

SAMUEL LEWIS.

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SAMUEL LEWIS, the first superintendent of common schools in Ohio, and the most efficient promoter of a system of public instruction in that state, was born at Falmouth, Massachusetts, March 17th, 1799. His ancestors, on his mother's side, were of the original pilgrim stock, at Plymouth. His father was a sea-faring man—the captain of a coasting vessel; and Samuel, when not more than eleven years of age, was often a cabin-boy on voyages which involved perilous exposure. His opportunities of education were limited, even under the circumstances in which his boyhood was passed; but he early manifested a thirst for knowledge, and he was an upright, reflecting boy. At the age of ten years, he was a member of the Methodist church, and before he was twelve years old gave evidence of those persuasive powers by which he was afterward distinguished as a public advocate.

His father, having met heavy losses at sea, determined to emigrate to the West. In the year 1813, the family, consisting of father, mother, and nine children, journeyed from Falmouth, Massachusetts, to Pittsburg, Pennsylvania, with one wagon, drawn by two horses; the father and his five sons walking the entire distance. At Pittsburg a small flat-boat was purchased, from which, after a tedious voyage down the Ohio river, Mr. Lewis landed his family at Cincinnati. He immediately settled upon a farm near that city, and when Samuel was fifteen years of age, hired him out to work on a farm, at seven dollars a month. The boy's employer was a mail contractor, and very soon Samuel was the mail carrier between Cincinnati and Chillicothe. He traveled on horseback. The trip occupied seven days, and sometimes two nights, amid perils arising in the new country from high water, imperfect roads, and forest rangers of various classes. A better opportunity offering to him, young Lewis went, with a party of surveyors, into Indiana. He spent several months in the forest, and then, having determined to learn a trade, hired himself to a carpenter, and applied his energies diligently to the study and practice of the art of house-building. He was industrious, tem-

eled more than twelve hundred miles, chiefly on horseback ; visited forty county towns, and three hundred schools ; urging upon school officers augmented interest, upon parents more liberal and more active co-operation, and upon teachers a higher standard of morals and of qualifications, with an eloquence remarkable for persuasive power. He reported to the legislature of 1837 and 1838, that there had been four thousand three hundred and thirty-six schools taught, on an average, about three months in the year ; that four-fifths of the people were in favor of free schools, but demanded that they should be efficient. By invitation, he read his report to the general assembly, and he told its members that where the schools were free (in Cincinnati,) they flourished best ; but the towns generally had poorer public schools than the country, because the common schools were not so much depended upon. To overcome the difficulties which prevented the general enjoyment of free education, Mr. Lewis recommended a state fund, to be equally distributed ; better economy in the administration of school laws ; the privilege of loans for building school-houses ; the establishment of school libraries ; the publication of a school journal ; and proper care of the lands given in trust to the legislature for the support of free schools.

Certain features of Mr. Lewis' report, ought to be held in grateful remembrance. He desired that school-teachers should be required to report to township clerks. In 1835, the state auditor had been requested to inform the legislature of the number of schools in the state, and the number of white youth attending them. He was authorized to call upon county auditors for the information. Only thirty-three out of seventy-one counties responded. No county in the state reported fully. In 1837, Mr. Lewis advocated also the propriety of arranging districts and schools in corporate towns and cities, under one board of education, with power to hold evening schools ; and he thought it would save special legislation, to pass a general law, giving townships a right to organize high schools or seminaries, whenever they demanded a higher grade of instruction than could be secured in district schools. Again, he saw no reason why orphan asylums should not be allowed something toward the education of the youth under their charge ; and he was in favor of a superintendent of common schools in every county.

The report, embodying these far-seeing suggestions, was made to a general assembly distinguished for ability. Its leading men have since filled important state and national offices. In the senate, were Benjamin F. Wade, David Starkweather, and Leicester King ; in the house, John A. Foot, Seabury Ford, James J. Farran, Otway Curry,

Alfred Kelley, William Medill, W. B. Thrall, W. Trevitt, and Nelson Barrere.

