

of mind continued sufficiently long would give a direction and current to the youthful mind, that would fix the character.

Nor would this emulous action terminate at school but would continue to work out more and more intellectual light, in proportion to the length of time it was continued.

As our bill of rights prescribe equality of taxation so ought education to be perfectly equal in its advantages, giving no one a privilege above another. The above constitutional rule is founded on the principles, that every man ought to pay taxes in proportion to his property, personal and real because the wealthy have a greater interest to protect; and the dissemination of intelligence, is the greatest protection to that interest—and just as there is a perfect equality in the security of rights, so ought there to be perfect equality in the bestowing of benefits, whether intellectual or of another character.

The present organization of the free schools system is little better, if indeed, it be not worse, than if there was nothing appropriated for their maintainance. They would succeed as well if left as before to rest for their support upon the force and action of public opinion, and the exertions necessary to success and support on the part of the instructor. The present diminished salaries, render our disorganized system of instruction *essentially vagrant*; for they procure temporary or wandering teachers who seek a situation to supply a present want, and as soon as that is satisfied they break up and move off with much the same propensity which impels a beast of prey to satisfy a present appetite by a temporary effort, such persons teach without any care for their own character or standing as teachers. They seek the situation without design of a permanent situation in life, and with a perfect carelessness as to their manner or capability of teaching.

The Secretary of the Board of Education of Massachusetts calls the attention of the Board of Education of that State to this subject in his last report, and pronounces their present salaries to be insufficient to retain and secure at home their best ability. He suggests that five hundred dollars will not be found to be too large a salary, because wherever is found the greatest demand for the use of instruction, to that direction will instruction move, just as an object thrown above the earth will descend by the force of attraction. It may with truth be said, that of all the nations that have existed on the earth, Massachusetts presents the first example of a system of intellectual and moral instruction, engrafted upon her constitution of government. It forms a part of her written constitution, and the clause which gives it its being is peculiar in its phraseology. If our constitution had been so formed, and such clauses as these below had been inserted in it, with the substitution of St. John's College in the place of Cambridge University, our situation would have been very different from what we now find it. "Chapter 5th. To the University at Cambridge and encouragement of literature," and section 1st. "The University"—article 1st "whereas our wise and pious ancestors so early as the year one