

combination of the two former; and the committee will detain the House a moment while they briefly discuss the advantages of each. A system supported on the first plan would in the opinion of the committee, be unsuccessful, even if the finances of the State allowed its adoption. A fund is useful only as it tends to stimulate to exertion. If it be so large as to render personal effort unnecessary it induces helplessness. It has been providentially arranged that we value that most which costs the greatest toil to acquire; and on the other hand we cherish that least which is most easily obtained. A fund may be advantageously used to make men sensible of the value of education; if continued beyond that point it will be pernicious in its effects. Connecticut is an example of the effects of a system supported entirely by funds. She has a fund of \$1,700,000, and which it is believed has lately been increased; yet her schools are not in that prosperous condition which might be imagined. While that large sum judiciously applied might be eminently useful, its actual influence on her schools has been decidedly detrimental, by inducing carelessness and want of energy on the part of her citizens. "The effect of this fund," says a late publication on the school system of Connecticut, "has been that which might always be expected, when he who is able and habituated to earn his subsistence, is supplied with means of support without exertion. The State by its bounty has virtually declared that parents need no longer pay for the instruction of their children; and the habit and sense of obligation to do this duty are destroyed." The consequence is that her schools were at the period alluded to, 1832, in a most depressed condition. With the letter of her system adhered to and its spirit often disregarded, a looseness and want of care pervades the whole establishment. Perpetual and injudicious changes of teachers—small, inconvenient and ill lighted school houses—and a great want of punctuality in the attendance of the pupils are its leading characteristics; and in so great a degree have these prevailed that with a fund fully adequate to the education of her whole population, in some portions of the State not more than two-fifths of the children receive its benefits.

The committee, therefore, are of opinion that a system supported entirely by the funds of the State, is not desirable, even if our finances were adequate to meet it.