The superintendent's suggestions were respectfully considered; and the committee on schools, stimulated by his assiduous attentions, and guided by his experience, prepared a bill, which Mr. Van Hook, from Butler county, presented to the house, on the 5th of February, 1838. Without essential change, though opposed with determination, it passed that body, by a majority of twenty-six. In the senate, frequent attempts were made to change its practical character, or postpone final action upon it; but, on the 3rd of March, the final vote gave it seven majority; and, by the concurrence of the house in slight amendments which the senate had imposed, it became a law the same day.

It created a school fund of \$200,000, to be distributed equally throughout the state; imposed a county tax of two mills; provided local school officers; made county auditors and township clerks; county and township superintendents; authorized district taxes for school-houses; required reports from teachers, and from township and county superintendents; gave incorporated towns and cities a board of education, with power to establish schools of a higher grade than was common; required county examiners; made the office of state superintendent permanent—the officer to be elected every five years, and have a salary of twelve hundred dollars, and to be the editor of a monthly journal, published at the expense of the state, and circulated among school officers and teachers.

Mr. Lewis promptly prepared to exercise his faculties to their fullest capacity in securing attention to, and execution of, the new law. His report had been favorably received by the people, and the prospect was fair for the practical working of the school system as revised. The first number of the "*Common School Director*" was issued by the superintendent, in May, 1838. He announced that it was his intention to visit every county of the state. His appointments were immediately arranged and published, and he urged school-teachers, school officers, and friends of education to meet him; declaring that nothing but sickness or death would prevent him from fulfilling his engagements. Thus, in addition to his regular labors as editor and general school director, he assumed an enormous task—one which required him to ride, day after day, on horseback, thirty-five and, sometimes, forty miles. Whether Mr. Lewis met any stirring or romantic adventures in his wild rides, I can not say; but I know that he was almost every where encouraged with evidences of a growing interest in schools; and, by his private advice, public appeals, and

familiar arguments, he gave a vigor to educational sentiment which found expression in county educational conventions; increased the number of teachers' associations; and secured a representation at a state educational convention, in Columbus, in December, 1838, which most positively declared that the cause of popular education was gaining decided triumphs. In April, 1838, an educational paper had been started in Akron, Ohio, by E. L. Sawtell and H. K. Smith, called the "*Pestalozzian*." It seconded Mr. Lewis' appeals in the "*Common School Director*," in behalf of the state convention, and was of important service. I have seen a call for a state convention in 1837, but can find no report of a meeting. The meeting in 1838 was attended by nearly one hundred delegates. Wilson Shannon, then governor, was elected president, and Milo G. Williams, first vice-president.

In the "*School Director*" for November, Mr. Lewis had made an especial appeal to school-teachers. He said reading was attempted to be taught in all the schools, but arithmetic was not, in many, and that, with geography, it ought to be in all; while history, and the elements of chemistry and philosophy, ought not to be neglected. Grammar had not yet become a branch of *common* school instruction; therefore, the subject of normal schools was a fit one for the convention; and Calvin E. Stowe delivered an able address upon the necessity of schools for teachers. Addresses were also delivered by Rev. Dr. Pearce, then president of Western Reserve College, and W. H. McGuffey. Resolutions were passed, sustaining Mr. Lewis as superintendent; recommending music as a branch of instruction in common schools; asking for a teachers' seminary at Columbus; and urging upon teachers the importance of liberal efforts to elevate the profession.

