

But this is not the case; the treasury of the State would be unable to bear such an expenditure; and the foregoing observations have been made entirely with the view of illustrating the advantages of the system they are about to propose.

They also think that a system supported entirely by taxation, would not be carried into effect, for reasons which are obvious to every reflecting mind, and would therefore be useless. Though they are frank to admit, that could it be once established, it would be most efficient. As an evidence of the truth of this remark, they would refer to the examples of New Hampshire, Massachusetts, and Vermont, where the plan of taxation has been adopted from the first, with perfect success.

The third, and only remaining method, of sustaining a system of public schools, is that which is produced by a combination of the two former, the funds of the State and taxation on the property of the citizen. The first stimulates and aids the enterprize of the citizen—the latter insures an interest in, and a just appreciation of, its advantages. This plan has been eminently successful in New York. The committee will present some facts to the house, showing its operation there. In 1831, their fund was \$1,661,081 24; less than that possessed by Connecticut. From the report of the superintendent for that year, it appears, “that there are 9,062 school districts in the State, of which 8,630 have complied with the conditions of the statutes, by having schools kept by an inspected teacher, and making returns to the commissioners.

In these schools, 499,424 scholars have been taught; none for a less period than six months, while the general average of instruction has been eight months. Excluding the cities of New York and Albany, *the excess of the number of children between five and sixteen years of age throughout the whole State, over the number of those of the same age who have actually been taught, is only 1,083.* The average number of scholars to each school, is about 57.

“The increase of number of schools returned, has been 5,999, in fifteen years, and of the number of scholars instructed, 359,318: During the year preceding the 1st of July, 1830, the public money received by the commissioners, and apportioned to the districts which had made returns, amounted to \$238,651 36 cents; of this sum, \$100,000 were paid from the State treasury,