

sorted to by the people generally for these studies, and with such success that, according to Dr. Barnard, it was rare to find a native of Connecticut who could not read "the Holy Word of God and the good laws of the State." In 1795 the legislature set apart the proceeds of the Western lands belonging to the State, \$1,200,000, for a perpetual common school fund. This fund soon became productive, and there is reason to think that for a time it gave an impulse to popular education. Most unfortunately, however, the State made the fatal mistake of granting the money to the school districts unconditionally, instead of requiring them to match the money proceeding from the fund, dollar for dollar, with money raised by taxation, thus teaching the people, not to rely upon themselves, but rather to look to a permanent fund, the income of which would either be stationary or tend to diminish, while the cost of keeping up the schools would necessarily increase. A Connecticut-born man of the highest authority has told the result in three sentences: "Before 1837 Connecticut surpassed the other States in the education of its people. But the mighty engine of supervision wielded by a Horace Mann immediately turned the scale in favor of Massachusetts. Municipal taxation proved a far more powerful instrument than a school fund, although the latter had done good service in its day."¹

For a time New Hampshire and Maine were depend-

¹ Dr. W. T. Harris, preface to J. L. Pickard's *School Supervision*. See also the *Report of the Committee of Twelve on Rural Schools*, pp. 24, 25, 126, 127.