Mr. Lewis, in 1838, visited sixty-five counties—all but ten in the state—in which he delivered addresses, and studied the condition of schools, and the wishes of the people. From the information thus gained, he had no doubt that a large majority of the people were in favor, and comparatively few opposed to the new law. But time enough had not elapsed to enable the warmest friends to witness the full operation of the system. It was, to two-thirds of those who were active, a new work, and in many places an arduous one. The burdens of the law had yet only been fully known, and the people were just about to realize the results of the liberal legislation of the last winter; yet it was evident every where that the year 1838 had witnessed a more rapid and extensive development of public enterprise and effective action for common schools, than had been

known at any previous period. Mr. Lewis thought there was too much effort to tax the memory, and not enough to develop the powers of the mind, and great neglect of education for girls. He asked for some change in the law, which would allow German schools in districts where a majority of the people spoke that language; he repeated his suggestion of authority for loans in districts to build school-houses; he plead for ventilation, and *humane* seats and desks; asked for increased power over schools for corporate authorities; again suggested the need of evening schools, and of county superintendents, independent of auditors' offices; prayed for school libraries; and pressed his idea of central township schools or academies.

This was a favorite measure with Mr. Lewis. He had delivered a lecture upon it before the college of teachers.* He desired a law, giving all the school directors in a township power to establish a central school, with a board of education, having authority to assess such a tax upon the township as would support it.

Before Mr. Lewis' report had been read, a resolution had been offered in the house, and one was soon after presented to the senate, asking that the office of superintendent of common schools be abolished. They were laid on the table. There was dispute upon the printing of the report; and attempts were made, till late in the session of the legislature, to abolish the state fund; to release township superintendents; to make the state auditor state superintendent; and to reduce the tax. All these attempts failed, however, except the last. Mr. Lewis had a strong hold upon the people, and the legislature appreciated it. The law was so amended as to allow county commissioners to reduce the tax to one mill, but in other respects it was improved; although the publication of the "*School Director*" was not ordered, and county commissioners were authorized to excuse township clerks from serving as school superintendents for a second year. All of Mr. Lewis' important suggestions were embodied, excepting those on libraries and township high schools. His exposition of abuses in the lease and sale of school lands had cost much labor, but were of a value which can not now be fully estimated. They were added to labors arduous enough, but to them was also added other extra duties, requiring much thought and investigation.

The legislature of 1837-8, had instructed Mr. Lewis to report upon

* This lecture was delivered at Cincinnati, in October, 1837. Mr. Lewis had been appointed to report on the expediency of adapting common school education to the entire wants of the community. He spoke on the expediency of making the course of instruction in public schools so ample and various as to meet the wants of all classes of citizens. He proposed central township schools, equal to the preparation of a student for college, as practically advantageous and economical.

the expediency of establishing a state university for teachers, and upon the best plans for the conduct of such an institution. He responded to this request in an elaborate report, which was submitted in February, 1839. It is a document creditable to the State, and ought to be more widely known than it is. Many passages deserve repeated quotation. It sketches graphically the graded school of the present Ohio system; describes common schools as they were in Ohio in 1834-5-6; dwells upon what they ought to be, depicting very clearly what they are, in many respects, now; suggests teachers' institutes; and shows, most conclusively, that a teachers' seminary ought to have been established at the Capital.

Mr. Lewis' health had been impaired by the severity of his labors, and the exposures to which he had been subject. He did not, however, abate his zeal, but contributed articles to the newspapers, issued circulars to county commissioners, to auditors, to teachers, and parents (which are models of their kind;) made his third annual report; and resigned his office.

During 1839, a "*Common School Advocate*" was published monthly, for gratuitous circulation, in Cincinnati, and it liberally quoted from Mr. Lewis' communications. The press of the state generally was liberal toward him, and toward the cause of common schools, and should not be forgotten when we consider the influences which have promoted their adoption and elevation. There were more county educational conventions, and better ones, in 1839, than there had ever been; and the state convention in December of that year was more largely attended, and was more influential, than any previous one. Samuel Lewis delivered an address on "common schools, and their effects upon pecuniary interests;" W. H. McGuffey, one upon "private schools, and their influence on common;" Milo G. Williams spoke upon "the claims of national science in public schools;" and Warren Jenkins, who had just issued a manual of the Ohio school system, lectured upon "Ohio school laws." The convention adopted firmly progressive resolutions. Governor Shannon applauded the school system in his annual message, and deprecated essential change; but the legislature had not been in session many days, before it was evident that the school system was in danger of being impaired. The superintendent's report was presented to the house, on the 13th of December, 1839. It was not as elaborate as his first or second; but it reviewed the school law, and declared it to be the best of any with which Mr. Lewis was acquainted. In one of his circulars he had said that he found opposition oftenest among those who had not read the law, or those who had read and studied, that

