and I believe they will be just. There are a great many from the North who will go into these territories. I have seen some of them; they are men who are capable, before leaving home, of lifting themselves above the prejudices which prevail there; or who have left home with a view to take a fair position in reference to this matter.

I wish to make these explanations, and to lay down the proposition that the Hon. Senator from North Carolina has not changed the legal character of the bill. I affirm that it leaves the Territory on this subject as a *Tabula rasa*, upon which the American mind is to make an impression, and for which it is to form laws. I say, further, that there is no probability of interference one way or the other with slavery until Nebraska and Kansas shall assume the position, and be ready to perform the responsible duties of States. I lay down, furthermore, the proposition that there is no recognition by the bill of any power in the people of a Territory to govern, except what we confer upon them under the powers which we ourselves have under the Constitution of the United States.

If there should be any question made as to the right of a negro or slave to his freedom, to his emancipation, the issue would be in this way: "We demand your freedom!" "I do." "Upon what ground?" "On the ground that I am in the territory of the United States, the common property of all the States." What would be the reply? If the reply were worth anything, it would be this: the owner would say, "I hold my property by a tenure higher than any law or legal enactment which can be made of a local character to exclude me. I hold under the constitution of the country." But, sir, the sooner that we learn there is to be a discrimination with regard to the enjoyment of the territories, that there is to be a mark of inequality, independently of the Missouri line, by the adjudication of a court responding to the doctrine of popular sovereignty or the fanciful sentiment which is infusing itself into the country—the sooner we know this the better. I make no threats.

Mr. President, you will bear me witness that I have never made any.

In all literature, in history, in poetry, and in the Scripture themselves, the crow of the cock has been used as highly illustrative and indicative language. The game cock, when he stands in the presence of his adversary, gives forth a note of defiance, inspired by the danger and the excitement of the contest, and animates him to move on upon the path of peril to victory or death. But how different, sir, is the clamor note of the chanticleer, when he proclaims to us the coming of the day. It is as different a note as anger is from peace. It is the note of intelligence, of hope, of peace. I say, sir, that if this bill shall pass, and shall be acquiesced in cordially by all sections of the Union, it will be the note of good omen. It will be the clamor note of the chanticleer, proclaiming to the South that light is dawning upon her; it will proclaim peace to all sections—a peace to which we can honorably be reconciled. However, these Northern gentlemen shall let loose the waters of agitation, I will change the figure. If they will continue to fan the torch which has been lighted by discord, I do not know how soon the note may be changed to that of the proud bird which I have alluded to.

Mr. President, I have said more than I intended, but allow me to add a few words more. What a spectacle will the United States exhibit at this crisis, and at this eventful period of the world's history? Sir, at a time when a war is likely to take place at the East which may mark the age at a time when a war may take place to change the whole character of European power, shall we exhibit to the world these evidences of weakness and distraction? It may be out of place for me to say a word upon this matter; but I must say, that I do not think that the United States are likely to be in any danger so long as war is going on, because we may maintain the position and the safety of neutral; but I will make this prediction: If Russia shall be crushed as a power in Europe by the combination of France and England, the termination of that war will place France and England in a position to induce them to interfere with American affairs. They will come out of that war, if they shall crush Russia, with triumphant armies, accustomed to war and victory, without any of the usual accompaniments of war.

I thank the Senate for having allowed me to make these remarks.

From the Carolina Times.

EDGEFIELD S. C., Feb. 13, 1854.

My Dear Sir:—Your noble vindication of the cause of learning and popular education in our State, must serve to revive the drooping hopes of many who feel deeply in these subjects, and will, I am sure, lead to important and happy results. The high position you claim for this State College, and the bold dignity with which you have portrayed its true aims, rejecter at the same time, the false appendages, which a purely utilitarian spirit is seeking to throw around it, cannot but excite the approval and admiration of every scholar. The habit, so characteristic of our age and country, of crowding the mind with insulated facts before it has been trained to systematic effort, or to investigate the causes or first principles of things, while lowering the general esteem for scholarship, has created among us a taste for frivolous and superficial attainments. The additions sought to be made to the College course will, it is evident, only tend to increase these unpromising results. An elevated standard of knowledge, arising from a high development of our intellectual powers, is alone to be attained by keeping the College true to its legitimate objects; and these as I view them, are—to develop the more masterly faculties of the mind and soul, to form the literary taste of our young men for the higher and broader fields of knowledge—in a word, to enable our youth to grapple with the great principles of science, and to bring order and use out of the world of detail surrounding us.

