

not exceed one thousand dollars, and he under the direction of the board collects information of the actual condition and efficiency of the common schools, and other means of popular education. The third section of the act creating the board of education is in these words—"The board of education annually shall make a detailed report to the Legislature of all its doings, with such observations as their experience and reflection may suggest upon the condition and efficacy of our system of popular education, and the most practicable means of improving and extending it." The Governor drafts annually for the payment of the salary of the Secretary. After the board was organized they appointed a secretary, and he by a circular letter called conventions of the people in the several counties, to whom he delivered lectures on the subject of education. He travelled through, and indeed literally explored the whole State.

Below is inserted extracts from his first and second Lectures. In this manner the system was organized in Massachusetts:

All of which is respectfully submitted,

ROBERT S. REEDER, Chairman.

EXTRACT FROM THE FIRST LECTURE.

"In pursuance of notice, contained in a circular letter, lately addressed to the school committees and friends of Education, in this county, I now appear before you, as the Secretary of the Massachusetts Board of Education. That Board was constituted by an Act of the Legislature, passed April 20, 1837. It consists of the Governor and Lieutenant Governor of the Commonwealth, for the time being,—who are members *ex officio*,—and of eight other gentlemen, appointed by the Executive, with the advice and consent of the Council. The object of the Board is, by extensive correspondence, by personal interviews, by the development and discussion of principles, to collect such information, on the great subject of Education, as now lies scattered, buried and dormant; and after digesting, and, as far as possible, systematizing and perfecting it, to send it forth again to the extremest borders of the State;—so that all improvements which are local, may be enlarged into universal; that what is now transitory and evanescent, may be established in permanency; and that correct views, on this all important subject, may be multiplied by the number of minds capable of understanding them.

To accomplish the object of their creation, however, the Board are clothed with no power, either restraining or directory. If they know of better modes of education, they have no authority to enforce their adoption. Nor have they any funds at their disposal. Even the services of the members are gratuitously rendered. Without authority, then, to command, and without money to remunerate or reward, their only resources, the only sinews of their strength, are, their power of appealing to an enlightened community, to rally for the promotion of its dearest interests.

Unless, therefore, the friends of Education, in different parts of