

ple has been expended. But our circumstances are different. Our system has just been inaugurated; their's have been in operation for years. Our Territory is new and sparsely settled; those States are old and thickly populated. Moreover it is an apparent fact, that the number of children in the Territory, in proportion to the population, is not as great as in the older States.

It is necessary, that some provision should be made, with regard to schools established in incorporated cities under special provisions in their charters. In some instances, the county and district authorities have come in conflict with those of the city.

I would further suggest the propriety of amending the law, so as to make each municipal township an original school district, still, however, allowing sub-districts to be formed out of any part of such township as the necessities of the inhabitants may require, in the same manner as school districts are formed under existing laws.

I cannot refrain from adverting to the excellent manner in which the public school in the city of Lawrence is conducted. On the invitation of Mr. C. L. Edwards, the principal, I visited it a short time ago. The principal is aided by two female assistants. The number of scholars in attendance is one hundred and seventy-five. The best order prevails, and everything seems to move in a perfect system. The scholars, I am informed, are advancing rapidly in their studies, and the citizens of the place look upon the school with pride. Examples of this kind, it is to be hoped, will awaken a spirit of generous emulation in other parts of the Territory.

Every good citizen must rejoice in the establishment of a system of common schools in the Territory, and we have reason to hope will unite in putting that system into full and complete operation. Upon that system we may rest the brightest hopes for the future of our Territory. Common schools are the people's colleges, and by these mighty, though humble agencies, the common mind is elevated and purified, and the people are led to a just appreciation of the blessings of Republican liberty. A mind undeveloped by culture is a captive, and walks around its narrow cell of thought, from childhood to the grave, in unconscious servitude. But knowledge breaks the shackles from the soul and permits it to rise to a higher and better life. A nation of scholars can never be enslaved, but a swarming multitude of ignorant men must be governed by a wisdom higher than their own, and can only find safety in submission.

If we expect to be ignorant and free in a state of civilization, we expect what never was and never will be. Education makes the man—that alone is the parent of every virtue; it is the true source of our prosperity and the ultimate refuge and defence of