I concur with you, that to accomplish these ends, the style of instruction pursued in our College, is better adapted than that usually termed the University system. The freedom of the University affords too loose a rein to our impatient youth, while the dogmatical discourses of the University lecturer would be little calculated to educe their mental energies, or to lead them to any very thorough research. Dialectic instruction—a sharp catechetical contest between the Professor and the Pupil is the surer, perhaps the only mode, by which the latter can be urged properly to tax his mental powers.—The German Universities, so famed for their literature and science, derive their chief value, in my humble judgment, from two important adjuncts: first from the *Gymnasiums*, which are most excellent preparatory academies; secondly, from a deep devotion to knowledge, from that national literary enthusiasm, to be found nowhere out of Germany.

While urging, therefore, no change, at least for the present, in our College curriculum, I must however, be permitted to state that, without some change in the preparatory instruction of our young men, the full benefits of the College can never be realized. Students too often enter College in a raw state, with their minds slightly disciplined, and with a mere smattering of the branches to which they have given their attention. How is it possible they can be prepared for the severe discipline required of them within the College walls? How can they be expected rightly to appreciate the profound reasonings, and close analytic teachings of the learned Professor? How master the abstract, difficult questions occurring in mental and moral Philosophy? the complicated problems and theorems of the higher Mathematics? the

subtle analysis and philosophic structure of the ancient languages? or, indeed, any of the graver studies of the College course?—You will agree with me I think, in saying, that much of the talent and learning of the Professor is thrown away upon minds, not sufficiently tutored for a just appreciation of scientific teaching.

This must, in the main, be ascribed to defective preparation. And the fault is not so much with the teachers of our academies, as in the organization of the academies themselves. Can one man, for instance, while attending to the disciplinary duties of the school-room, instruct thoroughly in all the branches usually taught in our academies? In Latin, Greek, Mathematics, Natural and Moral Philosophy, History, Geography, and almost the whole encyclopedia? Impossible! Yet this, at present, is required of nearly all the teachers in the State. The result is, that instruction has been given in a most imperfect manner: the teacher has been kept from all chance of distinction, or from making proficiency in scholarship, and, after a few years, has usually a broken down constitution.

To remedy these defects—in other words, to enable the instructor to attain to a mastery over the branches he may be called on to teach, and to train the minds of our youth by sound, accurate instruction, the State will be compelled to establish academies of an enlarged character. As an imperfect outline of a plan, I would respectfully suggest the following: Let six academies be formed in suitable places—one, for instance, in each Congressional District—with an organization after this manner: There shall be a Board of Trustees, to be appointed by the Legislature, from the respective Districts of each Congressional District, whose duty it shall be, in connection with the superintendent of public education, to order the erection of proper buildings, and to supervise the institutions when established. Each academy shall contain eight chief instructors:

1. A director, who may teach Moral Philosophy and Evidences of Christianity.
2. " " in the Ancient Languages.
3. " " in the Modern Languages.
4. " " in the English Language and Literature.
5. " " in Mathematics.

Two hundred pupils at \$40 each would meet the expense; and I venture to affirm, that, for the education of the same number of youths, a larger sum is now annually expended, while the instruction received, from the very nature of the case, is much less valuable.

To erect these Academies and to keep them in operation, it would be wise in the Legislature to use a part of our education fund, which should be increased to \$100,000, and to cause all moneys received from pupils to be paid into the State Treasury. There can be little doubt, that these academies will, in a short time, support themselves; but to remove all contingency, and to place them at once on a sure and permanent basis, and at the same time, to afford beneficiary instruction to a number of indigent, promising young men in the various Districts, the State should hold itself responsible for the salaries of the Teachers. In a word, these should be State academies.

The advantages of such institutions must readily suggest themselves to every reflecting mind. They will be comprehensive and scientific: affording a substantial, uniform education to the young men of the State, and preparing all, who may desire it, for entering our college under ample and equal benefits. Unlike our present academies, which usually spring up under the direction of some popular teacher, and as suddenly die away with him, sinking thousands of dollars in improvements rendered useless, they will be stationary and permanent. Hundreds of years to come they will be standing monuments of the energy and wisdom of our people, enlightening the youthful minds of the State, and imparting a permanent, and increasing value to property around them. Instead of one teacher as now, who leads almost the life of a recluse in one of our academies, removed from every stimulus necessary to active intellectual effort, there will be a little society of literary men, engaged in similar pursuits, with a generous emulation, urging and aiding one another on in the road to knowledge. There will exist, also, both a division and a combination of labor in the several duties of discipline and instruction—matters as important in the province of literature, as in that of political economy. Two men occupying themselves with different branches can instruct fifty pupils with greater ease to themselves, and with higher advantage to the pupil, than one man can instruct twenty-five in all the branches. And this rule, it is believed, will hold good to almost any extent.

