

time and strenuous labors of the citizens. A few facts may more strikingly illustrate this point.

There is, perhaps, no part of the world where a more efficient system of general education is in operation than in the State of New York. In 1830, with a population of one million nine hundred and eighteen thousand six hundred and eighteen, she expended one million one hundred and twenty thousand dollars for common schools and academies, where nearly all of her half million of children and youth were in a course of education. To provide the same means of instruction for the seventeen millions of the United States, in 1840, would cost ten millions of dollars; and to provide the same for the twenty-five millions of Great Britain would need fifteen millions; and for the eight hundred millions of the entire globe it would require four hundred and seventy millions of dollars. Now, let us compare these sums with the expenses of war.

The revolutionary war of this country with Great Britain cost our government six hundred millions, while the individual losses by the citizens of both countries must have been many times as great. Suppose it the same, and here we have expended on the American side, in seven years, money enough to provide the present population of the whole country with instruction like that enjoyed in New York for one hundred years, and the population of Great Britain for eighty years. The last war with Great Britain cost our government fifty millions; and, on the same principle as above stated, enough money was spent to afford similar instruction to both countries for ten years, although the war lasted but two and a half years. A single war with Bonaparte cost Great Britain five thousand two hundred and fifteen millions of dollars—sufficient to afford the means of instruction to all her population