they might misrepresent it; and, in view of these facts, he urged, again, the need of county superintendents; devoted considerable space to the education of the poor; and defended the common schools from the imputation that they were institutions of charity. He asked for the publication of the laws and forms; presented clearly the necessity for a state superintendent; and reported the general state of education to be encouraging. Reading, writing, arithmetic, and grammar, were taught in most of the schools; they had been kept open, on an average, four months; and the average wages of teachers were \$16 per month for males, \$10 for females.

Mr. Lewis had, in his first report, represented the advantage of employing young women as teachers in elementary schools; and, under his administration, the proportion of schools intrusted to them was largely increased.

When the legislators had received his report, they disputed about the number of copies which ought to be printed; and, in the house, a facetious debate sprang up, which, in one respect at least, illustrated the temper of a portion of the members. A certain gentleman was opposed to the printing, unless his constituents could have copies in German, because they could not read English; another member demanded copies in Welsh, because his constituents could not read either English or German; and another member said that a portion of his constituents could not read at all, therefore he was opposed to the printing, unless a committee was appointed to go around and read the report to them. The house voted to print five thousand copies, in *English*, and the senate concurred.

Skillful attempts were made, from time to time, to impair the efficiency of the school law; but most of them were sternly resisted. Three different bills were introduced to the house. There were debates on reducing the superintendent's salary; on abolishing the office; or giving it to the state auditor or the state secretary. The house and the senate could not agree. They had duplicate committees of conference. The house adhered and the senate insisted. On the last day of the session the friends of the school cause succeeded in bringing the two houses to an agreement, in which the school law was left intact, but the office of superintendent, with \$400 to employ a clerk, was added to that of the secretary of state.

Mr. Lewis had been paid \$500 for one, and \$2,400 for two years; but he received nothing for his time or labor, his salary serving only to pay his expenses when required to be away from home. His friends claimed that he had saved the state, or the school children in the state, \$60,000 by his school-land investigations and exposures;

and not even the bitterest enemies of the school system denied him commendation for zeal, industry, and popular ability; while, with one voice, educational men have since declared that, by his labors, the whole educational tone of the state was elevated and set forward.

The following extracts from an account of Mr. Lewis' services, in a biography by his son, Rev. William G. W. Lewis, does not too highly estimate the good work which he accomplished.

It is certain that what he did to awaken public attention to abuses which had been committed in the leasing and selling of school lands, aroused the only opposition which arrayed itself against him; and the only dissatisfaction expressed with his general labors, sprang from among school officers and school-teachers, who were unwilling or unable to reach the standard of industry, zeal, and intelligence which the superintendent desired.

The following abstract of the statistics in Mr. Lewis' reports presents a flattering picture of school progress, during the three years of his official labors:—

Years.	No. Schools.	No. Scholars.	No. Teachers.	No. of Months Taught.	Amount paid for Tuition.	No. of School-Houses built.	Cost of School-Houses.
1837.....	4,336	150,402	7,902	22,169	\$317,730		\$ 61,890
1838.....	4,030	108,596	7,515	28,671	498,065	671	65,732
1839.....	7,295	254,613	7,328	29,199	701,091	731	206,445

Governors, secretaries of state, and educational men of wide knowledge, have, almost without exception, from 1840 till the present time, borne willing testimony to the fact that, by Mr. Lewis' industry, wisdom, and eloquence, the whole educational tone of the state was elevated, and the most fruitful seeds were sown for that which bears now to every child in Ohio the privilege of a good education. No one, who studies the events of his superintendency, and the results which have followed it, with an unbiased mind, will dispute even higher claims for Mr. Lewis, as a friend of popular education, than we now set up.