Young men, taught in these academies, would enter college with advantage unknown to our youth at present. They would be prepared to derive profit from the ablest instruction of learned professors, and by the time they graduate, would receive a mental discipline, and a relish for study and acquirements, which in after life, would qualify them for becoming useful men and scholars. The College would then, indeed, be a noble institution of learning—exciting a happy influence over the public taste in literature, and imparting to the young minds of the State a polish and a power that would soon be felt in all the higher walks of knowledge.

While, too, in the plan submitted, great care has been given to intellectual training, moral culture has not been overlooked. It is too much the fashion, now-a-days, to press on the young intellect by every artificial stimulus, cramming it with facts and ambitious aspirations, with little regard to the development of its moral capabilities. Minds thus trained, though enlightened by the rays

of genius and knowledge, may be, and often are, prostituted to the worst purposes. It is needless to remark that in every wise plan of education, to inculcate sound moral precepts, should be deemed great and leading objects.

"Recti cultus pectora roborant: Utinamque defectus morum."—HON.

Hence the studies of Moral Philosophy and the Evidences of Christianity have been introduced, while *music*, as a science, theoretically and practically taught, is offered as an auxiliary discipline to the natural affections. These academies should likewise be surrounded by beautiful, cultivated groves, with arrangements for gymnastic exercises, affording innocent recreations and joys, pastimes, to enliven the youth of the country from idle, mischievous meditations, and from those tumultuous outbursts of passion and violence, that so often disgrace our Southern institutions. Scenes like these, enjoyed among the delightful academic groves of ancient Athens, helped to inspire the youth there assembled with that beautiful and romantic attachment to the cause of letters, which gave to Greece her magnificent literature.

The idea of musical instruction in a literary academy may excite a smile from many of the grave seniors of the land; but I am addressing myself to one profoundly acquainted with the human heart, and whose searching analysis has enabled him to trace out the most secret springs of human action. To you, sir, the poet's words can be no mere meaningless sounds:

"Music alone with sudden charm can bind The wandering senses, and calm the troubled mind."

CONGRATULATE.

"Music the fiercest grief can charm, And fate's severest rage disarms; Music can soften pain to ease, And make despair and madness please; Our joys below it can improve, And out-ant-date the bliss above."—PORT.

Physiologists contend that, while the study and practice of music exert a happy influence upon the mental and moral qualities of our nature, they also greatly improve the physical constitution. But if a special advocacy of the science, as a branch of education, is to be made, it should be in the following manner:

1. A director, who may teach Moral Philosophy and Evidences of Christianity.

2. An instructor in the Ancient Languages.

3. " " in the Modern Languages.

4. " " in the English Language and Literature.

5. " " in Mathematics.

6. " " in Music.

So much for the academies; the establishment of which must be deemed of great importance, and may be considered the second step towards a comprehensive system of State education. The forming of common schools is the next step.

To furnish a system of common school instruction for our State, likely to be successful, is confessedly a thing of great practical difficulty. The importance of it, however, is so strongly felt at present, that one should not be restrained from offering his suggestions from a fear of failure or of criticism. Though much has been said and written on this subject, little, I believe, in the way of a well digested, suitable plan has been brought to the public eye. The boasted systems of Prussia, and of New England, recommended by some, may at once be rejected as unsuited to our present state, not to speak of their failure to achieve the grand results so confidently expected in the regions where they have been established. No system, which is wholly compulsory, or entirely voluntary, can succeed with us. These two things must be properly blended in order to develop really useful results. The system should be so far voluntary as to enlist the cordial efforts of our people in the cause of education, yet sufficiently coercive to impart order and permanency to the arrangement.

With much diffidence, yet, with some assurance of its feasibility, I submit the following outline of a plan:—Let the Legislature appoint from ten to fifteen school commissioners for each district in the State, with directions so to distribute their labors among themselves, that each commissioner will have a certain circuit within which to perform his duties. It shall, in the first place, be incumbent on him to seek out all the neighborhoods within his circuit in which schools may be established, and to form precincts, if practicable, not exceeding five miles square. He shall then appoint five trustees within each precinct, who shall constitute a body corporate for specific purposes, and shall assist him in selecting suitable and central sites for the establishment of school houses. These trustees shall endeavor by voluntary contributions from all the inhabitants of their respective precincts to raise the funds, necessary during the first year, to erect the buildings, and afterwards to pay the salaries of the teachers. Should the sums thus raised be insufficient, it shall be the duty of the commissioners with the aid of the trustees, to

assess all the inhabitants of their respective precincts at a per centum, of which the *maximum* shall be fixed by the board of commissioners on a basis to be hereafter stated: provided no one be assessed on more than \$45,000; which assessment shall, if resisted, be collected by the usual process of law in the name of the trustees. Voluntary contributions may now be added to this assessment; and should there still be a deficit, it shall be reported to the board of commissioners, who shall distribute the education fund received from the State towards supplying the deficiency. And should there still be a deficit, the commissioners shall proceed to levy a certain per cent. upon the general tax of the district at large, as is now done by the commissioners of roads to raise money for bridges, &c.

