

tinued to develop the educational system that had sprung up under the dominion of Massachusetts.

The original population of Vermont was mainly furnished by Connecticut, Massachusetts, and New Hampshire, the last one preponderating. The New Hampshire Grants gave character to the State. Naturally, therefore, we find reproduced in feeble form the common educational institutions of New England. Local initiative and control mark the first schools, and a purely voluntary system of education sprang up before there was any regular form of government. The first constitution declared that a competent number of schools ought to be maintained in each town for the convenient instruction of youth, and that one or more grammar schools ought to be incorporated and properly supported in each county. In 1794 the towns were authorized by the legislature to levy a local tax for the support of schools, and measures were taken to provide an endowment of school lands. Three years later the legislature enacted that each town should support a school or schools; but instead of imposing a pecuniary fine for non-compliance, the law merely stipulated that towns should forfeit their right to a part of the general school tax. A Vermont historian, writing in 1809, remarks upon the attention that was paid to the education of children. Parents did not so much aim to have their children acquainted with the liberal arts and sciences, as to have them all taught to read with ease and propriety, to write a plain and legible hand, and to have them acquainted with the rules of arithmetic, so far as might be necessary to carry on the