It is not to be denied that, in the present excellent school system of Ohio, the forethought and practical suggestions of Samuel Lewis, put on record in 1837, 1838, and 1839, are embodied to a greater extent than those of any other man. The school law, adopted in 1853, was rather a codification of old laws than a new act, except in so far as it recognized practically the great doctrine that the property of the state should educate the children of the state, and authorized a state commissioner, school libraries, and graded departments. All of these important measures Mr. Lewis repeatedly urged, in his reports, and in public addresses.

Mr. Lewis had not been prominently identified with any political party, but had voted with the whigs; and, in 1840, was urged to become a candidate for the office of secretary of state. The transfer of the superintendence of common schools to that department of the government, was a good reason for the nomination of Mr. Lewis as secretary; but he declined. Though he supported General Har-

ri-son for the presidency, he was, in 1841, an active and influential member of the liberty party, then organized in Ohio. In 1842, he was that party's candidate for the state senate in Hamilton county; in 1843, was its candidate for congress, from Hamilton; and, in 1846, was the liberty party candidate for the governorship of Ohio. In 1847, he was the president of the national liberty convention at Buffalo; in 1848, was again a candidate for congress; and, in 1851, was a second, and, in 1853, a third time the liberty party candidate for governor. His first vote for governor was 10,797, his last 50,346; but the average vote for other candidates on the ticket was 34,345. In all the campaigns, he was a zealous worker. He "stumped" the state four times, making speeches distinguished for a persuasive eloquence, which renders his memory dear now to many good men and women in Ohio. He is remembered, however, not only as a remarkable advocate for freedom, but as a most popular and efficient worker for the advancement of temperance reform, and for the promotion of other movements designed to ameliorate the condition of the unfortunate; to elevate the degraded, and to reclaim the misdirected, and reform the vicious.

Severe labors, in the campaign of 1853, very perceptibly impaired his health; and, in the spring of 1854, he said he "was sentenced with death." He had been a professing christian for more than forty years; he was free from all pecuniary embarrassments; no man was his enemy; he was the friend of all mankind; and he was prepared to die. His death occurred on the 28th of July, 1854. He was mourned, not only as a husband and father, but as a christian friend, as a useful minister of the gospel, as an eloquent orator, as an exemplary citizen, and as a self-sacrificing philanthropist. His wife and a son and daughter survive him.

A correct opinion upon the affectionate regard in which Mr. Lewis was held by those who were associated with him, may be found from the resolutions adopted by the Union School Board of Cincinnati, of which he was president.

DECEMBER 4th, 1854.—Rufus King, of the committee appointed to prepare resolutions expressing the sentiments of the Board on the virtues and valuable services of its late president, Samuel Lewis, offered the following, namely:—

"The decease of Samuel Lewis, late member of this Board, and president from its foundation, having been announced, and this Board having, in common with his friends and fellow-citizens, a deep sense of the gratitude and veneration which are due to his memory; and desiring to leave an enduring tribute to the good name and works of one whose strength and purity of character and mind, whose love for, and firm resolve to elevate, his fellow-men were such as are but rarely given to man, and are a noble incentive and guide to those who shall succeed him; now inscribe this *memorial* of him upon their journals. To him the state is much indebted for a new era in her common schools, and for invaluable services in that department to her highest councils. And amid the toils and dis-

tractions of a very active life, he was chiefly instrumental not only in advising and inducing the rich endowment created by Mr. Woodward for the cause of education, and erecting Woodward College, but he continued with constant zeal to foster it, as well as that other honorable endowment bequeathed by Mr. Hughes, for five schools; watching over their disposal, preservation, and enhancement; till, at length, when the opportunity was ripe for bestowing upon these trusts their noblest ends, he lent the whole of his zeal and talents to effect that union of the Woodward and Hughes funds with the public school system, which has opened, free and common to every child of Cincinnati, the way to a high and liberal education. Thus, through all his career, he labored in the foremost rank of the friends of universal education, and died worthy of the public honor which he wore. Therefore,