When the salaries have been thus raised, the Trustees, with the commissioners of each precinct, shall with care, select competent teachers, who shall be required to teach without distinction, all the children of the precinct that may be sent to school.

The Commissioners shall determine the *maximum* of the assessment, by ascertaining first, as nearly as practicable, the aggregate wealth of their respective districts; then, the number of schools in the District, and the aggregate salaries of the teachers. The per centum on this aggregate wealth, necessary to raise the aggregate salaries, will be the *maximum* assessment.

Let me illustrate. The District of Edgefield, containing about 1700 square miles of territory, will, after deducting the uninhabited portions, embrace about 55 precincts, of five miles square, and hence 55 schools—making about four schools for the superintendency of each of the fifteen commissioners.

At a salary of \$500 each, the aggregate of Teachers' salaries will be \$27,500. Now the value of the aggregate real and personal estate of the United States Marshal in 1850, is \$16,485,079. [The more correct amount would be \$20,000,000.] An assessment of one-sixth of a cent per centum on the former sum, will give \$27,475.

The Commissioners and Trustees of the various precincts in Edgefield District, in failing to raise the salaries of the teachers by voluntary subscriptions, shall therefore, have power to assess the inhabitants of each precinct, not exceeding one-sixth of a cent per centum on the whole value of their estates; provided no one shall be assessed on more than \$45,000—since persons of greater wealth may be supposed to expend large amounts elsewhere in the way of education. Should there be a deficit after this, it shall be reported and acted on as above indicated.

If necessary, the commissioners may receive, as a compensation for their services, one dollar and fifty cents per diem for every day while engaged on duties relative to the schools; and it shall be their duty to superintend said schools; to procure for them a good, uniform system of instruction; to collect all information respecting them; and to make an annual report to the general superintendent of public education, who shall make a condensed annual report for the Legislature.

The plan here proposed seems easy, plain, and to my view, entirely practicable. That it is perfect, no pretence is made. "Nihil simul inventum est et perfectum." Among others, it offers these advantages. It will secure permanent and respectable schools, furnishing substantial uniform instruction for the general classes of the State. It will distribute the burden of educating the poor equally upon all, according to their capacity to contribute; equalizing the burden through the State, by means of the State fund, and through the Districts, by an *ad valorem* assessment and tax. It moreover will enlist a large number of respectable citizens throughout the State in the cause of education, and cannot, therefore, fail to excite a spirit of emulation and pride in contributing to the education and moral improvement of our entire white population. In short it will enable every child in the State to receive a fair elementary education at an expense but a trifle more than that now incurred in half educating only a portion of our youth.

Should these plans, both for the academies and common schools, be carried into effect, it may well be doubted whether a single dollar more will be expended in the cause of education than is expended at present. The increased facilities afforded will be caused not so much by the additional expense as by a proper husbandry of the means already employed. What may not systematic effort achieve in any department of human science and industry? But to educate our people and to raise the standard of knowledge and scholarship among us, no lover of his country or of his race could hesitate to urge the Legislature to make the most ample endowments. Who would not bestow liberally from the bounties, with which a benignant Deity has blessed him, for the promotion of objects so useful, so noble! Let the Legislature increase our school-fund to \$100,000—applying \$50,000 to the support of an excellent system of academical instruction, and \$50,000 to the common schools—and at no distant day, we will experience a degree of moral and mental improvement, and a thirst for sound, practical, comprehensive knowledge, that will both astonish and gladden the heart of every patriot in the land.

I have Sir, thus erudently thrown out my views to you on this interesting subject.—They are the result of some serious reflection for several years past. If they be entitled to any consideration I know you will cheerfully accord it. I have addressed this communication to you because of the deep interest you take in these matters, and because I know of no one in the State, who can form a more correct judgment upon the practical efficiency of any plan that may be offered.

With high respect and esteem,
I remain your obedt. servt.,
W. C. MORAGNE.
To the Rev. Dr. J. H. THORNTON,
President of S. C. College.
Cultivation is as essential to the mind as food is to the body.