

institutions, that they should not be disturbed, unfolds the secret of the failure of our system. It has been the practice for years to divide away the salaries previously given, and under the effects of such treatment all the institutions are unstable and under constant apprehension as to their situation. This committee would express a hope that no disturbance shall be permitted, until the State is fully prepared to mark, bound, establish and perfect a complete and permanent system. There is no institution on earth which so requires permanency as that of education, and the subtraction of the salaries from academies and colleges and dividing them among the free schools, is a source of the destruction of both. It does not furnish adequate means to sustain the free schools, while it is destruction to the academies and colleges to withdraw the sources of their sustenance.

When our free schools were first established, it was confidently predicted by the most judicious and experienced, that it would prove a failure, because the salaries are not sufficiently large to give them stability and independence. It would be far better to give nothing than to give a merely nominal salary; for there are two principles to be regarded in procuring teachers either to have them of high character and scholarship through the means of ample compensation for honest and effective services or to place them upon their own resources for success. The former mode will be found to be more effectual. If you expect to procure the services of competent instructors you must give such a compensation as will command the highest qualities, and you must place that compensation on a permanent basis. It is believed five hundred dollars would not be too high a salary for any school in the State, and then it ought to be so given as to place it beyond the control of casual and temporary influence. Under such an organization, men with families intending to devote all their time and abilities of mind and body to the execution of their profession, would settle in the vicinity of every free school, and there remain. Although in such a case there is so ample a compensation, yet the necessity of due exertion to insure success and approbation would be as indispensable as though there was a dependence on mere individual exertion without a fixed salary. It would have another effect, that it would elevate the schools above any improper influence whether from wealth or other causes, and in reference to the means of acquiring knowledge the poor would stand upon terms of equality with the rich; and in the general and equal struggle of mind with mind the strongest and most industrious would win the race. Its effect would be incalculable; for he who was of moderate pecuniary circumstances would struggle to conquer his more wealthy competitor, while the latter through fear of mortified feeling, would struggle with fearful earnestness to keep the ascendancy. It would be a ceaseless fight of intellect with intellect, by which truth and discovery would be constantly evolved; and the means thus of a full education would be brought to every man's door. It would be productive of a general and increasing morality because the action