Resolved, That the death of our president has not merely deprived this Board of one of its foremost and most valued members, but has taken away from the great cause of free education, an advocate and ornament who was second to none in its roll of distinguished names; and that we thus record these sentiments, in the hope that such an example may not die, but live, to incite others to "go and do likewise."

As average specimens of Mr. Lewis' style of composition, and as fair testimony in support of what I have claimed for him, as a man of just views, and of liberal forecast, I make a few extracts from the normal university report that has been described.

There is a general spirit of enterprise pervading the community, unshackled by those artificial restraints that exist, more or less, in other nations, and were, till very lately, felt even in the older states of this confederacy. Mind seems to have multiplied its power to an enormous extent. Instead of having a few master-spirits to direct and control the mass of mind, each one of the great number that makes up that mass, is arming itself to become, in its sphere, to a greater or less extent, a master-spirit. Our people, and almost the entire world, have felt the powerful upheavings of this comparatively new energy. It is not merely physical, or merely intellectual strength. In this country it goes forth armed with the power of the government itself. To restrain it, would be as impossible, as to turn back the waters of the mighty stream of the West. It can not be restrained. But it may be guided—morally, religiously, intellectually—and thus made to fertilize and enrich; or it may be left to overwhelm and destroy.

We must see the connection that exists between eminent learning and eminent success in the different pursuits that now engage our attention; and our course of studies must adapt itself to those pursuits, to a sufficient extent, at least, to make that connection palpable. It will not be required to make the course less thorough, but rather increase it, by adding those practical subjects which are so much neglected, and making all that is called dry in study, aid us in those departments that our natural, civil, commercial, agricultural, and moral condition and relations make it indispensable for us to understand. And equally important is it, that our health should be cared for; better for our sons and daughters, that they should never pass beyond the rudiments of common school learning, than to obtain more than this at the price of sound, vigorous bodies and constitutions. The mental powers of a man are withdrawn from the world, when his body is worn out; and just in proportion as these powers are increased, and made more useful, is the body, through which they are exercised, more important. Whatever else is neglected in a college, the health of the student should be carefully attended to.

If we are to have a standard of literature of our own; if we are to have a reformation and improvement in the higher walks of learning and science; if the great book of nature is to be opened, and the science of this day, and other days, is to be made tributary to the development of the unbounded mental, moral, and physical resources of this heaven-favored land; if all the hundreds of thousands of our youth, in our common schools, are to have furnished, for as many as will improve it, the advantage for traveling the full length of this most delightful road, nor less delightful than useful; if all the colleges, now organized, are to have a point of elevation, erected far beyond their present objects, with sufficient induce-

ments to cause them to put forth increased energies; if, in short, Ohio would bring forth the cap-stone, and present to the world a system of education, embracing every department of learning, from A, B, C, to the highest possible literary attainments; then must she establish a college, or university, or institution of some other name, adapted to these great purposes.

