

ceeds of a portion of public lands ceded to it in Ohio. The capital of the School Fund is now \$2,050,460; the annual income \$131,997. There is also a "Town Deposit School Fund," the capital of which is \$763,661, and the annual income \$45,819. Altogether this is the largest school fund of any country in the world in proportion to the population, which, in 1860, was only 410,147—scarcely one-third that of Ontario.

The Colonial Charter which the first settlers of Connecticut obtained from the British Crown, formed the basis of its government until 1818, when the present State Constitution was adopted, the eighth Article of which protects both Yale College and the School Fund.

2.—PRESENT CONDITION OF EDUCATION IN THE STATE.

In 1855, the following amendment of the Constitution was adopted—an amendment worthy of being written in letters of gold:

"Every person shall be able to read any article of the Constitution, or any Section of the Statutes of this State, before being admitted as an elector."

The school population of the State between the ages of 4 and 16 years was, in 1864, 114,772; the whole number of pupils registered in summer was 69,057; the whole number registered in winter was 77,126; there are 1,795 Common Schools, 12 Public High Schools and Academics, about 350 Private Schools and Academies, 1 State Normal School, State Reform School, an Institution for the Deaf and Dumb (the parent institution of the kind in America), three Universities, one of which is Yale, the only University in the United States whose degrees are recognized by Oxford and Cambridge Universities in England.

The amount appropriated from the school fund for the support of the public schools is \$178,311; the amount provided by local taxation and fees for the same purposes is \$259,544. In regard to the condition of the schools and duty of perfecting the school system so as to secure universal education, the State Superintendent, in his report presented in 1865, remarks:—

"It has been my privilege to visit schools in most of the States, from Maine to Missouri, and from Canada to Carolina, and in the course of official duties, I have visited more than a thousand schools in Connecticut. While there are schools in some of our sister States and in Canada which seem as nearly perfect in arrangement, control, and instruction, as any human institution can be, it may be said with truth, that there are schools or departments in this State which will not suffer in comparison with any elsewhere. But this is not universal or general. With all the excellencies of which we may boast, and the bright examples to which we may proudly point, there are defects in organization, in plan and execution. Let the defects and imperfections be fairly and frankly exposed, and let there be legislative enactments, wherever necessary, which will tend to foster the schools and encourage improvements; and it is hoped that there will be, on the part of the people, promptitude and intelligent action to remedy the defects, remove the imperfections, and secure all the appliances necessary for successful universal education. So long as there is in the State a