

The Millidgeville Journal publishes the speeches of Judge Clayton, Mr. Prince and Mr. Nisbet, before the Senatus Academicus, at its sitting on the 11th ult. and gives a sketch of the proceedings of that body. The letter of Gov. Troup, read at the same time, we have already given to our readers. We regret that we have not space for one of the speeches this week. We will, in our next, endeavor to make room for that of Judge Clayton, and publish the others as speedily as we can thereafter. The editors of the Journal, treating on this subject, make the following remarks in regard to public education:

“We are bound by every thing sacred, to provide for the education of our offspring.—If we cannot bequeath to them a fortune, let us leave them, at least, the means of earning their bread honourably and virtuously; and they cannot become good and useful citizens, if knowledge has not been imparted to them; if, by education, they have not acquired the power of making the distinction between vice and virtue. A man of knowledge, of a good education, will earn his bread every where—in every clime. He will be a good citizen under any government. The ignorant man is generally prejudiced, stubborn, and often lazy and vicious; a bad citizen, and a bad father, governed by others, he has no opinion of his own. In a republic like ours, every citizen is bound to serve his country when called upon by his fellow citizens—If he has no knowledge, how can he discharge the duties attached to the office which will have been confided to him? He can serve his country in any capacity, if he has knowledge. Must he not know how to read and write, to be a constable? And if he were to be sent to the legislature, would he not, if a man of feeling, be greatly mortified, should he not be able to understand the purport of legislative deliberations? How, then, can we be useful to ourselves, to our families, to our country, if we do not acquire the means while young?

The ignorant poor will always remain poor; he will be fit for nothing but the lowest occupations of life; he may not be a load on the community, but he will certainly be a cypher in it. A noble ambition prompts the man of knowledge to better his condition, and to acquire a reputation in the world. With the ignorant, to eat, drink, and sleep, are all that he seeks in this world—With the man of knowledge, freedom is cherished, with the ignorant, whether a Nero or an Antoninus governs, it is the same thing to him. The man of knowledge maintains the reputation, honor, and welfare of his country, with his sword, his purse, his advice; with the ignorant a good reputation and honor, are things he does not know. The man of knowledge is almost always charitable, liberal, and condescending; the ignorant is selfish, brutal, and unfeeling. In a free country like ours, the man of knowledge is one of the main stays of the State; the ignorant is its bane. Taking the subject under consideration in various views and shapes, it should be the duty of the Legislature to keep in mind, that the more the people are enlightened, the more our public institutions will be secured; the more the people are enlightened, the more will they be free and happy. Therefore, the legislature should at every session, make public education the principal object of their deliberation. It should, at every session, improve the plan already in operation, till it is as perfect as human hands can make it.

We shall always consider as wisely appropriated, whatever sum may be drawn from the public treasury, for the support of Franklin College, for the support of academies, and, especially, of free schools.”