It is now conceded that at least nine-tenths of our youth must henceforth receive their education in common schools. This brings to the support of these schools the great body of the people, who will not be contented with a second-rate teacher. Our state is multiplying her towns and villages, and in each of these there will be (where there are not now,) several schools so arranged as to make several departments, the lower of which will take the small children and those just commencing. From these lower rooms, when they have reached certain attainments, to be fixed, they will advance to another, where they will be carried on to such further point as convenience may designate. Thence, they will advance to the highest department in the school, and here will be required the most experienced and best educated teacher. He should thoroughly understand all the branches of an English education, as taught in our best schools; including the exact sciences, to a considerable extent. In addition to this, he should be well acquainted with the philosophy of the mind, and be capable of directing younger teachers, as he would frequently be at the head of a school having several departments, with children of all ages, and pursuing a great variety of studies; and, however well otherwise educated, he should have acquired a habit and love of study. He should be improvable, and try, at least, to increase his usefulness, and improve the condition of his school every month. The best educated men sometimes fail as common school teachers, because they look upon the work as beneath them. This false sentiment must be eradicated, and a good teacher of the common school, rising above such prejudices, must estimate for himself the importance of his work, and make it his glory to excel in his office.

A teacher, while instructing a child to read (if he understand his business,) can give him a tolerable knowledge of history, geography, etc.; in fact, if we intend to awaken the real intellectual power of our youth, we must teach them to think. This must begin with their first reading-lesson. To teach a child to pronounce a word without connecting it with an idea, is to teach it to be superficial in all after life. The child's thoughts must be directed to the ideas or principles contained in the lesson, and thus will be cultivated the power of concentrating the whole mind on any given object or topic, a power that is more needed, and the want of which is more felt, than any other mental ability. Were our youth to receive proper early instruction, they would not, in after life, read a page or a paragraph, without getting the ideas it contained, and they would easily distinguish on all subjects, because their habits of thought and discrimination would have been cultivated in the proper manner. But this subject, which ought to occupy the attention of every lover of his country, can not be dwelt on here to any greater extent.

As moral influence is the only power that gives efficacy to any of our institutions, youth should early be taught the habit of self-control; they should be so instructed as to make them orderly, from choice, and their choice should be based on correct motives. And, while they should observe rigidly the laws of the teacher, he should be both able and willing to show to the youth the reasonableness of law and order. To compel obedience to the law, against the youth's sense of justice, is but laying the foundation of future discontent with all government. There are no rules required in schools, of which a competent teacher can not show a reason satisfactory to nineteen-twentieths of his scholars. As moral government is substituted for adults, instead of physical power, to preserve order in a free country, so we are called on, whatever expense it may require, to give such character to our instruction, as will subject our youth to the proper influence, at the earliest possible day. More of good or ill depends on this part of education, than barely to learn reading and writing. If we are right in the kind of instruction that is given in our poorest schools, it is not necessary to describe further the kind of teachers required.

It may now be considered as a settled question, that there is something peculiar in the art of governing and teaching a school, which may be taught and

learned, as any other art or profession. There are, to be sure, many excellent self-made teachers, who have become so by long experience and labor, and there are many self-made men who are eminent, in all other professions; and, in neither case, can it be pretended that the success of one man, without superior advantages, would justify us in abolishing those institutions which are intended to aid students in such professions, or that, because a few succeed in spite of their disadvantages, therefore, all men can do so. If one man has learned to govern a large school with very little corporal punishment, he can teach another, with ordinary capacity, the same art. If one man has learned how to adapt his instruction to the great variety of minds presented in the school-room, he can teach others to do so. If he has learned a mode of approaching each mind in such a manner as to wake it up and secure at once a love of himself and the study; if he has found the art of making children reason at an early age; these, as well as all other important acquisitions in the business of teaching, can be imparted to others of ordinary capacity. Heretofore, teachers have all acted without associated effort—each sought his own, and no other interest; his experience died with him, and no record was preserved of improvements, as in other professions. To this cause may be attributed the want of improvement in a profession so important to all our interests, individually and collectively.

With the experience of other nations, and other states, as well as the success which has attended individual experiments in our own state, before me, I have made up my mind that, with teachers, educated for the business, sufficient to supply all the districts in our state, we should, with the same money that is now expended, secure to our children an education far exceeding in amount, and far superior in quality, to what is generally furnished. The advantages of associated power are felt in every other department, and may also be felt in this.